

Beeston Fields Primary and Nursery School



Early Years Foundation Stage Policy (Early Adopter)

BEESTON FIELDS EYFS POLICY

Statement of intent

At Beeston Fields Primary and Nursery School, we believe that children develop quickly. Our EYFS practitioners aim to do all they can to help children have the best possible start in life & acquire skills to be ready for their next stage of learning. We believe this is achieved by viewing each child as unique, building positive relationships with all adults involved with a child, providing enabling environments in which learning & development can take place.

The experience of school is a unique and special time in every child's life and needs to be valued. The Foundation Stage includes children from the age of three to the end of the school year in which they turn five years old. Therefore, the children in F1 and F2 follow the EYFS Early Adopter framework (Early Years Foundation Stage) which is separate from the National Curriculum.

Our Foundation is set up to promote and encourage learning through play. Play is an integral part of the curriculum and is a means by which the children can:

- ☐ Relate to the world and practise skills for adult life.
- ☐ Learn how to deal with a variety of emotions within a safe environment.
- ☐ Acquire skills of problem solving and organisation.
- ☐ Develop language and imagination.
- ☐ Acquire social skills and ability to deal with success and failure.
- ☐ Exercise choice and learn decision making.
- ☐ Build confidence through the development of self esteem and self worth.

In our Foundation Unit the children experience a wide variety of opportunities and learning situations through a range of exciting and stimulating activities.

Early Adoption

Under The Early Years Foundation Stage (Exemption from Learning and Development Requirements) and Childcare (Exemption from Registration) (Amendment) Regulations 2020, the Secretary of State for Education has granted Beeston Fields Primary and Nursery School exemption from the following sections of the 2017 Early Years Foundation Stage statutory framework:

- i) The educational programmes under EYFS paragraph 1.5; and
- ii) The early learning goals set out on pages 10 to 12 of the EYFS; and
- iii) The requirements set out in paragraph [2.6 to 2.11](#) of the EYFS relating to Assessments and moderation at the end of the reception year – the Early Years Foundation Stage Profile – which requires settings to complete the Profile and submit the same to the local authority.

As a requirement of participation in the EYFS reforms early adopter scheme, we will instead follow in full the EYFS reforms early adopter framework (<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>).

Beeston Fields Primary and Nursery School are able to disapply specific requirements of the revised EYFS in line with other non-early adopter schools in the event of legislative prohibitions, restrictions or requirements being applied as a result of coronavirus where it is not 'reasonably practicable' for those schools to comply with those requirements. (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>)

The safeguarding and welfare requirements of the 2017 EYFS will continue to be followed, as we recognise they have been included in the EYFS reforms Early Adopter framework.

At the end of academic year 2020/21 teachers will complete the EYFS Profile as set out in the EYFS reforms early adopter framework for all children in the reception cohort in our school. This data will be submitted to the local authority.

We acknowledge that the direction granting the exemptions and modifications will be in place from 1 September 2020 and [ending on 31 August 2021](#). It applies to a child in the reception class and, where applicable, in the nursery class as defined in the regulations.

Our aims

Within our Foundation we aim to:

- ☐ Provide a welcoming setting for the children and their families.
- ☐ Establish positive relationships with parents/carers and children.
- ☐ Build on children's existing learning and celebrate achievement within a stimulating and challenging environment.
- ☐ Help children to make links in their learning.
- ☐ Value children's interest, providing a balance of adult directed, adult led and child initiated activities.
- ☐ Provide a solid foundation in all areas of learning through well planned, rich and stimulating experiences.
- ☐ Make careful observations and have effective interactions in order to support and extend children's learning appropriately.
- ☐ Help children build relationships with their peers and adults and learn to cooperate with each other.
- ☐ Encourage the development of self respect, respect for others and the world around them.
- ☐ Ensure that all children feel included secure and valued.
- ☐ Understand the need for agreed codes of conduct in order for groups of people to work harmoniously.
- ☐ Develop independence and a lifelong love of learning.

Foundation

☐ **Team**

The staff within the EYFS work as a close team with both parents/carers and children. The team consists of teachers and teaching assistants who meet weekly for the purpose of joint planning. These weekly meetings also provide the opportunity to discuss individual children's progress and share any relevant information about children and so on.

