



Early years foundation stage policy

Introduction

This policy has been prepared in accordance with the statutory framework for the early years foundation stage (EYFS) effective from 1st September 2021. The school's policies and procedures in relation to EYFS are also reflected elsewhere in the school's general policy framework which can be found on the school's website: <http://www.brookfieldsschool.com/website/policies/51937>

At Brookfields School we use the term EYFS to refer to the time from when a child enters Reception to the age of five. This early development and learning is a distinct phase of 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, 31 March 2021

1. Principles and aims

At Brookfields School 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 Framework 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 Framework specifies requirements for learning and development and for safeguarding and promoting their welfare.

Our early years classes follow the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support each individual child's personal development, prepare children for their next stage of education and develop the whole child.

The EYFS aims to provide:

- quality and consistency in all early years' settings
- a secure foundation through learning and development for all children for good progress through school and life
- partnerships between different practitioners and between parents or carers



- equality of opportunity for all children to ensure all children are 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 – consistently learning, resilient, capable, confident and self-assured
2. Children learn to be strong and independent through positive relationships
3. Children learn and develop well in enabling environments – experiences respond to individual needs and there is a strong partnership between practitioners and partners and/or carers
4. Children develop and learn in different ways and at different rates – the framework covers education and care of children in early years provision, including SEND pupils.

Additionally as a school, we adhere to the 6 Principles of Nurture. These principles were developed by educational professionals Eva Holmes and Eve Boyd (1999).

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

At Brookfields School we aim to put all of these principles and philosophy 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 play is used as a vehicle through planned purposeful play-based activities, based on the understanding of how our children learn and develop).
- We promote equality of opportunity and anti-discriminatory practice.
- We provide a personalised curriculum and early interventions as appropriate to meet each child's specific needs.
- We work in partnership with parents/carers valuing this relationship highly.
- Based on the individual child and the different ways they learn, we plan engaging and challenging learning experiences. These are informed by observation and assessment.

- We plan both adult-initiated and child-initiated activities which are adult supported. We view the EYFS as laying the foundations to all future learning and the starting point for each child's learning journey.
- We consider Communication a key element and focus for development and use a wide range of specialist strategies and interventions to support the development of attention and early communication. For children whose home language is not English we provide opportunities to develop and use their home language in play and learning in order to support language development at home.
- We ensure that children have access to a curriculum rich in opportunity to develop core skills in English and Maths at a level in line with their development.
- We provide a secure emotional, safe and challenging physical environments, indoors and out, for learning and play.
- We work very closely with a wide range of agencies and multiagency professionals to meet the holistic needs and the child and their family.
- Within our early years classes we have a high adult to pupil ratio which allows the development of strong and positive relationships between children and staff which allows us to best meet pupil need.

2. Foundation stage curriculum (including planning)

In order to promote the learning and development of children in our care, and to ensure they are ready for the next stage of their learning journey, we plan an exciting and challenging curriculum. Our early years class(es) follow the curriculum as outlined in Educational Programmes within the EYFS statutory framework that applied from September 2021. This is planned in accordance with the seven areas of learning and development (the Early Learning Goals; ELG) to ensure the children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them. The areas of learning and development are all important and interconnected. 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:

1. Communication and language.
2. Physical development.
3. Personal, social and emotional development.

As an EYFS provider Brookfields School supports children in four specific areas:

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



We develop curriculum plans using the statutory framework based on a series of topics or themes which offer experiences in all areas. For full details please visit our school website Curriculum section: https://www.brookfieldsschool.com/website/curriculum_1/416419

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and show these in our practice. The curriculum is delivered using a games and play-based approach, combining child-initiated and playful adult-led opportunities that are underpinned by the characteristics of effective learning outlined in the EYFS framework. Educational programmes must involve activities and experiences as set out under each of the areas of learning in the EYFS statutory framework.

The EYFS statutory framework provides a long-term plan to follow by ensuring that all Early Learning Goals are covered throughout the relevant academic year. Medium-term planning is created and takes into account individual children's learning and developmental needs. Short-term planning covers our weekly sessions and is informed by current themes and observations.

We aim to be flexible to take account of changing needs and responses of the children in our care. Staff will take into account the individual needs, interests and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience for them. As appropriate teachers will ensure that links with relevant agencies and support services are established to support the child and their family.

[Development Matters](#) provides non-statutory curriculum guidance for the EYFS. It provides an overall view of how children develop and learn. It is helpful guidance but should not replace an early years practitioner's professional judgement. Children develop at their own rates and in their own ways. This helps inform our approach to the curriculum and in putting the educational programmes into practice within our setting.

3. Observation and assessment

Ongoing 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 School, as part of our practice we observe and assess children's development and learning. This helps us understand levels of need and achievement, discover their interests and identify learning styles. We encourage all staff in the class teams to contribute and take part in discussions about progress. We record our observations in a number of ways both informal and formal. Each child in our EYFS has an Individual Education Plan (IEP) to support the implementation of their Education Health and Care Plan (EHCP).

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. We also gather samples of the children's work as appropriate along with the observations that are uploaded to Evisense (accessible by families). The



school is involved in sharing good practice and moderation processes internally across our 2 classes and externally with colleagues across Halton and our local SEN networks.

Parents and carers are kept up to date with their child's progress and development. A report is sent to parents and carers in the Summer Term and we invite them to participate in a parents' evening on at least two occasions during the year. Each child will also have an Annual Review of their EHCP during their reception year.

