



# Evendons Primary School

NURTURE INSPIRE FLOURISH

## BPET Early Years Foundation Stage Policy

Signed:	
Chair of Advisory Board:	Clare Delaney
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## 1.0 Bellevue Place Education Trust – Our commitment

### *Learn. Enjoy. Succeed.*

Three words that mean the world to us.  
Three words that have been with us from the day we started Bellevue Place Education Trust.  
Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a ‘be interested and be interesting’ attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

## 2.0 Rationale

This document is a statement of the aims, principles and strategies for teaching and learning within the Early Years Foundation stage at Bellevue Place Education Trust Schools. It is the method through which we offer a curriculum which is broad and balanced with an emphasis on core learning, and its implementation is the responsibility of all the members of the school community.

## 3.0 Aims

At BPET our expectations are high of ourselves, each other and our children. We strive to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

*As outlined in the EYFS ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.’*

The following documents should be read in conjunction with this policy: Teaching and Learning, Curriculum, Admissions, Health and Safety, Equal Opportunities; SEN and Behaviour policies.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children **develop and learn in different ways and at different rates**

## 4.0 Teaching and Learning in Early Years Foundation stage

We believe that all children learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Are actively involved in the learning process
- Feel valued, secure and confident
- Are challenged and stimulated
- Receive feedback about their performance

## **5.0 The Learning Environment**

At BPET this will be organised to ensure that children have the opportunity to:

- Work individually, in pairs, in small groups and as a class
- Make decisions
- Work cooperatively
- Solve problems
- Be creative
- Discuss ideas
- Develop social skills
- Develop independence and use initiative (Follow -‘Try Three before Me’)
- Receive support and challenge
- Participate in enrichment
- Contribute to school life

Learning in the Early Years will take place in a stimulating learning environment that:

- Provides opportunities for free flow between inside and outside learning areas
- Is safe, welcoming, happy and caring
- Is both challenging and supportive
- Celebrates success and supports children to realise their full potential
- Encourages mutual respect
- Celebrates our differing religions, heritage and cultures.
- Is well organised, safe, tidy with well-presented displays
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed code of behaviour ‘owned’ by the children

## **6.0 Our Practice in Early Years**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment

- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

## 7.0 EYFS Curriculum

We plan an exciting and challenging curriculum based on Assessment for Learning, with a key focus being our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the **prime** areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

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

As a team, we write long term and medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses. All plans are amended and adapted in light of our ongoing observations and assessments.

Children have whole group and small group times which increase as they progress through the EYFS with dedicated times for a daily phonics session using 'Success for All'. There will be whole class and smaller group session for teaching aspects of Mathematics and Literacy, including shared reading and writing. We will have a high emphasis on developing children's speaking and listening skills through the use of Talk for Writing techniques where children will be immersed in a range of high quality fiction and non-fiction texts.

The curriculum is delivered using a purposeful play-based approach as outlined by the EYFS. *'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 a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's purposeful play, early years practitioners interact to stretch and challenge children further. In planning and guiding children's

activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

### **8.0 Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey. In the Spring term, as children become ready and to aid transition children move towards having individual books for their learning in the aspects of mathematics and writing.

Assessment for learning is at the heart of all we do. We want children to be involved and take ownership of their own learning journey. Through effective feedback, discussion and precision teaching, children will be involved with understanding their strengths and what they are doing well and will have a clear understanding of small, manageable next step targets that they can aim towards.

Parents and carers will receive a termly written report and have the opportunity to meet with key staff to discuss learning and progress in all aspects of the EYFS curriculum at Parents Evenings. At the end of the school year parents and carers are provided with an Annual Report. This report will be based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss their child's strengths and areas that they can support as the child moves from Reception into Year 1.

### **9.0 Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury.

### **10.0 Inclusion**

We value all our children as individuals at BPET, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed 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 and outside agencies.

Our aims to ensure inclusive provision include:-

- to offer excellence to all our children, whatever their abilities or needs
- high expectations of all our children
- to achieve high standards by striving to remove barriers to learning and participation
- to ensure that all our children feel they are a valued part of the school community

Through appropriate curriculum provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- have different strategies for learning
- have different rates of acquiring, assimilating and communicating information
- need of a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with language, communication and literacy
- planning to develop children's understanding through the use of all their senses and experiences
- planning for children's full participation and learning in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals manage their emotions and to take part in learning

### **11.0 Transition**

Transition into the next Key stage is carefully planned for and time given to ensure continuity of learning. At any period of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. All children and their families receive home visits and Nursery visits when they join our school in the Early Years. In addition, they attend introductory sessions to Reception to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Children will also begin to spend time within the Year 1 setting, prior to completing a transition day which is partially spent with parents and carers.

### **12.0 Parents as Partners and the Wider context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways, e.g. through events such as Art displays, International evening and plays; through specialist learning days such as Sports Day, Mathtastic Day and World Book Day; through dedicated support and training sessions on aspects such as Phonics, Helping your child with Reading or Maths.

We ask that every parent:-

- Ensures their children attend regularly and punctually
- Supports the ethos of the school and the class charters
- Shares responsibility for their children's learning, be realistic and offer encouragement and praise
- Attends parent's evenings and curriculum meetings
- Support the children including in terms of homework which may be set
- Encourage independence in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting, for example during Work Week.

### **13.0 Staff's responsibilities**

- Place Assessment for Learning (AfL) at the heart of all we do
- Ensure there are clear objectives and success criteria that are shared and which the children understand
- Provide feedback which informs the next steps in their learning and so impacts on progress
- Involve children in the assessment process using a range of AfL strategies
- Give pupils opportunities to reflect on their learning through target setting
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education
- Use a range of teaching styles, differentiation and groupings to enable all pupils to learn effectively
- Keep effective assessments and accurate records which inform planning
- Communicating with parents and keeping them informed of children's progress

### **14.0 Pupils' responsibilities**

- Adhere to their own class charter for effective learning
- Respect other children, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate kit
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and Rutherford House School
- Take responsibility for their learning

### **15.0 Local Advisers' responsibilities**

- Work in partnership with staff, pupils and parents to support the aims and objectives of the school
- Support initiatives for pupils and parents
- Be accessible to parents and staff
- Take responsibility for own training and development
- Carry out monitoring and support staff where appropriate

### **16.0 Organisation**

As a Primary phase Free School our expectation is that all teachers teach the full range of curriculum subjects. Nevertheless we recognise that there are specialist teachers within our staff and that some subjects will be taught by a specialist teacher e.g. music, sports and MfL.

### **17.0 Celebrating Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

- Verbal or written praise by teachers, peers, head and parents
- Displays of learning
- Golden Book assembly
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy
- Sharing success with the community

### **18.0 Strategies for ensuring progression and continuity**

#### *Planning*

- Rolling programme to deliver the full coverage of a balanced curriculum with a focus on core learning and to modify and update this as required by changing circumstances
- Schemes of work developed and reviewed
- Medium term plans and weekly/daily plan drawn up by teachers
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by KS co-ordinators and SLT
- Links with secondary schools

#### *Feedback and marking, assessment and record keeping*

- Ensure continuity by using methods of marking set out in the marking policy
- Regular records of assessments in day-to-day achievements based on lessons objectives and success criteria
- Reading records –individual, group reading and reading level assessments
- Records of levels/ attainment in other subject areas in Key Stage booklets
- SATs
- Foundation Stage – observations, evidence, profile records (post-Tickell)

### **19.0 Equal Opportunities**

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils' achievements. Assessments will not involve cultural, social, linguistic or gender bias.

### **20.0 Monitoring and Evaluation**

This policy will be reviewed every two years by the Local Advisory Board