



BIDSTON AVENUE PRIMARY SCHOOL

EARLY YEARS AND FOUNDATION STAGE (EYFS) POLICY September 2022

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022

Signed: _____

Cllr George Davies (Chair of Governors)

Bidston Avenue Primary School – Achieving Together



Our Vision:

Every child will leave school as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



Our Mission:

Bidston Avenue Primary School delivers a **world class curriculum**.

It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



Evidence Tells Us:

Reading ability is the best predictor of future educational achievement and future success.

Tomorrow's jobs require **thinking** and problem solving abilities.

Children who are **resilient** flourish in all environments.

We value: *friendship / RESPECT / equality / determination / inspiration / courage / excellence*

Intent

Aims

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers to support children's learning and development
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Early childhood is the foundation on which children build the rest of their lives. At Bidston Avenue we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for the future learning and development. However, we also believe that early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in EYFS at Bidston Avenue Primary to take on the task of building upon that prior learning and experience.

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

The drivers that shape our curriculum



Reader

Language comprehension starts from birth but only develops when adults talk with children about the books, rhymes, poems and songs they read and share with them. Early reading ignites creativity, sparks curiosity and stimulates the imagination in children. Reading also plays an integral part in role-play, helping to develop other skills such as empathy, problem-solving and morality. At Bidston Avenue, we promote a love of reading by providing books in many areas of learning and high-quality book corners, that contain books based on topics, children's interests and a range of core texts (spine books). Frequent opportunities for shared reading enable the practitioners to model fluent, expressive reading and demonstrate book behaviours, explain and explore new vocabulary. Reading is the gateway to learning and it is crucial that our youngest children at Bidston Avenue learn to read words accurately and with understanding, re-tell stories and information in their own words and understand and use new vocabulary. Reading is a skill for life and the number of words a child knows at the age of five, is a strong predictor of future success.



Thinker

Critical thinking is one of the characteristics of effective learning within EYFS. It is about helping the children to develop their reasoning skills; encouraging them to move towards becoming more independent and gaining the self-confidence to ask questions, make suggestions, make links between ideas and begin to understand the consequences of their actions. The practitioners in EYFS model being a thinker, showing that we do not always have the answer, are curious, can be puzzled, but by thinking we can find out and pose 'I wonder...how...why...?'



Resilience

In EYFS, our children build their resilience through the encouragement and support of the practitioners around them. Through modelling and the use of positive language, the children learn to approach difficult situations with patience, a positive 'can-do' attitude and see them as an opportunity to develop new skills. Developing resilience in our youngest children supports their brain development; impacting on their concentration, attention, effective problem-solving skills, controlling their impulses and the ability to regulate their emotions. By providing secure routines, developing good peer friendships and strong 'key person' relationships, we also support the development of the children's executive functioning, which is connected to resilience.

Supporting our Values

In all we do, we promote the following values

- Respect
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

Opportunities for promoting acquisition of Cultural Capital

At Bidston Avenue, we understand the importance of cultural capital on the lives of our youngest children. In EYFS, our children already have a variety of experiences, but it is by celebrating and building on these early experiences, that we can provide new opportunities for them to explore, be curious, try new things and experience awe and wonder. It is through a wide range of activities, materials, resources and texts, that our children develop and extend their vocabulary and have the knowledge and experiences that will equip them for the ever-changing world around them, the way they live their lives and the future.



We ensure that the needs and interests of the children are catered for within EYFS, exploring topics that our children are interested in. We encourage our children and their families to share their lives, cultures and experiences within school. Real life visits, educational visits and working alongside or meeting specialist

visitors, provides the children with role models for future and the determination to say 'I can do it' or 'I'm learning how to do it!'

RRSA

Article 3 – All adults should do what is best for you.

Implementation

Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.

At Bidston Avenue we believe that children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking enabling questions.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also consider 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, working closely with the SENDCo and linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching and Learning

At Bidston Avenue we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of development equally and understand that they are often linked. Features that apply to teaching and learning in the EYFS are:

- The partnership between practitioners and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that practitioners have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk, or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- The encouragement for children to communicate and talk about their learning, and to develop independence.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of the children through observations, evaluations and objective led plans.
- The regular identification of training needs of all practitioners working in EYFS.
- As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for transition into Year 1.
- In Foundation 2, Read, Write, Inc phonics and Maths No Problem Foundations programmes are used for daily adult-directed teaching sessions, small group activities and are consolidated and further enhanced through Continuous Provision tasks.
- Foundation 1 access the NCETM (National Centre for Excellence in the Teaching of Mathematics) to ensure progression of key mathematical concepts and the six key areas of early mathematics learning. Read, Write, Inc phonics is also accessed from the spring term in preparation for transition into Foundation 2.

Subject specific SEND Scaffolding

- Practitioners have the highest possible expectations for all pupils in EYFS, including pupils with SEND.
- Teaching is built on what each child already knows, can do and can understand.

