

# **BRIGHTON GIRLS POLICY (PREP)**

## **EYFS Policy**

### **Document Control**

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## 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 2021).

The Early Years Foundation Stage (EYFS) is statutory and applies to children from birth to the end of the academic year in which a child has their fifth birthday. The Early Years Foundation Stage 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 Curriculum

The EYFS Development Matters is for all Early Years practitioners and sets out the requirements of the educational programmes in the statutory framework for the EYFS (September 2021) It is important in its own right as a basis for developing essential skills such as listening, speaking, persistence and collaborating with each other.

The EYFS is based upon four principles :

- *A Unique Child* (every child is unique and is constantly learning and can be resilient, capable, confident and self-assured)
- *Positive relationships* (children learn to be strong and independent through positive relationships)
- *Enabling Environments* (children learn and develop in environments with teaching and support from adults, who respond to their individual interests and needs)
- *Learning and Development*

### ***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 equally important and inter-connected.

The areas of learning are divided into Prime and Specific.

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**

### ***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:

- ***playing and exploring*** - children investigate and experience things and 'have a go'
- ***active Learning*** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ***Creating and thinking critically*** – children have and develop their own ideas, make links between ideas, and develop strategies.

### **Intent**

At Brighton Girls we follow the statutory framework and guidance detailed in the EYFS and using our extensive experience, we observe, plan and teach children in early years.

We provide a broad and balanced Early years curriculum that gives children the broad range of knowledge and skills needed for good progress through school life:

- based on first hand experiences and purposeful interactions
- through 'in the moment planning' opportunities and carefully planned adult or child-initiated activities

At Brighton Girls -

- We strive to make the child's experience of school happy, positive and fun.
- We foster a love of learning and develop enquiring minds.
- We instill the Characteristics of Effective Learning such as independence, resilience and confidence.
- We promote well-being
- We build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

### **Teaching and Learning Style**

Our school policy on Teaching and Learning defines the features of effective teaching and learning throughout our school. These features equally apply to teaching and learning in the EYFS.

#### **Teaching in the EYFS**

- A carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS
  - 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.
  - Involving and developing the Characteristics of Effective Learning
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- Using a multi-sensory, fun play-based approach

- The provision of activities that build on and extend children's interests, and help them develop intellectually, physically, socially and emotionally.
- Showing awareness of the different ways and rates by which children develop and learn which informs teaching strategies.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- Having a high expectation of children's behaviour and attainment.
- Is outside as much as possible ensuring children take ownership of their learning.

### **Learning in the EYFS**

In the EYFS children are learning when they :-

- Collaborate and learn from one another through shared experiences
- Are supported to set their own challenges in their physical environment and in their learning
- Access resources independently
- Use their senses to explore and investigate
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning

### **Play in the EYFS**

*"Children learn as they play. Most importantly, in play children learn how to learn" (O.Fred Donaldson)*

At Brighton Girls we value play highly and the learning it brings in itself. For young children, play is a tool for learning.

Through play children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules, thereby developing emotional resilience and self-regulation.

Children have the opportunity to think creatively and problem solve alongside others. They express fears or relieve anxious experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.

### **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. In consultation and working collaboratively with parents/guardians the school's Special Needs Co-ordinator (SENCO) will lead on provision for children who may be experiencing barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Code of Practice (2014) and the school's SEN/Inclusion Policy.

## Special Educational Needs (SEND)

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.
- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS.
- Providing a wide range of learning opportunities to motivate, support and help children to learn effectively and where all the contributions of all children are valued.
- 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 which all children have equal access to.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and providing support where necessary within the resources available to the school.
- Working collaboratively with families or carers, the SENCO and other professionals such as Speech and Language Therapists.

### **Assessment in the EYFS**

During the first half term of Reception, the teacher assesses each child's development. It is also a time for the teacher to discover the unique personality and interests of each child.

We make regular assessments of children's learning and use this information to ensure future planning reflects individual or group needs.

Formative assessment in the foundation stage is continuous and takes the form of observations, examples of child-initiated work and samples of dated work from books and photographs. Each child's learning journey is recorded online through Tapestry. Parents can see this at any time with access from home and are also encouraged to add to it. We have parents' meetings in the Autumn and Spring Terms and in Summer, parents of Reception children receive an annual report that offers detailed comments on each child's progress in each area of learning and their Characteristics of Effective Learning (The Early Years Profile).

### **Working with Parents/carers**

We recognise the importance of working alongside parents and other significant adults during a child's education. We do this through:

- Inviting all parents to meet the teacher during the term before their child starts school.
- Giving the children the opportunity to spend several mornings or afternoons with their new teacher before starting school.
- Asking parents of Nursery and Reception pupils to complete a 'Celebrating Me' booklet with their child, prior to joining the class.
- 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 in the early days to help their child settle.
- Welcoming parents to talk to their child's teacher about any concerns they may have.
- Inviting parents to their child's class assemblies, Christmas plays, Sports Day, Book Fairs etc.

- Inviting parents to parent/teacher consultations in the Autumn and Spring terms to discuss their child's progress, development and next steps in learning.
- Parents are invited into the classroom each term so that the children can sit with their parents and show them what they have been doing in class.
- A weekly Newsletter 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 curriculum information and important dates.
- Parents have access to Tapestry and are able to see their child's progress through observations, photos and videos. Parents are 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 various workshops for parents on teaching and learning in the Early Years
- Parents are always welcome into the classroom when dropping off their child in the morning.

### **The Learning Environment**

The EYFS learning environment is organised to allow children to explore and learn securely and safely. A rich and varied enabling environment is actively planned for and continuously developed to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision which are of equal importance. The environment is set up so that children can find equipment and resources independently. Children are encouraged to experience all areas of the learning environment in all weathers. Children delight in the opportunities of exploring, using their senses, being physically active in larger spaces and being exuberant. We encourage children to plan their own selection of activities balanced with adult initiated activities.

### **Monitoring and Review**

It is the responsibility of the Early Years Team to follow the principles stated in this policy.

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 Head of Early Years.  
 November 2021