



## **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 support all children to become independent and collaborative learners.
- We 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:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Offer 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.
- Value what each child can do, assessing their individual needs and helping each child to progress.
- Develop 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 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 offer high-quality care knowing that young children thrive when they feel valued and well cared for. High-quality care is consistent and every practitioner is trained and mentored to offer the same standard of care. 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. Children's learning experiences enable them to develop competency and skill across all areas of learning. Children receive a balance of adult led and child-initiated activities. Staff are skilled in igniting children's curiosity and enthusiasm for learning, building their capacity to learn, form relationships and thrive. Our Early Years curriculum is carefully planned to ensure clear progression from nursery to reception and then from reception into the National Curriculum outcomes for year 1.

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 Sonar, 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 online learning journeys on the Seesaw app. 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 below, working towards, expected or greater depth in relation to each of the Development Matters age-bands. 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 so 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.

In order to ensure a smooth transition from home to school we ask that parents prepare their child for school by;

- Ensuring that their child is able to independently use the toilet and wash their hands
- Teaching their child to put on and take off their own coat
- Ensuring that their child is able to independently feed themselves and no longer uses a bottle or dummy

We do understand that some children will need extra support from staff to master these skills.

### **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 have opportunities to investigate and experience things, and 'have a go'.
- Children's play reflects their wide ranging and varied interests.
- Through play, children explore and develop learning experiences which help them make sense of the world around them.
- Children have the opportunity to think creatively alongside other children.
- Children communicate with others as they investigate and solve problems.

#### **Active learning –**

- Children have time and space to concentrate and keep on trying if they encounter difficulties, and have opportunities to enjoy and celebrate 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.
- As children develop their confidence, they learn to make decisions. This provides children with a sense of satisfaction as they take ownership of their learning.

#### **Creating and thinking critically –**

- Children are encouraged and supported to have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Children are given the opportunity to be creative through all areas of learning. Adults support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions.
- Children have the opportunity to 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. The Early Years curriculum has been carefully planned by early years staff alongside subject leads to ensure that there is clear progression from nursery to year 6 whilst taking account of the EYFS curriculum. Children's learning is recorded in floor books, on Seesaw and on displays in the learning environment.

|           | 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**

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 on Seesaw.

### **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.