- Differentiated ways of teaching are in place, so that each child is fully involved in learning in class. (Adult-directed sessions and Continuous Provision).
- A range of strategies are used to support each child in their learning.
- Teachers carefully check and monitor each child's progress and decide what extra support they may need, dependent on their identified gaps in their understanding/learning, in order to for them to make the best possible progress (e.g. WellComm screening results, phonology screens via SaLT, pre and post tutoring for maths, Read, Write, Inc 1:1 tutoring, alternative resources/equipment).

Organisation

EYFS at Bidston Avenue consists of Foundation 1 (Nursery), where children attend for 15 hours and some for 30 hours. Most children attending 15 hours do 5 morning or 5 afternoon sessions, although there is some flexibility to enable children to attend for some full days and not each day to support parents/carers. Staffing in Foundation 1 consists of a teacher, a level 3 teaching assistant and two part-time level 2 teaching assistants.

Foundation 2 (Reception) consists of two classes of thirty children, with two teachers and two teaching assistants.

Play

“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 have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“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 to have 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.

Creativity and Critical Thinking

“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.”

Parent Partnership

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role in educating the children. We do this through:

- Prior to attending Bidston Avenue Primary, the teacher in Foundation 1 makes home visits or visits the child's current day nursery setting where possible in the summer term. The Foundation 2 teachers visit

children from the other feeder settings (day nurseries, other primary schools) in the summer term also, so that they can meet the children before they visit Bidston Avenue. These visits give all of our EYFS practitioners the chance to ensure continuity and coherence by sharing information about the children. A few children may enter Foundation 2 from their home environment and in these instances, phone calls or home visits are made.

- Parents/Carers and children new to Foundation 1 and 2 are invited to induction sessions in the summer term. School information packs are distributed to parents and admissions forms are completed. In Foundation 2, parents and carers are invited to a meeting in the summer term, where they have the opportunity to ask questions, meet senior and key staff and have a look around the F2 Unit. This is then followed by a transition visit for the children. In Foundation 1, parents and carers attend the first settling-in session with their child, with subsequent sessions planned for the children where they spend time with the practitioners, becoming familiar with their new environment.
- 'All About Me' booklets completed by parents/carers and children prior to starting at Bidston Avenue, to further staff knowledge of the new intake.
- The use of the online journal 'Tapestry' to capture the children's learning experiences through photographs and videos which can be accessed by parents/carers regularly and also allow learning that takes place at home to be shared with school.
- Meetings with parents/carers in the autumn and spring terms to discuss their child's progress and attainment.
- Arranging activities throughout the year that encourage collaboration between children, school and parents/carers i.e. workshops, productions
- Offering activities that support the involvement of parents/carers such as individual reading, homework related to current topics or themes, celebrating achievements at home through Tapestry online journal, or coming into school to offer their particular skills or talk about their job.
- Parents/carers receiving a report on their child's attainment and progress at the end of each school year.
- Parents/carers also being given the opportunity to help with educational visits.
- Having an 'open-door' ethos where practitioners are able to speak to parents and carers at the beginning and end of the school day.

Roles and Responsibilities

The EYFS leader should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment.

The Senior Leadership team is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Impact

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the EYFS curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Assessment

At Bidston Avenue Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

- All staff in EYFS review children's progress through tracking at key points throughout the academic year; September (baseline on entry assessments), December, March and June.
- Within the first 6 weeks that a child **starts Foundation 2**, staff will administer the statutory Reception Baseline Assessment (RBA), which focuses on 'Language, Communication & Literacy' and 'Mathematics'. The purpose of this is to show the progress children make from Foundation 2 until the end of Key Stage 2.

- WellComm (Speech and Language Screening) – this tool assesses a child's understanding and use of language using a traffic light system, highlighting those that require immediate intervention and those who show potential language difficulties. Any significant delays (red) are referred to Talk About Town speech and language therapy service or NHS speech and language service. Mild delays (amber) are supported through intervention plans and focused tasks within provision. Children identified as having a delay with their speech and language are reviewed termly and further intervention provided as appropriate.
- Phonic assessments are carried out half termly by our Read, Write, Inc lead teacher as well as ongoing assessments by the practitioners in Foundation 2. The results enable children to be placed in the appropriate teaching group as well as those requiring 1:1 tutoring with a specialist teaching assistant.
- NELI (Nuffield Early Language Intervention) – NELI is an evidence based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The baseline screening tool used with all Foundation 2 children in the autumn term identifies 5 children with the weakest language skills who would benefit from intervention from our trained NELI practitioner.
- At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
 - Meeting expected levels of development
 - Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Monitoring

The EYFS Lead is responsible for monitoring the standards of children's work and the quality of teaching. The lead supports colleagues in the EYFS by addressing CPD needs and by giving them information about current developments in the area, and by providing a strategic lead and direction for EYFS in the school. The lead is also responsible for reviewing developments in EYFS identified on the School Improvement Plan, evaluating strengths and weaknesses, and indicating areas for further improvement.

Monitoring and Review

This policy will be reviewed and approved by Mrs P. Caldicott (EYFS Lead) annually. At every review, the policy will be shared with the governing body.