



Brookfields School

Early Years Foundation Stage Policy

Introduction

This policy has been prepared in accordance with the statutory framework for the Early Years Foundation Stage (EYFS) published in March 2021, effective in September 2021. The school's policies and procedures in relation to EYFS are also reflected elsewhere in the school's general policy framework, including, but not limited to the following policies which can be found on the school's website:

Child Protection and Safeguarding Policy, Curriculum & Assessment Policy, Admissions Policy, SET SEND Policy and SEN Information Report, Health and Safety, Equality, Positive Behaviour Support, Administering Medicines, Data Protection & GDPR.

At Brookfields School we use the term EYFS to refer to the time from when a child enters Reception. This early development and learning is a distinct phase in each child's education and should provide an essential and firm foundation for their future school life.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2021

1. Principles and aims

At Brookfields we aim to provide the highest quality care and education for all our children. We aim to give them a strong foundation for their future learning. The EYFS sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. The EYFS specifies requirements for learning and development and for safeguarding and promoting their welfare.

The EYFS aims to provide:

- quality and consistency in all early years' settings
- a secure foundation through planning for the learning and development for each individual child, and assessing and reviewing what they have learned regularly
- partnership working between different practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

We adhere to the Statutory Framework and the four guiding principles which shape practice in EYFS settings:

1. Every child is unique – constantly learning, resilient, capable, confident and self-assured;
2. Children learning to be strong and independent through positive relationships;
3. Children learn and develop well in enabling environments with teaching & support from adults who respond to their individual interests and needs and help them to build learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Importance of learning and development. Children develop and learn at different rates- the framework covers education and care of children in early years provision including children with special educational needs and disabilities (SEND).

At Brookfields we aim to put these principles into practice by doing the following.

- Based on the EYFS framework we provide a broad and balanced curriculum across the seven areas of learning highlighted in the Statutory Framework (highlighting that Communication and play is used as a vehicle through planned purposeful play).
- We promote equality of opportunity and anti-discriminatory practice.
- Where pupils require support we look to provide early interventions.
- We work in partnership with parents/carers.
- Based on the individual child and the different ways they learn we plan challenging learning experiences. These are informed by observation and assessment.
- Plan both adult and child-initiated activities which are adult supported preparing for more formal adult led learning ready for more formal learning as appropriate to that individual child.
- We consider language a key element and for children whose home language is not English we provide opportunities for children to develop and use their home language in play and learning, supporting language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard of English during EYFS.
- Have a key person/worker or contact as an approach to developing a relationship with individual children and understanding their learning and tailoring this to their individual needs.
- Provide a secure and safe environment indoors and out for learning and play

2. Foundation stage curriculum (including planning)

Intent

Our Curriculum is designed to:

- make connections between areas of learning in ways which relate to developing independence and key skills for life
- promote and facilitate communication skills

- provide learning activities that are motivating and meaningful and where skills are acquired in a flexible manner
- develop a culture where achievements are shared and celebrated
- employ specific teaching approaches to address each child's individual learning style include autism specific approaches to learning
- work in partnership with parents/ carers
- enable pupils to engage with learning so they remain committed to learning throughout their school lives and into adulthood
- provide broad and balanced learning experiences

In order to promote the learning and development of children in our care and to ensure they are ready for progressing into school (Year 1) we plan an exciting and challenging curriculum. This is planned in accordance with the seven areas of learning and development) to ensure the children in our care finish the EYFS ready for all opportunities ahead of them. The areas of learning and development are all important and inter-connected. In planning and guiding activities we reflect on the different ways children learn to inform our curriculum building.

The following three areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These prime areas are:

1. communication and language
2. physical development
3. personal, social and emotional development.

As an EYFS provider Brookfields supports children in four specific areas, these are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

Implementation

At Brookfields we develop curriculum plans using the statutory framework based on a series of topics or themes which offer experiences in all areas.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. The curriculum is delivered using a games and play-based approach as outlined by the EYFS.

