

Chiswick & Bedford Park Preparatory School

Early Years and Foundation Stage Policy

Introduction

This policy provides teaching staff and parents with an outline of the content, style and role of the Early Years Foundation Stage (EYFS) within Chiswick and Bedford Park Preparatory School.

EYFS consists of one year group Reception (4-5 years). We believe that our EYFS has a valuable role to play, preparing children in every way for the next stage in their education.

At the School there is one intake of children each September into our two Reception classes. The Reception classes are part of the main School. During the Autumn Term and the Spring Term the Reception children may opt out of Friday afternoons at school. All Reception children are required to attend the school full time from the beginning of the Summer Term.

Aims

Within the EYFS and as a School, we aim to help our pupils to achieve the five *Every Child Matters* (ECM) outcomes of staying safe, being healthy, enjoying and achieving, making positive contributions and achieving economic well-being.

EYFS aims to:

- Provide a safe and happy atmosphere where children are valued as individuals;
- Offer a programme of experimental learning based on the new EYFS;
- Offer a programme of learning that provides continuity with what went before and progression with what will follow; and
- Treat the children as individuals recognising that the children will be at different stages in their development as their attendances will range from a minimum 10 sessions per week when in Reception.

Equal Opportunities

We value the needs, beliefs and opinions of all children and their families and aim to handle everyone sensitively. We aim to promote the spiritual, moral, cultural and social development of children by learning about religious festivals and recognising and celebrating them. We aim to ensure that no children are denied opportunities on account of their ethnicity, race, gender, social background, special need or disability.

Health and Safety

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 'Keeping Children Safe in Education 2023' statutory guidance and adhere to the CBPPS safeguarding policy.

Fresh water is readily available for all children and we encourage children to bring in water bottles filled, preferably, with water.

Children are taught the importance of keeping clean and washing their hands.

The Prevent Duty

The Government has defined extremism in the Prevent Strategy as: vocal or active opposition to fundamental British Values. The Counter Terrorism Act also places a duty on early years' providers "to have due regard to the need to prevent people from being drawn into terrorism" The Prevent Duty came into effect in July 2015.

All staff are subject to the Prevent Duty and will be expected to demonstrate that they:

- Assess the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by adhering to the Safeguarding policy
- Use the knowledge of their Safeguarding training to have the confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas

Ensure children are safe from terrorists and extremist material when accessing the internet.

Fundamental British Values in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage.

In practice, examples are given below based on statutory guidance, how practitioners can implement the fundamental British Values in the Early Years setting.

Democracy: making decisions together.

As part of the focus on self-confidence and self- awareness as cited in Personal, Social and Emotional Development:

- We encourage the children to see their roles in the bigger picture and encourage children to know that their views count, to value each other's views and values and to talk about their feelings, for example when they do or do not need help. We encourage children to demonstrate democracy in action in the classroom, for example, children sharing views on what the theme of their role play areas could be with a show of hands.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law

As part of the focus on managing feelings and behaviour as cited in Personal Social and Emotional Development:

- We ensure that children understand their own and others' behaviours and their consequences and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and codes of behaviour, for example, to agree the rules about tidying up and to ensure that all children understand rules apply to everyone.

Individual Liberty: freedom for all

As part of the focus on self-confidence and self-awareness, people, and communities as cited in Personal Social and Emotional Development and Understanding the World:

- Children develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example by allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We provide a range of experiences that allow children to explore the language of feelings and responsibility, reflect their differences and understand that we are free to have different opinions, for example by discussing in small groups how they feel about moving from Reception into Year 1.

Mutual respect and tolerance: treat others as you want to be treated.

As part of the focus on self-confidence and self-awareness, people, and communities as cited in Personal Social and Emotional Development and Understanding the World:

- There is an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- The children know about the similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences
- Staff promote diverse attitudes and challenge stereotypes by, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Organisation of EYFS

Timings

Reception classes run from 8:30am to 3:30pm

Snack and Lunchtime arrangements

All children in Reception are encouraged to bring in a mid-morning snack of fruit and a drink, preferably water. All children stay for lunch and have cooked school dinners. Drinking water is always available to all children.

Planning and organising the curriculum

We plan activities in accordance with the EYFS Framework so that children have the opportunity to progress toward the Early Learning Goals.

The EYFS curriculum is planned in line with the EYFS Framework and the ECM document as well as whole school subject policies. Children are taught a range of subjects, topics and projects with a balance of teacher and child-initiated activities

We believe that it is vital for all adults responsible for young children to recognise that, for them, play is a great deal more than recreation. It has a fundamental role in early childhood education by supplying the foundation upon which learning is built. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Much of the work in the EYFS is carried out through well planned and well organised play activities. Some of these activities will be guided by an adult, sometimes an adult will sensitively intervene and at times the children will be encouraged to complete activities independently.

All activities will be done with a clear purpose in mind. The children are observed regularly whilst playing and the observations are used to facilitate assessment and planning.

Children have whole group and small group times which increase in number as children progress through the EYFS, with times for daily phonics sessions and for teaching aspects of Mathematics and Literacy.

Outdoor Activity Time plays a very important role at CBPPS, as the children's learning is continued, developed and extended in a different environment. The children are exposed to a variety of different activities that draw on the seven areas of learning in the early years and reflect on work covered in the curriculum. In Reception the children have the opportunity to have outdoor activity time up to four afternoons per week. The activities continually change and extend the children as necessary based on the staff's observations and judgements made in the children's foundation stage profiles.

