



**BRIGHTON & HOVE**

Prep | High | Sixth

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**GDST**  
GIRLS' DAY SCHOOL TRUST

# BHP POLICY

## EARLY YEARS FOUNDATION STAGE

### **Document Control**

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## 1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton and Hove Prep related to Early Years Foundation Stage.

This document is only applicable to the Brighton & Hove Prep Early Years.

## 2. LIST OF ABBREVIATIONS & MEANINGS

BHP	Brighton & Hove Prep
ELG	Early Learning Goals
EYFS	Early Years Foundation Stage
GDST	Girls' Day School Trust
SENDCo	Special Educational Needs and Disabilities Coordinator

<b>May / Should</b>	Advisory
<b>Shall / Must</b>	Mandatory

## 3. GENERAL REQUIREMENTS

### 3.1 Introduction

*"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 2014).*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Brighton & Hove Prep School girls may join our Nursery class from the age of three, and complete the EYFS in their Reception year.

The EYFS is based upon four principles:

- A Unique Child
- Positive relationships
- Enabling Environments
- Learning and Development



### 3.2 A Unique Child

At Brighton & Hove Prep School we believe that childhood is a wonderful and precious time to be valued and celebrated for itself, as well as being a preparation for the future. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop individually, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, share individual successes with the whole group, displays such as *the kindness tree*, *thoughtful flowers wall* and *circle time*, to encourage children to develop a positive attitude to learning.

### 3.3 Inclusion and Equality of Opportunities

We value the diversity of individuals within the school and are committed to the principles of equality and freedom from discrimination on the grounds of nationality, religion, culture, race, gender, sexuality, physical ability, marital and parental status, health, social class or age. All children and their families are respected and valued within our school. We believe that all our children matter and we give them every opportunity to achieve their best. We do this by taking account of our children's life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of individuals, encouraging them to be active, enquiring and independent learners. We achieve this by planning to meet the needs of children with special educational needs, those with disabilities, those from all social and cultural backgrounds, those of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of learning opportunities to motivate, support and help children to learn effectively;
- Providing a safe and caring learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the EYFS are safe. We teach our children about boundaries, rules and limits, and help them understand why they exist. We provide children with choices to help them to develop this important life skill, and we allow our children to take risks, having first been taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children. (See the school policy on Safeguarding Children).



### 3.4 Welfare

*"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."* (Statutory Framework for EYFS 2014)

At Brighton & Hove Prep School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development. (See separate Early Years Behaviour Policy).
- Ensure all adults who look after children or have unsupervised access to them are suitable to do so.
- Ensure that premises, furniture and equipment are safe and suitable for purpose.
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

### 3.5 Positive Relationships

At Brighton & Hove Prep School we recognise that children learn to be confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their parents.

### 3.6 Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value the contribution that they make. We do this through:

- Asking parents of Nursery and Reception pupils to complete a 'Celebrating Me' booklet with their child, prior to joining the class.
- Asking parents of Nursery and Reception pupils to support them in compiling a scrapbook about themselves prior to joining the class.
- Inviting individual parents to visit the classroom and meet their child's new teacher before their child joins the Nursery or Reception classes.
- Parents and children are encouraged to arrange play days in the weeks before they start school.
- Inviting parents to an 'Introduction to Early Years' evening at the end of the Summer Term
- Inviting parents to a 'Welcome to Our Class' evening in early September.
- Welcoming parents into the classroom in the morning and chatting informally with parents in order to get to know the family and smooth any minor concerns that may arise.
- Encouraging parents to spend some time with their child choosing activities first thing in the morning.



- Encouraging parents to talk to their child's teacher after school about any concerns they may have.
- Welcoming parents after school once a week so that their child can show their parents the classroom and any displays, models etc. that they have made a contribution.
- Inviting parents to their child's class assemblies, Christmas plays, Sports Day, Book Fairs, fund raising days and school trips.
- Inviting parents to parent/teacher consultations in the Autumn and Spring terms to discuss their child's progress, development and next steps in learning.
- Having a section of the weekly Newsletter dedicated to Nursery with photos recording some of the activities carried out in class.
- The parents are given the school email of the teachers for any correspondence.
- Access to Firefly, which provides planning, important dates, what we have covered in class and photos.
- Parents having access to the Interactive Learning Diary and being able to see their daughter's progress through observations, photos and videos. Also, parents being able to add their own photos and observations from home to help make it a more complete learning journey of the child.
- Inviting individual parents with a special talent or skill to come and share it with their child's classmates.
- Holding workshops on the Teaching of Reading in early years, Maths and an Introduction to the Interactive Learning Diary.

All staff involved in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In our Nursery class the teacher acts as Key Person, and she and the teaching assistants each observe specific children and share information, using both planned and incidental observations to inform planning.

The Reception teachers come to spend some time in Nursery to meet the children and observe them in their known environment. Children joining Reception from other schools are invited in for play days in Reception and Nursery, to become familiar with the school and their peers. The Reception classes have good links with Year One. Visits are undertaken by Reception children to meet their new teachers and experience their new classroom during the summer term, to ensure a smooth transition (Transition Policy for more detail)

### 3.7 Enabling Environments

At Brighton & Hove Prep School we recognise that the environment plays a key role in supporting and extending children's development. We first observe the children and assess their interests, needs, skills and development before planning challenging but achievable activities and experiences to extend their learning.