A wide range of teaching methods and specialist strategies are adopted, these include:

- individual, small group and whole class teaching
- planned learning sessions with a balance of adult led and child initiated activities
- practical and written activities which address individual learning style
- inside and outside learning environments

- educational visits and projects to enhance learning experiences
- specific learning targets to address children’s individual needs
- making the voice of the child a fundamental element of each day
- shared learning opportunities with mainstream peers if appropriate

We aim to be flexible to take account of changing needs and responses of the children in our care. The environment at Brookfields provides well researched and specialised approaches, in response to individual pupil need.

These include:

- A Total Communication environment
- TEACCH
- Picture Exchange Communication System (PECS)
- A reduced language environment
- Social Stories
- Intensive Interaction
- Makaton
- Music Therapy, Art Therapy, Occupational Therapy, Speech & Language Therapy, Lego Therapy
- Sensory Integration
- IABA (Institute of Applied Behaviour Analysis) non-aversive approach to behaviour management

3. Observation and assessment

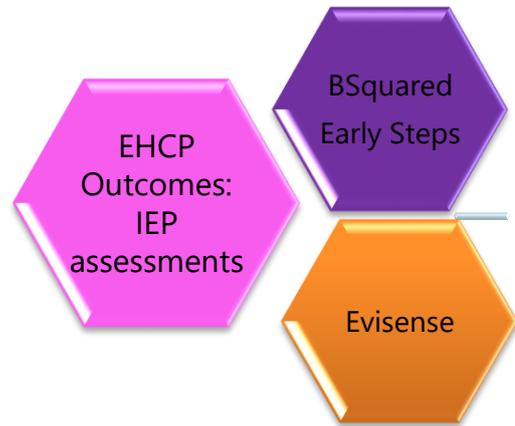
Impact

Assessment plays an important part in helping all those involved in EYFS to recognise children’s progress, understand their needs and plan appropriate activities and support. Here at Brookfields as part of our daily practice we observe and assess children’s development and learning. This helps us understand levels of achievement, interests and identify learning styles. We encourage all parties to contribute and take part in discussions about progress.

We record our observations in a number of ways;

Individual Education Plans (IEP)

IEP targets are set using individual outcomes from Education, Health and Care Plans (EHCP). Class teachers consider the outcomes for end of key stage; these are then broken down into smaller steps to form termly IEP targets. Targets are set in the four areas of need:



- Communication and Interaction
- Cognition & Learning – two targets may be set if the pupil is engaging in subject specific learning
- Social, Emotional and Mental Health
- Sensory & Physical

These targets are reviewed termly, evaluations state whether the target has been either;

- Exceeded
- Met
- Not met/ partially met- *where targets are highlighted as partially met or working towards; teachers record what has been achieved and highlight next steps for learning.*

IEP data analysis is fed back to the class teacher highlighting actions required where necessary. IEP evaluations, attendance and behaviour data is added to individual pupil trackers on a termly basis.

B Squared & Evisense:

We use *B Squared* to record the children's progress over the academic year in all areas of learning and development in the EYFS Statutory Framework.

A pupil has achieved a complete level when the teacher and class team are confident that the observed achievements are regular and repeated in a different context, using the Brookfields criteria for mastery.

Formal and informal assessments cover aspects of knowledge, understanding, skills, attitude and behaviour. Progress is recorded through *B squared* and can be tracked using a percentage of the level achieved.

Evisense is a cloud based system which captures photo and video evidence linked to the *B Squared* assessment areas. This can additionally be accessed by parents / carers.

4. Inclusion and equal opportunities/equality

We firmly believe that every child is unique and that we plan a curriculum that meets the needs of the individual child. We aim to support them to achieve and where possible exceed the Early Learning Goals. We want every child to be able to take advantage of the opportunities that this setting provides.

We look to identify additional needs and provide additional support as early as possible so that the child gets the support they need following our whole-school approach to equality and inclusion.