☐ **Environment**

The layout of the EYFS has been developed in order to ensure that there are numerous opportunities for child initiated learning. Resources are organised to ensure that they are readily accessible and of consistently high quality.

Areas have been organised within the EYFS to promote the three prime areas and four specific areas of learning. The outdoor zone is an integral part of the learning environment and also reflects all areas of learning.

□ Behaviour

Throughout the school we have high expectations of children's behaviour and this begins from the moment they start in our Foundation. We promote positive behaviour management through; verbal praise as well as individual, class and school rewards. We ensure a consistent approach and share this with parents/carers through our behaviour policy (The school behaviour policy is available on request from the school office).

We have an agreed set of school values and time is spent discussing them with the children. We encourage the children to understand how agreed codes of behaviour help them to work with their peers and adults as part of a group or class.

**#Confidence #Pride #Creativity #Enjoyment #Perseverance #Aspiration #Responsibility
#Diversity#Kindness**

□ Health and Safety

All staff take responsibility for ensuring their own health and safety and that of their colleagues and pupils. Within the framework of learning through play, consideration of safety issues is given at the planning stage and monitored during activities.

When children begin in our Foundation they are taught how to use equipment safely, including playground equipment. We encourage the children to challenge themselves whilst being aware of their safety and that of others.

(Further information regarding health and safety can be found in the school's health and safety policy).

Admissions.

□ F1 (nursery)

Parents/carers wishing their child to attend our Foundation in F1 should put their child's name on the waiting list. When a space becomes available the parents/carers will be contacted and admission arrangements made. Children are admitted to F1 during the term after they turn three years old (providing that a place is available).

□ F2 (reception)

The admission authority for the school is Nottinghamshire Local Authority. A booklet

"Admission to Schools" is published each year (0115 8546161) which sets out the admissions procedure for parents. When the LA have confirmed that a place has been offered at the school the child is eligible to start full time in our Foundation in the new school year. (Your child will turn five years old between 1st September and 31st August.)

Further information regarding admissions can be found in the school prospectus.

Partnership with parents/carers.

"Parents are the children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning." (EYFS)

As a school we recognise that parents are children's first educators. We aim to liaise closely with parents/carers and believe by doing so we can have a positive impact on development and learning. We promote an open door policy whereby parents/carers are welcome to speak to staff before or after school regarding their child's circumstances, progress, interests, skills and needs. **(COVID-19 DEPENDENT)**

Parents will be formally or informally invited into school for events such as assemblies, plays, parents' evenings, parent workshops and so on. **(COVID-19 DEPENDENT)**

We actively encourage parents/carers to engage their children in learning at home, in particular; sharing stories, reading school books, practising words and letters, playing board games, sharing conversations, talking about numbers, counting, etc. Any parent/carer requiring support or further ideas should see a member of staff or our office team.

A welcome pack is given to all parents as their child enters our Foundation. Parents/Carers are invited to join in our Foundation regularly for meetings, workshops and sharing sessions. (COVID-19 DEPENDENT)

Teaching and learning

The EYFS Coordinator with the support of SLT will be responsible for overseeing the planning, resourcing and monitoring of the school's EYFS programme. The subject matter covered in Foundation 1 and Foundation 2 classes reflects the requirements of the Early Years Foundation Stage, Development Matters Curriculum, which came into effect during the Autumn term 2020. Special focus will be paid to the understanding of which age & stage a child is working at (Birth to 3, 3-4 years or Reception) and providing every opportunity to build their skills, throughout the EYFS in order to be best prepared for KS1 at Beeston Fields Primary and Nursery School.

These skills include the development of the characteristics of effective learning:

- ☐ Finding out & exploring
- ☐ Playing with what they know
- ☐ Being willing to 'have a go'
- ☐ Being involved & concentrating
- ☐ Keeping on trying
- ☐ Enjoying achieving what they set out to do
- ☐ Having their own ideas
- ☐ Making links
- ☐ Choosing ways to do things

The EYFS programme will be delivered by staff using a broad range of strategies in which adults will help children learn, including:

- ☐ Interacting with children during planned & child initiated play & activities
- ☐ Communication & modeling language
- ☐ Showing
- ☐ Explaining
- ☐ Demonstrating
- ☐ Exploring ideas
- ☐ Encouraging
- ☐ Questioning
- ☐ Recalling
- ☐ Providing a narrative
- ☐ Facilitating and setting challenge
- ☐ Taking into account children's interests & dispositions to learn

Staff will do this by providing appropriate equipment, a quality & enabling indoor & outdoor physical environment, as well as good structures & routines which establish high expectations. Children are actively encouraged to develop positive attitudes towards their learning and to understand that they are responsible for their learning through the values of our school. By providing a wide range of activities and resources we ensure that the variety of learning styles are catered for (visual, auditory, kinaesthetic and tactile).

