



Statutory Policy	
Agreed By	Head
Website	Y
Staff Email	Y

EYFS Policy

Date Approved	2nd May 2025
Approved by and Position	L Mathie – Head Teacher
Review Date	Summer 2028

Policy Updates

Date	Update
May 2025	<ul style="list-style-type: none">• References to Little Battlers have been removed• Section on Observation and Assessment has been removed• Learning through Provision (pg. 4-7) has been added.

Battling Brook Foundation Stage Policy

EYFS Statutory Framework

We adhere to the DfE (2024) 'Statutory Framework for the Early Years Foundation Stage' and the four guiding principles that shape practice within Early Years settings:

- **A Unique Child** – we recognise that every child is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling environments** - we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that encourages them to explore their perceptions, investigate their ideas and practise their skills through planned continuous provision and open-ended resources respond to children's needs and interests.
- **Learning and Development** – we recognise that children learn and develop at different rates and aim to support all children to take their individual next steps.

As part of our practice we:

- Provide a broad and balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as a primary vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Monitor children's progress and provide early intervention for those children who require additional support.
- Work in partnership with parents, carers and other agencies to ensure individual needs are met and children make good progress.
- Plan enjoyable and challenging learning experiences, informed by observation, assessment and by the children's own ideas and interests.
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported.
- Provide a secure and safe learning environment indoors and outdoors.

Early Years Foundation Stage Curriculum

We provide an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific. The Prime areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. However, all areas are interconnected and important.

The '**Prime**' areas of learning and development are:

- Communication and language
- Physical development

- Personal, social and emotional development

The '**Specific**' areas of learning and development are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

We use the DfE document 'Development Matters' (2023) as the basis for our curriculum to create topic based medium term plans which offer experiences in all seven areas of learning.

Short term plans remain flexible to allow for unplanned circumstances and opportunities, children's interests and misconceptions.

Children will engage in adult guided whole class, small group and individual activities alongside their child initiated, independent learning.

There are also allocated times for whole class daily 'carpet learning sessions'.

In planning and guiding children's activities, our practitioners reflect on the different ways that children learn and build these into their practice.

The characteristics of effective teaching and learning we use are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, challenge, confidence, communication and physical development.

Play is a crucial aspect of our approach as outlined by the EYFS framework: 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'. We plan carefully to achieve a balance between children's time and space to engage in their own child-initiated activities and those which are planned by adults. Adults in class will interact with child-initiated play, when appropriate, to stretch and challenge children further. We create a stimulating learning environment and encourage children to free-flow between inside and outdoors as far as possible

Learning through provision

At Battling Brook Primary School, teachers working in EYFS, Year 1 and Year 2 are moving towards a continuous provision model to facilitate learning across the curriculum.

Continuous provision refers to the resources that are always available within the classroom for the children to access, in order to further develop their learning independently. The continuous provision within the setting remains consistent for long periods of time. Our environment allows for carefully planned and child led play-based experiences, which inspire the children to consolidate their skills, knowledge and understanding, and enables them to be independent, resilient learners who motivate themselves to take on the next challenge and push themselves to their limits.

“Play is the only way the highest intelligence of humankind can unfold.” ~ Joseph Chilton Pearce

Our vision

All children are enabled to become curious, inspired and independent. They have access to an irresistible environment where they think critically, are responsible for their learning and strengthen their resilience. All children will flourish and develop a life-long passion for learning.

Intent

Our school experience and research tell us that young children learn best through play and exploration.

‘Play is absolutely essential to learning because it is learning.’ (Bottrill 2020)

We are inclusive and welcoming to all and British Values are embedded in all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

To do this, we plan our curriculum around the children's own interests and events that are relevant in their own lives and their communities. We introduce the children to events happening in the wider world and other cultures. The combination of the children's interests and adult chosen topics creates a wide, varied and engaging curriculum.

Whilst the curriculum is flexible and adaptable to meet the children's needs and interests, there is a pre-planned framework that gives a breakdown of the knowledge children will gain as they progress through the year. This knowledge is important to set the foundation of the school journey and supports children to progress effectively as learners. This framework includes a journey of books that create a love of stories, songs and rhymes. The children's imaginations are activated through the engagement in these texts and the opportunity to follow their own ideas.

We believe for all children to be successful learners, they need the opportunity to experience play based learning as well as adult led activities. We are constantly adapting our approach to meet the needs of each different cohort and recognise that a balance needs to be found between child-led and adult-led learning.

'Nowhere does the National Curriculum specify how the children have to be taught in order to achieve the expected outcomes, yet in many schools there is a belief that the time for play is over once children start in Year 1.' **(Quirk and Pettett, 2021)**

Every day our children get the chance to be a designer, an artist, a writer, a scientist, a musician, a mathematician, a storyteller, an athlete, geographer or historian.

