

### **Early Years Foundation Stage Policy**

<b>Version</b>	2 (Version 1 March 2013)	3	4	
<b>Policy reviewed on</b>	July 2016	Oct 2018	January 2025	
<b>Policy Written by</b>	Mrs Boulton (KG2 Teacher)	Mrs Boulton	Mrs Boulton	
<b>Policy seen by Head and Governor on (date / signature)</b>				
<b>Date of Next Review</b>	September 2018	September 2020	January 2027	

**This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.**

## **Early Years Policy**

### **1.0 Rationale**

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Branwood, all children join us, full time, either in the September or January after they turn three.

### **2.0 Aim**

2.1 At Branwood we endeavour to ensure that children “learn and develop well and kept healthy and safe.”

2.2 We aim to support children in their learning through “teaching and learning to ensure children’s ‘school readiness’ and give children the right foundation for good future progress through school and life.” (Statutory Framework for the EYFS November 2024)

2.3 The EYFS is based upon four principles:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates

### **3.0 The Governing Body**

3.1 The Governing Body is responsible for:

- Making sure that the Early Years policy is effectively monitored and updated on a yearly basis.
- To have access to the Early Years Profile results at the end of KG2.

### **4.0 The Head**

4.1 The Head is responsible for putting the policy into practice. They will:

- Plan the schools Early Years policy in line with devolved national guidance.
- Liaise between interested parties – school staff, parents, governors and pupils.
- Ensure that the plan is put into action, with good communication of the policy to everyone.
- Ensure every aspect of the policy is maintained.
- Assess the training and development needs of staff and arrange for them to be met.
- Monitor the policy and how well it is working, including reviewing it yearly.

- Report back to the trustees and governors about the Early Years policy.

## 5.0 Staff

5.1 At Branwood Preparatory School we are committed to:

“Working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure their entire early years’ experience contributes positively to their brain development and readiness for Key Stage 1. The learning and development requirements are informed by the best available evidence on how children learn. They also reflect the broad range of skills, knowledge, and attitudes children need as foundations for life now and in the future. Early years providers must guide the development of children’s capabilities to help ensure that children in their care will fully benefit from future opportunities.” (Statutory Framework for EYFS November 2024)

To provide:

- **Quality and consistency**, so that every child makes good progress, and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

5.2 Teachers and teaching assistants are to provide the curriculum in KG1 and KG2 classes.

5.3 Staff in KG1 and KG2 are to plan their curriculum by using the seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

5.4 The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

5.5 The specific areas are

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

5.6 Through careful assessments and observations, including information provided by parents, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the SENDCo in order to access Special Educational Needs support.

5.7 Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Branwood we support children in using the three characteristics of effective teaching and learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS November 2024)

5.8 To liaise with parents regarding their child's interests, progress and any concerns.

5.9 To ensure that the children behave appropriately. Each member of staff is responsible for encouraging the children to make the right choice. Children should be made aware of the behaviour chart in the classroom. All children's names start on the sunshine and if they show fantastic behaviour and attitude during the day, their name will move to the super star. If they are not making a good choice their name will move to the rainbow as a warning. If they continue to behave inappropriately, their name will move to the rain cloud. Staff will encourage children to either stay on the sunshine or move to the super star.

## **6.0 Early Years Coordinator (Deputy Head)**

6.1 The Early Years Coordinator is responsible for

- liaising with the Head
- To ensure that EYFS meets all ISI requirements
- to organise the delivery of the Early Years Curriculum and to ensure progression and development
- To monitor planning and quality of delivery within the curriculum
- To keep up to date with any developments within Early Years, organise courses and carry out INSET when required.
- To monitor and update resources.
- To liaise with the Head and the Bursar regarding a budget for resources required in Early Years.
- To liaise with and support Pre-school establishments within the area.
- To complete home visits of each child before starting the school.
- To liaise with Salford's school readiness officer regarding developments and links with other schools.
- To ensure that those children who are on the SEN register have updated play plans.
- To liaise with outside agencies which are involved with any child in Early Years.
- To provide information for parents.
- To ensure all staff attend any relevant courses to aid their CPD

## **7.0 Pupils**

### **7.1 Pupils at Branwood are responsible for**

- Talking to the staff in their form about their interests.
- Treating all children in the school with respect.
- Trying new activities provided by their teachers.

## **8.0 Parents**

### **8.1 Parents at Branwood are responsible for**

- Ensuring that their child arrives at school before 8.35 every day.
- Completing the 'All about me' booklet during the home visit before starting school.
- Informing staff or the head of any absences
- Informing staff if their child is feeling unwell or has had any worries at home
- Sharing information with staff regarding anything that their child has learnt at home.
- To share any celebrations which their child has taken part in at home.
- To provide a change of clothes for their child
- To return any clothes which have been borrowed from school
- To encourage their child to learn their words, reads their books and completes their homework. If there is a problem, then they should inform staff.
- To complete WOW moments at home and return them to school if in KG2.

## **9.0 Record Keeping**

- After two weeks of a child starting full time in KG1 and KG2, staff will use development matters to record a point of entry assessment. Staff will assess all children using development matters at the end of each term. Each child will have this tracked.
- The Early Years Coordinator will record this information and produce a table of percentages for each class at, below and above age related expectations at the beginning and end of the year.
- The Early Years coordinator will have progress conversations with both class teachers.
- All staff will record observations throughout each child's journey through KG1 and 2.

## **10.0 School Environment**

- Each classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest.
- Each classroom is set up in learning areas, where children are able to find and located equipment and resources independently.
- Both classes have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. All activities and

resources are planned for the children to access outdoors that help the children to develop in all seven areas of learning.

## **11.0 Links to other policies**

11.1 The EYFS Policy should be read in conjunction with other policies including such as Safeguarding and Child Protection, Prevent, Behaviour, Bullying, SEND and many others depending upon the reason for referring to them.

### **Staff**

KG1 staff -	Mrs A Coffey (class teacher)
	Mrs D Speakman (level 3 teaching assistant)
	Mrs R Jaykishnan (level 3 teaching assistant)
KG2 staff -	Mrs L Boulton (class teacher, DSL, Early Years Lead and Deputy Head)
	Mrs C Dickinson (level 3 teaching assistant)