Planning

The long, medium and short term plans are derived from the EYFS and the needs of our children. The long term plan provides an overview for the year and highlights topics, themes or special events for each term/half term.

The medium term plan (MTP) consists of a summary grid for the half term and highlights which Early Learning Goals we are working towards within the seven areas of learning. It remains flexible in order to incorporate children's interests and needs.

The short term plan details the teacher directed, teacher led, and child initiated activities, the learning objectives, observations and assessments which will take place throughout the week.

Assessment & recording in EYFS

Children in EYFS will be assessed according to what they know, understand & can do. Children will be assessed in a range of contexts. Day to day informal checking of what children can do in relation to prime and specific areas of learning, will then be used to inform future planning, including children's next steps. Staff will observe, discuss & record noteworthy achievements towards the ages & stages (Birth to 3, 3-4 years, Reception) and later Early Learning Goals.

EYFS practitioners are not expected to record unnecessary evidence. They may keep notes, photographic evidence & children's outcomes in order to support them to articulate how they have arrived at assessment judgements. Teachers will discuss their judgements as a collaborative process with colleagues, SLT, academy staff & at Local Authority agreement trialing. Staff will also refer to exemplification materials to support the process.

Such as ongoing assessments made of each individual child including;

- ☐ Baseline assessment (on entry to reception and nursery)
- ☐ Formal and informal observations (Tapestry Online Learning Journal)
- ☐ Individual tracking of each child of the EYFS and Early Learning Goals (Tapestry online learning Journal)
- ☐ Discussions with children, staff, parents/carers/other professionals
- ☐ Individual records (Learning Journeys containing independent work)
- ☐ Books (Writing and Maths) – annotated pieces of work
- ☐ Detailed individual phonics records
- ☐ Communication and Language assessments (ECAT/ EAL)
- ☐ Next steps for individuals (Tapestry online learning Journal)
- ☐ Parental engagement through home observations (Tapestry online learning Journal)

Parents/Carers are actively encouraged to contribute towards the assessment of their child.

Children's attainment and progress is formally reported to parents at the end of F2 in a written report. Many informal notes and reports are shared throughout a child's time in the Foundation.

Assessment will be based on professional knowledge but also take account of contributions from the child, their parents & other adults who interact with the child. Assessment will be used to support the identification of any child who may be at risk of falling behind in order to plan for support to be put in place.

The Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile (EYFSP) is a statutory requirement which has to be completed and reported on at the end of F2. It summarises each child's attainment. At the end of FS2 children will be assessed on a holistic view of what they can demonstrate against each of the 17 Early Learning Goals. Children will be assessed as Emerging or Expected in relation to each of the Goals. These judgements will be shared with parents/carers & year 1 staff.

Leadership and management

The SLT are responsible for:

- ☐ Ensuring EYFS staff have access to training & advice on all aspects of assessment & curriculum in EYFS
- ☐ Ensuring teachers attend moderation meetings within school & possibly with other schools
- ☐ Ensuring that parents are provided with written information of their child's progress against the ELGs at the end of FS2
- ☐ Ensure that parents have opportunities to discuss their child's progress
- ☐ Discussing any intentions to defer a child in EYFS in exceptional circumstances with the LA

The EYFS staff will be responsible for:

- ☐ Contributing to the development of the EYFS Policy and teaching EYFS programmes
- ☐ Developing schemes of work and lesson plans in line with the school's EYFS Policy and the objectives of the EYFS curriculum.
- ☐ Facilitating the teaching of their EYFS curriculum, including coordinating activities and resources within their indoor & outdoor areas.
- ☐ Assessing and recording pupils' progress and keeping the EYFS Coordinator apprised of this.
- ☐ Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- ☐ Attending and contributing to any INSET days
- ☐ Meeting with teachers to discuss children at transition times
- ☐ Ensuring ongoing dialogue with parents to get a clear picture of the child's learning & development
- ☐ Upholding school policies & procedures
- ☐ Keeping apprised on current affairs and best practice on the EYFS curriculum, and applying this to their work.