### 3.8 The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment has clearly defined learning areas, where children can find equipment and resources independently.



The Nursery has its own outdoor area with an artificial grassed area, shelter and wooden climbing frame. The Reception classes share their own outdoor area, with a large porch area, artificial grass and climbing frame. All Early Years children have access to the main playground, school garden, pond area and large AstroTurf area that they share with the rest of the school. Outdoor play affords opportunities for learning in different ways and on a larger scale than indoor play. Children delight in the opportunities of exploring, using their senses, being physically active in larger spaces and being exuberant. We plan activities and resources for the children to access outdoors that help them develop in all seven area of learning.

Children in the Early Years at Brighton & Hove Prep School also benefit from other areas of the school such as the hall and Green Room for dance and gym, the Cosy Corner, the music room, the IT suite, the Library and the Pod.

### 3.9 Learning and development:

At Brighton & Hove Prep School we recognise that children learn and develop in different ways and at varying rates. We value all areas of learning and development equally and understand that they are interconnected.

### 3.10 Observation, assessment and Planning

In Brighton and Hove Early Years planning is divided into Long Term, Medium Term and Short Term Long Term Planning shows how the four principles: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development will be put into practice during the year, by detailing general ideas for each of the sixteen commitments.

EYFS Medium Term Plans are undertaken regularly (half a term or monthly) and state the ideas and objectives for each of the seven areas of learning.

EYFS Short Term Plans are undertaken on a weekly basis, and show the specific activities planned in order to achieve the objectives. These plans show key learning for each of the seven areas of learning, and detail differentiated adult-led activities. Evaluations are made on Weekly Planning, with implications for future planning outlined.

### 3.11 Teaching and Learning Style

Our school policy on Teaching and Learning defines the features of effective teaching and learning within our school. Features that relate to the EYFS are:

- The importance of the partnership between staff and parents, ensuring that our children feel secure at school and develop a sense of well-being and achievement.
- The importance of staff understanding how children learn and develop, and how this affects their teaching.
- The carefully planned curriculum that helps children work towards achieving the Early Learning Goals throughout the EYFS.
- The provision of activities that build on and extend children's interests, and help them develop intellectually, physically, socially and emotionally.
- The use of sustained, shared thinking, with adults working alongside children, encouraging them to talk about and extend their learning.



- 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 children through observations, which are shared with parents.

### 3.12 Characters of Effective Learning

The child reaches out to relate to people and things through the characters of effective learning, which move through all areas of learning.

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They run through and underpin all seven areas of learning and development, representing processes rather than outcomes.

#### **1. Playing and exploring – engagement**

##### **Finding out and exploring/Playing with what they know/Being willing to 'have a go'**

*"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."* (The EYFS Development Matters 2012)

Through play the children at Brighton and Hove Prep School explore and develop, which help them make sense of the world around them. They represent their experiences in play and act them out with other children. They use all their senses to explore their world around them and develop a 'can do' attitude.

#### **2. Active Learning – motivation**

##### **Being involved and concentrating/keeping trying/Enjoying achieving what they set out to do.**

*"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."* (The EYFS Development Matters 2012)

At our school, the children are given space and time to be active learners. They have access to a wide range of objects and materials, both indoors and out, which motivate and interest them, promoting independence and the confidence to make decisions about their own learning.

#### **3. Creativity and thinking critically – thinking**

##### **Having their own ideas/Making links/Choosing ways to do things**

*"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."* (The EYFS Development Matters 2012)

The adults that work alongside the children in our school show genuine interest, offer encouragement, question and clarify ideas using open-ended questioning where possible, thus supporting children's thinking and helping them make connections. Children can access resources freely and move around the learning environment to extend their learning.





#### **4. The Areas of Learning**

There are seven areas of learning and development and they are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. All areas of learning and development are inter-connected.

The areas of learning are divided into Prime and Specific.

The prime areas are –

- **Personal, social and emotional development** (divided into three sections – Self-confidence and self-awareness, Managing feelings and behaviour and Making relationships)
- **Communication and language** (divided into three sections – Listening and attention, Understanding and Speaking)
- **Physical development** (divided into two sections – Moving and handling & Health and self-care)

The specific areas are:

- **Literacy** (divided into Reading and Writing)
- **Mathematics** (divided into Number and Shape, space and measures)
- **Understanding the world** (People and Communities, The world and Technology)
- **Expressive arts and design** (Exploring and using media and materials & Being imaginative)

These seven areas are interconnected and are rarely focused on in isolation from one another. They support and complement each other in planning for the development of the whole child. The areas of learning are delivered through a balance of adult-led and child-initiated activities. In each area there are development statements that suggest a typical range of development for children and Early Learning Goals (ELGs) that define the expectations for most children to achieve by the end of the EYFS (end of Reception).

#### 3.13 Monitoring and Review

It is the responsibility of the Early Years Team to follow the principles stated in this policy. The policy will be reviewed annually.



## 4. APPENDIX

NIL

## 5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
BHP EY Foundation Stage Policy	01	Sept 2016	Full review	Alison Cardownie Clare	Expired
BHP EY Foundation Stage Policy	02	April 2018	Full review & new policy template	Charlie Parker	Live

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