



Early Years Foundation Stage Policy

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The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Burnley Brow Community School children are admitted into nursery in the term after their third birthday and into reception in the September following their fourth birthday. At Burnley Brow we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

Aims & Objectives

- We aim to support all children to become independent and collaborative learners.
- We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Burnley Brow Community School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on seven key features of effective practice:

- 1.The best for every child
- 2.High quality care
- 3.The curriculum
- 4.Pedagogy
- 5.Assessment

- 6. Self-regulation and executive function
- 7. Partnership with parents

1. The best for every child

At Burnley Brow we recognise that all children have an equal chance of success. We recognise that children develop in individual ways and at varying rates. We believe that high –quality early education is vital for all children and especially those from disadvantaged backgrounds. The high-quality care and education we provide is inclusive for all. Special educational needs and disabilities are identified quickly to ensure children promptly receive the extra help they need.

2. High quality care

At Burnley Brow we believe in high-quality care.

- Children's experiences must always be central to the thinking of every practitioner.
- Young children thrive when they feel loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children

3. The curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Development Matters document. There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of EYFS. 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.

The three Prime areas are:

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

Staff also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

4. Pedagogy

Children are powerful learners and every child can make fast progress in their learning with the right teaching and support. At Burnley Brow we use a mix of different approaches to teaching and learning. Children learn through play, adult modelling, observing each other and through guided learning and direct teaching.

At Burnley Brow we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play-based learning is paramount and children have opportunities to direct their own

learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects individual interests and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

5.Assessment

In the foundation stage the children's level of development is recorded using the Development Matters age-bands on O-Track and eventually moving to assessing children against the Early Learning Goals. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. Each teacher keeps progress records, and paper learning journeys. These learning journeys contain a wide range of WOW moments that parents have the opportunity to look at as and when they wish to.

Tracking grids are updated at the end of each half term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be emerging, developing or securely working within the Development Matters age-bands and Early Learning Goals. At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. We share this information with parents at parents evening and in the end-of-year report.

6.Self-regulation and executive function

At Burnley Brow we focus on developing the skills of executive function and self-regulation in all children. These skills are important aspects of early learning and development that help children regulate their behaviour, focus attention, remember instructions, and juggle multiple tasks, which are correlated with social and academic success.

Executive function includes a child's ability to:

- hold information in mind.
- focus their attention
- inhibit impulsive behaviour.

These abilities contribute to a child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

7.Partnership with parents

At Burnley Brow we develop strong and respectful partnerships with parents and families. Parents receive clear information about their child's progress and are provided with support to help with home learning. We

recognise that some children get less home support, we offer extra help to families who need it most. Stay and play session and workshops ensure that parents know the importance of talking, playing and reading with their child.

Characteristics of Effective Teaching and Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring - children will have opportunities to investigate and experience things, and ‘have a go’. ‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’ Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. ‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’ Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. “When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.” Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning

The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. Planning is based upon themes with discrete teaching of phonics, maths and reading. The themes we have chosen are identified as vehicle of interest to enable children to apply their skills and knowledge. We have ensured that there is clear progression in knowledge, vocabulary and skills firstly moving from nursery to reception and then from reception to year 1.

	Autumn 1 theme	Autumn 2 theme	Spring 1 theme	Spring 2 theme	Summer 1 theme	Summer 2 theme
Nursery	Myself	Colour and Light	Winter	Space	Growth and lifecycles	Animals
Reception	Where do I live?	Celebrations	Weather	People who help us	Journeys	The Seaside

Observations

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning, within the curriculum. Relevant and significant observations are recorded in the children's Learning Journeys.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.