



BOROUGHBRIDGE
Primary School & Nursery
Making A Difference

Boroughbridge Primary School and Nursery

Early Years Foundation Stage Policy

Date Adopted March 2023	Date for Review March 2024	Person/s Responsible Deputy Headteacher
Approved by	Emma Ryan Headteacher	Jules Preston Governor

This Policy is valid from the date as recorded, thereby invalidating any other preceding policy.

Where a 'named' person is no longer in post, this policy remains valid until the next review date.

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1. Our Values

Everyone at Boroughbridge Primary School believes in making a difference. With caring and nurturing we make our school a happy, safe place to learn where we:

- Provide a positive, stimulating and creative learning environment within a safe, happy and secure community;
- Foster links with families to ensure continuity of care;
- Nurture life skills for the future;
- Value achievement and celebrate every success;
- Encourage high expectations in all aspects of learning;
- Ensure equality and opportunity for all;
- Promote an awareness and acceptance of diversity;
- Support effort, perseverance and pride.

2. Our School Vision

The vision for our school is to create a safe, nurturing environment which enables each child to attain greatness and a lifelong love of learning. We will encourage all our children to reach their maximum potential, independently through inclusion and first hand discovery learning.

We believe we are all individuals with different views, needs and aspirations; therefore all areas of the curriculum should be valued.

Children learn best when they are happy and following their own interests, therefore we will ensure that they are given the opportunity to share the planning of our creative curriculum.

We recognise that teamwork between staff, parents and children, working together with respect has the greatest impact on our children's learning.

We believe everyone has a place in the life of the school and our school is the heart of the community. We can make a real difference to every child in our school.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS at Boroughbridge Primary School and Nursery

We are an EYFS unit that operates for children from the term after their 3rd Birthday until they are ready for year 1. We have 2 indoor classrooms and an outdoor classroom. Provision is shared among all areas and we are flexible to allow children to access provision in the area most suitable to them. All nursery age children will be allocated a key worker who help support and develop their learning and relationships.

Our EYFS unit is run by 2 qualified teachers with additional teaching assistants and HLTAs to maintain the required ratio of Nursery children and to support any additional needs if appropriate. All of our staff in Early Years are qualified to at least the level required to meet the requirement of the Early Years Framework.

Timings for nursery age children and reception age children can be found on the website. These times allow for the different requirements needed for Nursery and Reception age pupils.

3. Learning and development.

Curriculum – What we want children to learn.

The statutory framework for the early years and foundation stage sets out 7 areas of learning and development that are equally important and interconnected. In each area, the framework sets out the Educational Programmes that are used to create the content of our curriculum. The framework splits those 7 areas of learning further and allocates an Early Learning Goals to each of these. These are not the extent of our curriculum and we take the children's and local interests into consideration when planning what we want children to learn. To guide us to create a progressive curriculum, we use development matters which sets out benchmarks for the expected age of development for the children.

While there are 7 areas of learning with equal importance, 3 areas are identified as Prime Areas which are seen as particularly important for igniting lifelong curiosity and development.

The prime areas are: Communication and Language, Physical Development, Personal, Social and Emotional Development

The specific areas are: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Characteristics of Effective Learning – How children learn.

The Early Years Framework also includes the characteristics of effective teaching and learning. The teachers plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to model, demonstrate and question what the child is doing in order to extend their learning. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. As children develop and make progress they will be ready to access more teacher led activity which not only support the development to meet the end points of our curriculum, it also helps them be ready for the transition to the next stage of their learning.

Learning through play is an important part of our Early Years practice. We believe children learn best from activities and experiences that interest and inspire them. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an

active role in child initiated play through observing, modelling, facilitating and extending their play. By the Summer term in Reception the children may experience more adult directed tasks as they prepare for their transition to year 1.

The environment – Where the children learn.

Our Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily. Classrooms are set up in a way to provide children with experiences and activities in all the seven areas of learning. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area and are to develop their fine and gross motor skills. Staff will add enhancements to these areas to develop specific skills or provide opportunities for discussion and developing language.

The outdoor classroom is an important part of the Early Years Unit with many children choosing to learn outside for much of the day. We ensure that the range of activities outside reflects the different curriculum areas as in the other classrooms. It will look very different but many of the skills and development opportunities mirror the provision inside.

Assessment – What the children have learnt.

It is more valuable to spend our time talking to children, supporting them and valuing their contributions than to record everything we observe, as highlighted in the EYFS statutory framework (Sep 2021)

Record keeping is kept to a minimum and learning is evidence in a variety of ways including feedback sheets, floor books, as well as Class Dojo. On entry to Nursery and Reception we conduct baseline assessments for each child (as well as the statutory Reception Baseline). Throughout the Early Years the Class Teacher submits end of term assessment data to the Senior Leadership Team showing each child's development across the seven areas of learning which shows whether the child is on track or not for their current age. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected' This information is communicated to parents of reception children at the end of the year.

4. Role of staff and key worker

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

5. Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they engage in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. Visit days are offered to children who do not already attend our setting prior to starting Reception. At the beginning of the school year we offer a Phonics information evening and other sessions for parents, such as our successful, Welcome to Reception meeting.

Starting in our Early Years Unit at Boroughbridge Primary School

We ask children to attend a session at the school alongside all other children who will be starting. When children start in our Nursery we give each family a "This is Me" booklet to complete, this allows the class teacher to get to know a bit more about the child and their family. Over the first few days at the school we encourage parents and carers to stay for as long as they wish in the classroom to ensure the transition to the school goes smoothly. In September all Reception children start full-time straight away, we do not do a staggered start. Early in the first term parents are invited to a parents' meeting so the settling in can be reviewed. Parents are invited to attend a Parents' Meeting each term and teachers are available most mornings and evenings to talk and to discuss more urgent matters.

Transition

Transition from home into school and then into subsequent year groups is important to us. To have children who are settled and love school is a priority. We feel that having shared spaces in the Early Years Unit allows for a natural transition between nursery and reception. As Reception play in a shared KS1 playground at lunchtime and begin to join in with whole school events, this makes the transition to year 1 smooth and familiar to them. The school puts in place transition opportunities to work in the next class before the end of the year and teachers spend quality time discussing the transition with the next teacher.

6. Health & safety and safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) As an EYFS unit, we follow all policies and Health and Safety guidance as the rest of the school. These are available on our website. We take all accidents seriously and always log and phone home if a child bangs their head. Safety checks are carried out in accordance with the Health and Safety Policies. We follow whole school procedures for child protection (see separate policy). Emma Ryan, Head teacher, is the named Child Protection Officer and Neil Ryder deputies in her absence. All concerns are discussed with them.