The Curriculum

In early years, we follow the curriculum as outlined in the latest version of the EYFS statutory framework that applied from September 2023. The curriculum of the Foundation Stage is broad and balanced. It underpins all future learning by supporting, fostering, promoting and developing the children's range of abilities and encompasses the prescribed seven areas of learning.

None of these seven areas of learning can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All areas must be delivered through planned, purposeful play with a balance of adult led and child led activities.

Also influencing the delivery of the curriculum are the four guiding principles of the EYFS.

EYFS Four Guiding Principles

Reviewed September 2023

The Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused on development, inclusion, safety, health, and well-being.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respects, partnership with parents, supporting learning, and the role of the key person.

Enabling Environment

The environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning, support for every child, the learning environment and the wider context.

Learning and Development

Children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected.

EYFS Seven Areas of Learning

All 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

Communication and Language

We provide activities in which the children can communicate in a wide range of situations, where they can listen and respond to adults and each other and practise and extend their range of vocabulary. Role-play and drama opportunities are a key feature of this learning.

Physical Development

Children's fine and gross motor skills are developed through play and structured tasks. We help them develop an understanding of how their bodies work and what they need to be healthy and safe. As part of the Physical Curriculum the children are provided with gymnastics, ball skills, games and dance-based activities.

Personal, Social and Emotional Development

We provide opportunities for the children to become valued members of their class and school and we help them to develop a positive attitude towards learning. We teach the children how to co-operate and work harmoniously alongside each other and we develop their attention skills and persistence through a range of lessons and play-focused activities.

Literacy

We teach phonics, reading and writing skills by providing opportunities where the children explore, enjoy and use words in a broad range of contexts and where they can experience a rich variety of books. We use the Read Write Inc program for teaching phonics and the Read Write Inc, Rigby Star, Lighthouse reading schemes.

Mathematics

The children develop their understandings of number, measurement, pattern, shape and space through practical tasks and teaching. Through these experiences the children learn to count, add, subtract, sort, match, seek patterns make connections and recognise relationships when working with numbers, coins, shape, space and measures. They also learn to record their ideas at a level appropriate to their stages of development.

Understanding the World

The curriculum provides opportunities for the children to increase their knowledge and sense of the world around them. We will foster their understanding of our culturally, socially, technologically and ecologically diverse world by encouraging them to listen to a broad selection of stories, non-fiction, rhymes and poems. The children will be encouraged to investigate and explore, solve problems, make decisions, experiment, predict, plan and question in varied contexts

Expressive Arts and Design

The children take part in a variety of art, design and technology, music, movement, dance and imaginative role play activities to develop their ability to explore and share their thoughts and feelings. Art and DT will include using a range of media such as clay, paint, pastels, sketching pencils, papier mache, collage and junk to create and recreate their own and other's work. In Reception the children will have the opportunity to learn about at least two artists during the year.

Characteristics of Effective Learning

The EYFS is also influenced by the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities with these in mind. They highlight the importance of children's attitudes to learning and their abilities 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.

Assessment and Record Keeping

In EYFS, assessment and recording are based on written observations of the children, photographic evidence of activities and the children's work and assessments. Formative assessments are recorded on a regular basis, primarily via observations of the children at play during teacher-initiated activities. We record children's comments, actions or achievements in an online learning journal called Tapestry. Children's achievements are also logged against the Early Years profile using Tapestry. Summative assessments are recorded on a termly and on-going basis and is made up of children's outcomes in relation to the 17 Early Learning Goals (ELGs).

Within the first 2-3 weeks that children start in the Reception classes, staff will administer the CEM BASE Reception baseline.

At the end of the EYFS, staff will complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected (emerging) levels of development

The profile is moderated internally (by referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The results of the profiles are shared with parents of the children.

Parents in Reception receive reports at the end of the Autumn, Spring and Summer terms. These offer comments on the children's progress in each area of learning and highlight the children's strengths and developmental needs.

Safety

Children's safety and welfare are paramount. We create a safe, 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.

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 meet the needs of the children 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 children the support that they need and in doing so, work closely with parents and outside agencies.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend the children's knowledge, experience and interest and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on the children's needs and the level of the children's work;
- Providing a wide range of opportunities to motivate and support children and help them learn effectively;
- Providing safe and supportive learning environments in which the contributions of all children are valued;

- Using resources, which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; and
- Monitoring children's progress and taking action to support where necessary.

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 children's learning. We welcome and actively encourage parents to participate confidently in their children's education and care in numerous ways. We do this through:

- Providing parents with the opportunity to visit their children's classes and to meet the teachers before the start of each school day;
- Inviting all parents to a 'Meet the Teacher' evening in the first few weeks of term. At this time the parents have the opportunity to ask questions and gain reassurance and guidance about their roles in their children's experience in the Foundation Stage;
- Encouraging parents to talk to their children's teachers if they have any concerns. (Reception teacher's welcome parents and children every morning at the school gates)
- Arranging outings and events that involve the children and parents; and
- Offering a range of activities that encourage involvement of parents.

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 children on outings and inviting members of the community into our school.

Transition from Reception to Year 1 (See separate Transition Policy)