



# Early Years Foundation Stage (EYFS) Policy

## Buglawton Primary School

Approved By	Miss Alison Kennerley	Date	August 2024
Written By	Miss Abigail Hornby EYFS Lead	Date	August 2024
Reviewed By		Date	August 2026



# Contents

Introduction	Page 3
EYFS Curriculum	Page 4
‘A Unique Child’	Page 5
‘Positive Relationships’	Page 6
‘Enabling Environments’	Page 7
‘Learning and Development’	Page 8
Statutory Policies and Procedures for EYFS	Page 9



# Introduction

*“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow” (Development Matters 2020)*

At Buglawton Primary School we work hard to provide a place for every child, to be given every chance, every day. The Early Years provision at Buglawton provides children with a safe and stimulating environment where children can achieve our motto ‘Be the best we can’.

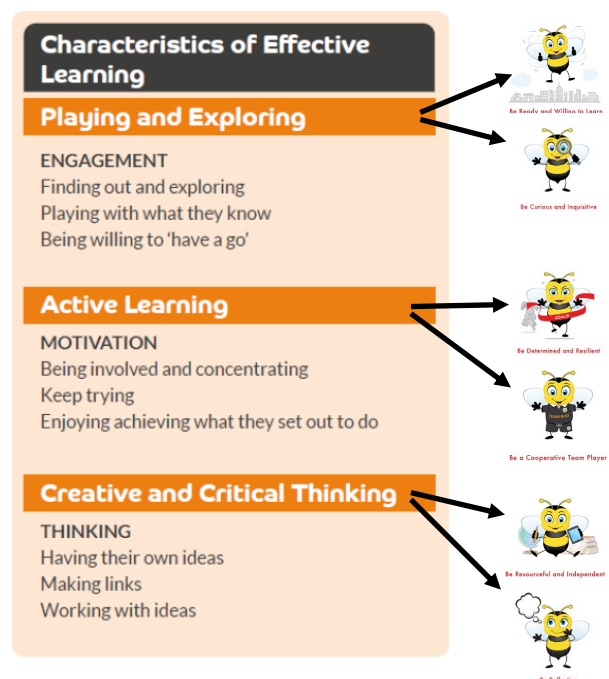
We ensure all children have the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined. Through practical learning experiences, we strive to equip children with a love of learning and a natural curiosity. We are committed to giving our pupils the best possible start to their school life, teaching them skills that ensure their wellbeing now and success in the future.

Our aim is to:

- Establish an environment that is calm, cosy and provokes curiosity through open-ended play opportunities, nature and 'real world' resources.
- Respond to children’s interests and use these to inform planning
- Deliver a curriculum based on entitlement for all, that considers each child’s existing knowledge and experiences, and where the children can engage in first hand experiences
- Give children opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment
- Enable children to develop characteristics of effective teaching and learning, which will enable them to become independent, resourceful and resilient learners now and throughout their education.

Our curriculum is designed to develop the characteristics of effective teaching and learning, closely intertwining with our whole school ‘Bees to Success’.

This partnership works collaboratively to provide a secure foundation for the way in which we expect our children to learn.





*'Be The Best We Can...'*

## EYFS Curriculum

In the Early Years Foundation Stage (EYFS) at Buglawton Primary School we aim to provide a broad, balanced, adapted curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating environment.

There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and inter-connected. There are three prime areas that are crucial for igniting children's curiosity and enthusiasm for learning and for expanding their capacity to learn.

These are:

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

There are then four specific areas through which the three prime areas are strengthened and applied. These are:

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

The EYFS is based upon four principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**



*'Be The Best We Can...'*

## ‘A Unique Child’

**“It is a wise general rule to leave the children free to use their playthings in their own way - even if this does not happen to be the way that we might think the best. For play had the greatest value for the young child when it is really free and his own.”**

*Susan Isaacs, (1929)*

At Buglawton Primary School we celebrate the uniqueness of each child through a child-centred learning approach. Our highly skilled practitioners endeavour to spark awe and wonder in each individual child, soaking in their knowledge and fascinations to use as a foundation to supporting our children’s next steps in learning.

