Brockholes Wood Community Primary School

'Shaping Little Lives into Bright Futures'

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: www.brockholeswood.lancs.sch.uk
Head Teacher: Miss Natalie Barber BA Hons - email: head@brockholeswood.lancs.sch.uk
Breakfast & After School Clubs email: badgers@brockholeswood.lancs.sch.uk

# Brockholes Wood CP
# Early Years Foundation Stage Policy

*"Every child deserves the best possible start in life and support that enables them to fulfill their potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school we have a nursery unit which children can attend the term after their 3rd birthday. Reception children join us at the beginning of the school year in which they are five. They begin attending school full time at the start of the term in which they turn five.

The Overarching aim of the Early Years Policy at Brockholes Wood Community Primary School is to promote the principles of the EYFS Statutory Framework and the Development Matters in the Early Years Foundation Stage Guidance. (EYFS Framework 2021)

The EYFS is based upon four principles:

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

## A Unique Child

At Brockholes Wood School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### *Inclusion*

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Brockholes Wood are treated fairly

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regardless of race, religion or abilities. All children and their families are valued within our school.
In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.
In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is 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;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

*Welfare*
"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."

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At Brockholes Wood we understand that we are legally required to comply with the safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage September 2021. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

## Positive Relationships

At Brockholes Wood we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### *Parents as Partners*

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the teacher offers to visit all children in their home or nursery setting prior to their starting school;
- the children have the opportunity to spend time with their teacher before starting school
- inviting all parents to an induction meeting during the term before their child starts school.
- offering parents regular opportunities to talk about their child's progress in our EYFS classes through our open door policy and 'Stay and Play' afternoons.

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- providing parents with a termly questionnaire about their child's likes, dislikes and achievements which then feeds into our planning and assessment cycle.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the Autumn and Summer terms at which the teacher and the parent discuss the child's progress in private.
- Parents of Reception children receive a written interim report in the Spring Term.
- All EYFS pupils receive a full report at the end of the year which comments on their child's attainment and progress at the end of each school year.
- arranging activities throughout the year that encourage collaboration between child, school and parents: Themed days, Class assemblies, Sports Day etc.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school each child is assigned a key worker which is an adult within their class. This person will be the child's first point of contact if problems or issues arise. Staff and children from Reception and Preschool work together on seasonal assemblies and enjoy sharing experiences such as visitors and outdoor play together.

## Enabling Environments

At Brockholes Wood we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

## *Planning*

The Planning within the EYFS follows the schools' Long Term Plan and progression document which are based around termly or half-termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. Weekly planning consists of a whole class continuous provision and enhancement plan as well as adult directed activity plans.

## *Observation and Assessment*

Ongoing formative assessment is an integral part of the learning and development process at Brockholes Wood. It involves practitioners knowing children's stages of progress, achievements and interests, in order shape teaching and learning experiences for each child. Children are observed in all areas of the curriculum and significant observations are recorded showing personal achievements. Each child has an online portfolio created on Tapestry and this is shared with parents/carers. Assessment at Brockholes Wood does not

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involve prolonged breaks from interaction with children and does not require excessive paperwork. When assessing whether a child is at the expected level of development, practitioners draw on their knowledge of the child and their own professional judgement against age related expectations.

***'Practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence' (New EYFS Framework 2021 – 2.2)***

Statutory Assessments

Children will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception, regardless of when they join the class, unless they have been assessed previously. The RBA is an age-appropriate assessment of mathematics and literacy, communication and language, that is delivered in English. It is clearly linked to the learning and development requirements of the EYFS. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. On entry to Pre-school and Reception classes, the teachers and Early Years practitioners use their professional judgement, based on observations of individuals, to record the starting points for the children's level of development. Children are assessed across the seven areas of learning using the Development Matters age and stage of development bands. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage Profile is completed for each child. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging) across the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Each child's level of development is recorded as Emerging or Expected against the 17 Early Learning Goals.

Moderation

Moderation meetings are carried out in house and with local cluster schools. Judgements and the supporting evidence are analysed and discussed by EYFS staff and EYFS leader to ensure standards are agreed across the setting. Staff attend a local authority moderation meeting once each year or receive a visit from a local authority advisor to support the moderation process.

The Learning Environment

The EYFS 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. The classroom is set up in learning areas, where children are able to find and locate equipment and

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resources independently. The EYFS has its own 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 chance for children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

## Learning and Development

At Brockholes Wood School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

*Teaching and Learning Style*

Our teaching and learning define the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- the understanding that teachers have of how children develop and learn, and how this affects their teaching.
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- the identification of the progress and future learning needs of children through observations.
- the good relationships between our school and the settings that our children experience prior to joining our school.

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## The Early Years Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2025. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:
- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.
Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital.

### Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.
The Head teacher, EYFS Leader and subject leaders will carry out monitoring in the EYFS as part of the whole school monitoring schedule.

### EQUAL OPPORTUNITIES

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We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

**SEND**

In our Early Years Foundation Stage (EYFS) policy, we wholeheartedly embrace the philosophy of inclusion, ensuring that every child, including those with Special Educational Needs and Disabilities (SEND), is welcomed and valued. Our tailored approach begins with thorough assessments that recognise and celebrate individual strengths and areas of need. We are committed to providing personalised learning experiences that foster confidence and independence. By integrating a variety of engaging resources and employing differentiated teaching strategies, we create a dynamic learning environment where all children can thrive. Collaboration with parents and specialists is central to our ethos, allowing us to develop Individual Learning Plans (ILPs) that are responsive and effective. Through play-based learning, we aim to enhance communication and social skills, paving the way for a fulfilling educational journey. Together, we cultivate a nurturing atmosphere where every child feels supported and inspired to reach their full potential.

EYFS Leader Mrs. Lawrenson
Date October 2025
Date of Review October 2027