“Whoever wants to understand much must play much.” - Gottfried Benn

Aims of Continuous provision

- To promote positive attitudes to learning
- To give children ownership over their learning
- To develop communication and language skills to enable them to explore and reflect on their learning and the value of their achievements
- To give opportunities to assess, manage and take risks
- To develop a responsible attitude for their learning and their environment
- To use their imagination in a purposeful context
- To learn to work effectively as an individual and as part of a team
- To maintain motivation in the face of challenge

“Children need the freedom and time to play. Play is not a luxury. Play is a necessity.” -Kay Redfield Jamison

Implementation

We recognise that not all subjects can be taught through continuous provision. Some subjects need discrete teaching – these include: phonics, handwriting, English skills, maths and foundation subject teaching inputs. All these subjects, however, can be enhanced and skills can be rehearsed within continuous provision to ensure children know more and remember more. We also ensure that children access all areas of Learning by introducing 'I choose days'. On these days, the adult chooses where the child learns and uses this opportunity to support the child to access areas and activities they may feel less confident in and therefore not ready to independently choose to access.

Role of the adult

'Anybody working with the children is an educator'

- To scaffold the children's learning, this includes providing support where needed and challenge to move learning on.
- Make these challenges by providing vocabulary, suggestions and resources.
- Purposely and repeatedly introduce new vocabulary in order for the children to develop new language.
- Reflect on the children's learning as it takes place in order to support further planning and learning opportunities for the future.
- Support the children's confidence and well-being at all points.
- In line with OFSTED guidelines, the adult's role is to be aware of the many ways that children learn and adapt activities to support this.

- Being aware and supporting the characteristics of effective learning.

<u>Playing and Exploring</u> ENGAGEMENT	<u>Active Learning</u> MOTIVATION	<u>Creative and Critical</u> <u>Thinking</u> THINKING
Finding out and exploring Playing with what they know Being willing to have a go	Being involved and concentrating Keep trying – building perseverance and resilience Enjoying achieving what they set out to do	Having their own ideas Making links Working ideas

The adult is also key in developing the children's communication and language. This is done through any interaction by;

- Pausing - Allow extra time for child to respond before you speak again.
- Modelling – Repeat back what the child says but say it correctly.
- Commentary – Describe what the child is doing now, use simple repetitive phrases, pause between each phrase.
- Expanding – Repeat what the child said but add 1 – 2 words of your own.

“Children learn as they play. Most importantly, in play children learn how to learn.”
~ O. Fred Donaldson

Impact

Children will leave KS1 with a solid foundation of skills and knowledge needed to continue their learning successfully and will have embedded all of our school values. Children will communicate with confidence when sharing and extending their thinking. Our child-led approach will create curious thinkers who show enthusiasm, resilience and motivation when learning on their own and with others.

Observations and Assessment

We observe and assess children's development and learning daily, to inform our future plans, recording our observations in a variety of ways. Our staff are skilled at observing children to identify their achievements, interests and next steps for learning.

Observations of some of the children's achievements are collated in their own personal, 'Learning Books'.

Progress is reviewed continually throughout the year and parents/carers are welcomed in to share their children's learning; informally through our 'open door' policy and more formally during parents evenings.

At the end of FS1/Pre-school you will receive a report which states whether your child is 'expected' or 'working towards' with the expectations outlined in Development Matters for children aged 3-4.

At the end of the year the FS2/Reception profile provides a summary of each child's development and learning, including whether they have reached a 'Good Level of Development' (GLD).

Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving against each area of the EYFS curriculum:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

This is shared with parents/carers as part of the child's end of year written report. This profile is the statutory data that is sent to the Local Authority and used to help the school benchmark and identify improvements.

Health and Safety

The safety and welfare of our children is paramount at Battling Brook Pre-school and Battling Brook Primary School. We have robust policies and procedures in place to ensure their safety.

In Pre-School and Reception we provide a safe and secure environment and a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, milk time, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices and opportunities to assess and take managed risks to help them develop this important life skill.

Staff and visitors are prohibited from using their mobile phones in classrooms, class iPads are used to photograph children (for observation and assessment purposes and posting on Class Dojo) and children are always appropriately dressed in photographs.

Battling Brook Pre School and Battling Brook Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The Child Protection and Safeguarding Policy is in place to ensure the safety of all stakeholders at Battling Brook Pre School and Battling Brook Primary School. All staff are vigilant and report concerns according to the school's policy and procedures.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of our children and provide individual support so that most of our children achieve the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. The School's SENCO works closely with Preschool.

Parents and Carers

We recognise the importance of parents/carers as children's first and most enduring educators, with a significant role in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers and encourage parents to participate confidently in their child's education and care by:

- Holding information sessions before the child starts at Pre-School or Reception class.
- Talking about their child's interests and needs during introductory setting visits.
- Being welcoming and approachable, with an open-door approach for parents to voice concerns/ask questions.
- Once a week holding an after school drop-in for families to see the learning environment and look at displays of children's work.
- Holding two parents meetings over the year to discuss how their child has settled and share progress and next steps for learning.
- Valuing parents' contributions to learning journeys.
- Encouraging parents to read with their child at home.
- Encouraging two-way communication through Class Dojo.
- In Reception we provide curriculum bulletin, each term and providing information on the website to help parents/carers support learning at home.
- Inviting parents into school for collaborative learning sessions to demonstrate how we teach and to help them support their child.
- Welcoming parents as volunteers into our school.
- Providing parents with an end of year report detailing achievements and their child's EYFS profile.
- Inviting parents to a range of activities and events throughout the year e.g. Assemblies, Christmas performance and Sports Day.
- Offering a range of activities to encourage specific collaboration between the child, school and parents.