

Brookfield Park Primary School

Nurture, include and inspire to succeed



EYFS Policy

September 2024

Policy will be reviewed September 2025



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EYFS Policy

Curriculum

We follow the statutory framework for EYFS and teach the 7 areas of learning and development. These are the prime and specific areas:-

The prime areas are:

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

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At all times, children's individual needs, interests and stage of development are closely observed and this information is used to plan challenging and enjoyable experiences for each child in all areas of learning and development.

Our EYFS curriculum has been planned carefully with subject leaders to enable progression from the areas of learning in EYFS into the KS1 and then KS2 curriculum for each subject. We value the importance of the early years in developing the building blocks for learning now and in the future.

A curriculum plan has been written for each subject area with planning covering the areas of learning in both nursery and reception. We understand that some of our reception children enter school from different settings and we have planned for this in our curriculum when we get to know our new intake in the Autumn term.

The curriculum is designed to develop the EYFS characteristics of effective learning: Playing and Exploring, Active Learning, Creating and Thinking Critically and to promote their spiritual, moral, social and cultural development.

The Learning Environment

The EYFS is well-resourced and activities and resources are available each day to offer opportunities for independent learning across areas of the curriculum. Opportunities for cross-curricular discoveries and investigations are facilitated and encouraged. The equipment is

continually reviewed and assessed to keep it relevant and attractive to the children. New ways to display resources and encourage children to engage in learning are prioritised. The toys and equipment available in EYFS will encourage children to learn new skills and concepts.

A balance of adult-led and child-initiated activities are provided for, which are delivered through indoor and outdoor learning. EYFS staff reflect on the 'Characteristics of Effective Learning' when planning and guiding children's activities.

Purposeful play forms an important element of the learning experience. The adult's role is to develop vocabulary and deepen and extend thinking through purposeful interactions and relevant, open ended questioning. Through the provision of appropriate equipment and materials we ensure that the children encounter specific learning experiences. We aim to give opportunities for different forms of play through:

- Imaginative play - for example role play area and small world play.
- Use of construction equipment.
- Games to develop early reading and mathematical concepts.
- Sand and water play.
- Outdoor play
- Malleable materials
- Use of technology
- Mark making resources

During the year we welcome visitors into school to support knowledge, understanding and the development of skills in different areas of the curriculum. We also make at least two educational visits outside of school for which we ask for a contribution towards the cost of them.

Phonics

Children in EYFS will follow a whole-school phonics scheme, 'Twinkl Phonics.' This scheme has been government approved and validated and includes an accompanying reading scheme, which complements the learning in phonics lessons.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development through parent meetings throughout the year and regular communication. This helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We encourage parents to email staff with any queries to:-

nursery@brookfieldpark.lancs.sch.uk or

reception@brookfieldpark.lancs.sch.uk

2-year old room (The Nook)

thenook@brookfieldpark.lancs.sch.uk

Information about EYFS is provided on the school website in the Nook and Acorns class section. Termly newsletters are also sent home via email and parents will be kept up to date with school events via text and emails. Social media is also used.

Observation and Assessment

We aim to assess the children's individual needs through evidence gained from observations, listening to children and conversing with them. This then enables us to differentiate activities effectively and develop a curriculum, which matches the needs of the children. After completing the 'On Entry' assessments in nursery we carry out continuous formative assessment of the children in order to ensure excellent progress is made by all children from their starting-point. Parents are actively involved in gathering information about the progress and attainment of their child.

The Reception Baseline Assessment, introduced in September 2021, also provides an opportunity to gather information about each child's starting point and this, in addition to ongoing formative assessment, will enable each child's progress and attainment to be monitored. Observations made of each child and the information gathered, are used to plan next steps as each child progresses towards the Early Learning Goals.

All members of staff are involved in gathering information/evidence and making observations. Observations are used to inform interactions with the child in order to extend thinking and enable the child to further engage with learning and make progress.

When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own professional judgement.

Observations in the form of photographs and notes will be linked to the learning intentions identified in our curriculum planning and recorded in learning journals. Some evidence is also kept on the shared drive for some areas of learning.

The Nook room leader shares information and a report with the nursery lead as the children move from The Nook to the Acorns nursery. Nursery summative data will be transferred to the child's Reception teacher along with a report in the Summer term.

Early Learning Goals

At the end of Reception, each child's level of development is assessed against the early learning goals. The teacher indicates whether children are meeting 'expected' levels of development, or if they are not yet reaching expected levels ('emerging'). The Reception teacher meets with the Year 1 teacher and shares a copy of the Profile report and their end of year report. There is also a dialogue between the Reception and the Year 1 teacher about each child's stage of development and learning needs. Learning journals are passed on to the Year 1 teacher who then sends these home in the Spring term.

Reporting

Two parent meetings are held to meet with parents/carers and share their child's learning journey over the year.

Reception parents receive a short report at the end of the Autumn term.

Parents of children in The Nook, Acorns nursery and Reception receive a report at the end of the Summer term. Parents are offered the opportunity to discuss the report with the class teacher. The Reception report gives parents a written summary of their child's attainment against the ELGs.

Other Brookfield Park school policies are also relevant to EYFS to meet the necessary requirements within the Statutory policy for EYFS.

This policy will be reviewed each year.

October 2024