5. Parents as partners and the wider context of working together

We at Brookfields recognise the importance of establishing positive relationships with parents and carers as highlighted in the Statutory Framework. We understand that parents and carers are a child's first and most enduring educators. We value your contribution to their education. A positive partnership between setting and home can have an equally positive impact on a child's learning and development.

We encourage parents and carers to take an active role in their child's learning and development and ask that you participate in as many ways with us as you can. We try to encourage regular information sharing to make sure we have the best knowledge available to help support and develop your child.

Your invaluable insight into the individuality of your child helps us ensure that our learning experiences are challenging and engaging.

We engage with parents and carers in the following ways:

- Home visits prior to starting school
- Welcome meeting and transition visits
- Early Bird
- Open door policy
- Daily communication with parents via email/ home school books/ telephone call
- Parent workshops
- Mums & Dads groups
- On-going support from our Family Support Worker tailored to the needs of the family
- School celebrations e.g. Christmas, Sports day
- After School events e.g. Bingo

We also work with a number of other organisations and services within our community to support our EYFS practice this helps us meet the needs of the children in our care.

Reporting to parents/carers

Parents and carers are kept up to date with their child's progress and development. A report is sent to parents and carers every year in addition to annual review meetings. Parents are also invited to attend a parents' evening on at least one occasion during the year.

6. Safeguarding and welfare

As a provider of the EYFS our duties in relation to safeguarding and welfare of children are of paramount importance. We have created a welcoming environment that is both safe and stimulating allowing our pupils to learn and grow in confidence.

We have a safeguarding policy framework here at Brookfields that is referenced at the beginning of this document and these contain stringent policies, procedures and documents that ensure children's safety, including but not limited to safeguarding children, suitability of adults who have contact with children, promoting good health, managing behaviour and maintaining records. Our staff are trained

on our policies and procedures and have up-to-date training on matters relating to safeguarding and child protection.

- Our Designated Safeguarding Lead is: **Sara Ainsworth (Headteacher)**
- Our Deputy Designated Safeguarding Leads are: **Emma Leach (Deputy Headteacher) & Louise Green (Family Support Worker)**

7. First aid

At Brookfields we have trained paediatric first aiders and access to first aid kit appropriate for use with the age range of children within the setting. We keep a written accident/injury/first aid log within the incident & accident book.

We inform parent/cares of any accident or injury on the same day and as soon as reasonably practicable after and of any first aid treatment given.

8. Induction

This is an important time for our staff to get to know you and your child, their interests and experiences and any individual requirements they may have. We will assign a key person to your child. This helps ensure that your child's care is tailored to their needs. This also helps everyone become familiar with the setting and build relationships. If you have any concerns regarding the induction and admission process please discuss this with your nominated key worker/person.

9. Transitions

Here at Brookfields we know how difficult it can be to change settings and we ensure that transitions are carefully planned to ensure a continuity of learning by working closely with other settings as well as parents and carers. By this stage we have established a good understanding of your child's needs and look to establish effective partnerships to ensure the transition is as smooth as possible.

10. Behaviour management

At Brookfields we manage behaviour in an appropriate way and in accordance with the Brookfield's Positive Behaviour Support Policy.

11. Record keeping

We maintain records and obtain and share information with parents and carers and other professionals to ensure the safety of the children in our care and the efficient management of the setting and to help ensure the needs of all children in our care are met.

We comply with Data Protection legislation and GDPR requirements in relation to the retention and sharing of data that we hold. Please see our Data Protection & GDPR Policy for more information.

12. Complaints

Brookfields has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school **Complaints and Compliments Policy** found on the school website.

13. Monitoring and review

It is the responsibility of EYFS staff and all relevant staff involved with EYFS to follow the principles stated in this policy and any linked policy.

The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule. We will evaluate its effectiveness by taking into account feedback from all relevant parties involved within the EYFS setting and anything which has come to light during observations in the setting. We also carry out curriculum reviews and take account of any national reviews and reports in this area.

This policy is reviewed annually (Next review Sept 2022)