On entry to both Preschool and Reception our practitioners begin to build an understanding of our children’s cultural capital, celebrating and enhancing prior knowledge the children bring to our setting whilst working hard to recognise potential gaps. Throughout each child’s individual journey through Buglawton’s EYFS classrooms we aim to provide experiences, resources and opportunities to fill those gaps, aiming to provide our children with every chance to succeed, every day.

Our EYFS children are encouraged to explore, learn and play at their own pace through the use of carefully selected continuous and enhanced play activities and resources. These opportunities are supported by adults who are prepared to listen to and actively observe our children’s play before carefully planning how to respond to their observation. In turn we aim to develop resilient and reflective learners, who uphold the confidence to explore their surroundings and follow their interests in order to progress through their individual learning journey.

It is important for our Early Years Practitioners to identify those children who find some areas of learning difficult so that strategies to help them can be put in place as soon as possible. These children will be part of a provision map with clear steps identified with the parent and SEND coordinator and revisited regularly as the individual child progresses through their educational journey at Buglawton.



*'Be The Best We Can...'*

## 'Positive Relationships'

At Buglawton Primary School we believe in nurturing the learning triangle, creating a strong partnership between children, staff and parents. We aim to involve parents in their children's learning every day. We operate an open-door policy and parents know that they can approach a member of staff before or after school to discuss any concerns.

Prior to joining our Preschool, children and parents/carers are invited to experience our setting in action! During this time our new children will be given the opportunity to explore all areas of provision, meet the Preschool practitioners and share their new learning space with their familiar adults from home.

Prior to joining our Reception class, children and parents/carers are given the opportunity to participate in a home (and/or nursery) visit where their class teacher is able to interact with each child in a familiar environment. During this time, our new starters are provided with their Buglawton Book Bag and parents/carers are given the opportunity to ask any questions they may have about their child's upcoming transition. Alongside our home visits, our new reception starters are invited to visit their new classroom at various time slots throughout our transition week. This is a great opportunity for children and EYFS practitioners to get to know each other and familiarise themselves with the classroom environment.

Parents Evenings in the Autumn and Spring term for all of our EYFS children, ensures parents are up to date with their children's progress. Final reports are sent home in the Summer Term informing parents of the attainment of their children.

Our EYFS Parents are regularly invited into our Preschool and Reception classrooms to stay and play with their children, enjoy a story or even share a curiosity of their own. We provide opportunities for parents to be involved in various workshops and social opportunities planned throughout the year.

Following our child-centred approach to learning, you will find our practitioners actively engaged in play with our children and not hidden behind technology screens. However, we do value the importance of sharing photographic/oral captions/video snapshots of our children's individual sparks of wonder on our google classroom account. Our weekly newsletter provides an opportunity for parents/carers to extend this learning at home.

We work hard to grow positive links with our local area to enrich our children's experiences by taking them on outings, for example to the local care home and inviting members of the community into our setting.



*'Be The Best We Can...'*

## ‘Enabling Environments’

At Buglawton Primary School, we believe that both the physical and human environment plays a key role in supporting and extending our children’s development. We strive to provide our children with opportunities to explore open-ended, natural and real-world resources within their play.

Our children are given various opportunities to connect with nature, blurring the lines between indoor and outdoor whilst participating in various opportunities to explore woodland based outdoor learning, observing seasonal changes in our school garden and enjoying dipping in our school pond.

Buglawton EYFS classrooms prioritise sustainability, filling children's play spaces with heuristic, recycled play items and treasures with the hope of empowering our children to be active instead of passive learning in their play. Continuous provision in our Early Years and Year One classrooms are consistent, stimulating and progressive for our learners. Each resource has been carefully selected to build upon age-appropriate skills of our individual children and create a powerful, rich play space, accessible to all.