We value home school communication highly and this takes the form of daily emails, use of social media, regular phone calls and an open-door policy where families can meet up with relevant staff (teacher, SLT member or Family Support Worker). This is particularly important as many of our children come to school via school transport so it is critical that families feel involved in their child's school experience. A range of events across the year including Coffee Mornings, Family Learning and training events plus school based activities encourage family engagement.

Reception baseline assessment (RBA)

The reception baseline assessment (RBA) is a short assessment taken in the first six weeks after a child starts reception. This covers all intakes in Reception within an academic year, including during autumn, spring and summer terms. Guidance under the EYFS statutory framework Annex B must be followed when carrying out RBAs.

The RBA assesses a child in early mathematics, literacy, communication and language. The purpose is to form the starting point for cohort-level school progress measures.

The RBA is undertaken if appropriate to the level the child is working at. This will be carefully considered on an individual basis as teachers undertake their school led baseline activities.

EYFS Profile

During their time in Reception year, the children in our care progress towards end-of-Reception goals, defined as Early learning Goals (ELGs), by taking part in our engaging and personalised curriculum. At the end of the EYFS, our staff will complete the EYFS Profile for every child, who will be assessed against the 17 ELGs. This provides a well-rounded picture of each child alongside the data we collect within our B-Squared framework. It reflects our ongoing observations, our records we hold our discussions over the course of the EYFS. The levels are assessed as:

- emerging
- expected
- exceeding.

EYFS Profile data is submitted to the Local Authority.



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 their optimum potential and want every child to be able to take advantage of the opportunities that the school provides.

A critical part of our teaching and learning is to support pupil's individual needs and provide additional support and intervention as required, following our whole-school approach to equality and inclusion.

Our EYFS pupils are considered as a full part of the school community and not as additional classes. We promote inclusion both internally within our own school and exploit inclusion opportunities available to us. This differs depending upon the setting of each class for example; for pupils within the satellite class at The Grange opportunities are in place for children to access the Resource Base and mainstream reception class if appropriate to the child individually, and within Brookfields main site the reception class have a strong relationship with the local Children's Centre Nursery and groups of children come and join our classes on a weekly basis in the summer term for play sessions.

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

We 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, engaging and meet the holistic needs of your child.

At Brookfields we have a Family Support Worker. She plays a significant role in supporting our families. Her role in school is to assist staff, children and their families in securing whatever support is required to support each child's progress. There is a wealth of knowledge, care and opportunity at Brookfields, so her liaison role aims to enable all of our families to access the school and wider support network easily.

Our Family Support Worker can support with a variety of matters ranging from health, education, finances, community, housing, behaviour, parenting strategies or just to be a starting point for parents who need a listening ear. Additionally she can be the link person who can make referrals to relevant agencies, liaise with staff at school, or signpost to other agencies so your family feel they have all the support they need. For more information please see:

https://www.brookfieldsschool.com/website/family_support/159054



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. This includes Woodview, Health and Social Care professionals, Positive Behaviour Service / Team (PBS), CAMHS etc. We support families to access these services and where possible we invite professionals to host clinics and meetings within our school setting.

6. Safeguarding and welfare

As a provider of the EYFS, our duties in relation to safeguarding and the 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 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.

We have a designated safeguarding lead at Brookfields School and this is Sara Ainsworth, Headteacher. Sara can be contacted by email Sara.Ainsworth@bfs.set.org and by telephone on 0151-424-4329.

7. Food, drink, snacks

We provide healthy, balanced and nutritious meals and snacks. Before induction into the setting, we request information about special dietary requirements, preferences and food allergies along with any health requirements.

Water or alternatives that children will drink are always available for children across the day. We have 2 snack times (am and pm) where children are offered a wide variety of foods including toast and cereals in the morning and always a fruit option. Children can have a hot dinner or bring their own packed lunch.

For many of our children, food and mealtimes can be a trigger and they may have intolerances and limited diets. We work closely with our families and also our sensory specialist OT to support our pupils in this area.

We promote oral health as well as good health in general in the early years through our curriculum and immerse these topics in our curriculum.

8. First aid

We have trained first aiders and access to first aid kits appropriate for use with the age range of children within the setting. All accidents / incidents are recorded and reported in line with the school policy using the online CPOMS system.

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

9. Induction and transition

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. You will meet and share communication with your child's class teacher. 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 child's teacher.

Here at Brookfields School we know how difficult it can be to change settings / start at a setting and we ensure that transitions are carefully planned to be smooth and positive by working closely with the child's previous setting as well as parents and carers and any professional involved with your child.

We start to build the important relationship between school and home before your child joins Brookfields as part of the transition process. This incorporates home visits, invitations to an open evening session for the child and their whole family, play sessions and the completion of a detailed admissions booklet. Additionally, teachers will go and visit your child in their current setting and liaise with any professional involved already such as Speech and Language therapists.

10. Behaviour management

At Brookfields School we manage behaviour in an appropriate way and in accordance with the whole school behaviour policy.

http://www.brookfieldsschool.com/website/behaviour_support_policy/59442

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 UK GDPR requirements in relation to the retention and sharing of data that we hold. Please see our website for more information.



12. Complaints

Brookfields School 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 policy

http://www.brookfieldsschool.com/website/compliments_and_complaints_policy/88411

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. There is also a linked Academy Councillor responsible for the EYFS; details can be found on our Academy Council page on the school's website.

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 into account any national reviews and reports in this area. Parents play an important role in reviewing the effectiveness of our setting and are invited to participate in twice yearly surveys plus a 'new starter' survey.

This policy is reviewed bi-annually. At every review, the policy will be shared with Academy Council.

Adopted: November 2021

Reviewed date: January 2024

Next Review: January 25