Inclusion

Meeting the individual needs of all children lies at the heart of our foundation stage practice.

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- ☐ Valuing every child.
- ☐ Treating each child as an individual.
- ☐ Providing an environment which is free from stereotypical images.
- ☐ Using resources that positively reflect diversity.
- ☐ Using a wide range of teaching strategies, based on children's learning needs and styles.

- ☐ Planning opportunities that build on and extend children's knowledge, experience and interests, and develop their self esteem and confidence.
- ☐ Planning challenging opportunities for more able children.
- ☐ Facilitating equal access to activities by all children.
- ☐ Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- ☐ Recognising and praising effort as well as achievement so that all children develop positive attitudes to themselves as learners.
- ☐ Monitoring children's progress and taking action to provide support when necessary.

SEND

Where a child has (or is suspected of having) SEND in EYFS, teachers will take care to ensure the child is able to demonstrate their progress & attainment. This will be done by capturing where a child started, assessing the best way to promote learning according to the child's interests and schemas & promoting learning & development of next steps. Within the EYFS children will be encouraged to use their preferred mode of communication for all the ELGs (except speaking).

A graduated response will take place involving the class Teacher, school SENDCo, family, child's view & outside agencies if appropriate.

At Beeston Fields Primary and Nursery, we ensure:

- ☐ Differentiated and stimulating activities to suit the ability of the children
- ☐ Access to appropriate materials and equipment
- ☐ Early identification of cause for concern, along with intervention
- ☐ Involvement of outside agencies if applicable
- ☐ SEND assessment programs in order to set individual targets
- ☐ High expectations for every child

English as an additional language

As a school we value linguistic diversity and support children with English as an additional language as appropriate. We aim to:

- ☐ Provide books and notices in the child's home language.
- ☐ Provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- ☐ Communicate through gesture, sign, facial expression and using visual support such as pictures and puppets (Makaton).
- ☐ Encourage children to use their home language, so that their developing use of English and other languages support one another.
- ☐ Ensure that children show respect for each others home language.
- ☐ Provide EAL/bi-lingual support when available.
- ☐ Provide a visual environment supported through signs and gestures.

Transition.

We endeavour to make all transition as smooth, positive and effective as possible.

Starting our Foundation

- ☐ Parents/carers receive a letter offering a place for their child.
- ☐ Families are invited to attend induction sessions. This is an opportunity to meet staff and to be introduced to the Foundation Unit. A start date is agreed. (COVID-19 DEPENDENT)

- The child begins to attend each session. We maintain a flexible approach where parents/carers are welcome to stay to help settle their child. (COVID-19 DEPENDENT)

Transition to F2 (Reception)

We have a carefully planned out transition programme to ensure children are prepared for their Reception year. This includes meetings for parents and additional visit for children who do not attend our F1 (nursery) (COVID-19 DEPENDENT). Further details are available (please ask to speak to Miss Johnson or our office team).

Transition to Year One

Transition to Year One builds upon and extends the experiences children have had in our Foundation. There continues to be opportunities for child initiated and independent learning. This ensures that children remain motivated, enthused and eager learners.

- In order to achieve effective transition, we establish a shared understanding of the principles of the Foundation and transfer these into Year One practice. We promote continuity in learning by ensuring that Year One teachers are aware of children's achievement and can implement the next steps in their learning.
- F2 and Y1 teachers meet to discuss children, their records and achievements and their needs.
- We build in time to introduce children to their new environment.
- We provide a carefully planned programme of transition activities.
- Throughout the year F2 engage with KS1 during assemblies, such as whole school assemblies and singing assemblies. (COVID-19 DEPENDENT)
- F2 also engage with KS1 through break times and lunchtimes to help gain positive relationships around school (COVID-19 DEPENDENT)
- Throughout the year F2 are also involved in whole school celebrations such as value's day, world book day, aspirations day etc., to become comfortable within upper schools' environment and meet/experience other teachers. (COVID-19 DEPENDENT)
- Careful planning is put in place to ensure pupils are confident and ready for year 1- phonics development, writing expectations, mastery maths approach etc.

(Reviewed September 2020)

Miss Amy Johnson Beeston Fields EYFS Lead and Reception Teacher