As curious practitioners, we observe our children carefully in their play, assessing their interests, development and learning before planning exciting and appropriately challenging enhancement activities and experiences to extend our children’s learning. Enhanced activities can be accessed independently or alongside an adult. These planned learning opportunities hold a focus on developing the process and not the end product, ensuring the outcome is individual to each child and their development stage.

We aim for our EYFS classrooms to be clean, calm and cosy. To achieve this, we ensure;

- our resources in our EYFS classrooms are stored so children can independently access them and put them away.
- our surface areas are clear from clutter, teaching resources are carefully stored.
- we provide spaces for children to snuggle down and enjoy a story or quiet time.
- we keep the use of harsh artificial lighting to a minimum, encouraging the use of soft fairy lights, lamps and natural lighting.
- neutral display backing to ensure our children’s work is given the opportunity to shine, neutral backing paper aims to reduce visual noise, in turn creating a calm learning environment.
- classroom displays are simple and uncluttered, reflecting a visible trace of our children’s thinking and learning, process rather than end product.
- we achieve a text rich environment through purposeful, relevant and interesting opportunities that our children would naturally encounter.



*'Be The Best We Can...'*

## ‘Learning and Development’

At Buglawton Primary School, ongoing assessment is an integral part of the learning and development processes. Our EYFS practitioners observe, interact and play with our pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

The Reception Baseline Assessment is carried out within the first six weeks of a child starting in Reception. We also use a range of assessments, both formative and summative, with individual pupils at various points including phonics screening and WellComm speech and language toolkit.

At the end of Reception, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- meeting expected levels of development
- not yet reaching expected levels (‘emerging’)

In the Foundation Stage, teaching and learning styles include in the moment planning (ITMP), whole class teaching, small group work, paired and individual work, all of which are all supported by on-going observations.

### Phonics

At Buglawton Primary School, our children are immersed in FFT Success for All Phonics which is a complete systematic synthetic phonics (SSP) programme that has been validated by the Department for Education.

Our children participate in daily Phonics sessions beginning in Preschool and continuing through KS1 and beyond. Phonics sessions in the EYFS introduce new phonemes, provide opportunities to segment and blend sounds and apply this knowledge into reading and writing.

### Mathematics

At Buglawton Primary School, our children in Preschool follow the mathematical teaching structure of ‘master the curriculum’ approach. The class teacher explores each sequential teaching point, using the online resources where appropriate whilst confidently supporting children with play based, practical learning following the objective of focus.

This mathematical foundation created in preschool supports children as they transition into reception and begin their Power Maths journey.

Power Maths is a mastery programme designed to spark curiosity and excitement in maths. It is recommended by the Department for Education in England and is fully aligned with the White Rose Maths schemes of work.

Both of our EYFS classes support our children to learn mathematical skills through carefully enhanced, practical and play-based mathematical learning opportunities within the classroom and through exploration of maths in the ‘real world’.





*'Be The Best We Can...'*

# Statutory and Relevant Policies and Procedures for EYFS

Statutory Policies and Procedures for EYFS	Where can it be found?
Safeguarding policy and procedures	Buglawton Child Protection and Safeguarding Policy
Administering medicines policy	Buglawton Administration of Medicine Policy
Emergency evacuation procedure	Buglawton Fire Safety Precautions and Procedures Policy
Procedure for checking the identity of visitors	Buglawton Child Protection and Safeguarding Policy
Child collection	Uncollected Child Policy
Child missing in setting	Buglawton Preschool Policy
Concerns and complaints	Buglawton Complaints and Procedures

Relevant Policies and Procedures for EYFS	Where can it be found?
New admissions to preschool	Buglawton Preschool Admissions Policy
Responding to behaviour	Buglawton Behaviour Policy
Changing and supporting with toileting	Buglawton Contenance Policy