



# Early Years Foundation Stage Policy

## Bamburgh School

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## Aims

- To provide children with a happy and vibrant foundation which fosters a love of learning
- To offer stimulating and inspiring provision where children feel safe and secure enough to take risks within their learning and play
- To offer an enriched curriculum providing children with a wide range of new and exciting experiences
- To encourage children to develop independence within a nurtured environment
- To follow the principles of learning without limits where the highest expectations for all the children are held and promoted providing them with an unlimited opportunity for development
- To develop the children's social and emotional wellbeing through a wide range of onsite resources, including Forest School, our Hydro-pool, the Sensory Area and outdoor Play Park.
- To build and promote excellent home school relationships, through involvement with parents throughout each stage of their child's development.

## The Curriculum

At Bamburgh School our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Years Foundation Stage Document. The EYFS framework includes seven areas of learning and development, all of which are important and included in the delivered curriculum and provision. There are three prime areas, which are seen to underpin the fundamental skills children require. These prime areas also support the development of the specific areas of the curriculum.

The Prime areas are:

- Communication and Language - Listening and Attention, Understanding and Speaking
- Physical Development - Moving and Handling and Health and Self Care
- Personal, Social and Emotional Development - Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness

The Specific areas are:

- Literacy - Reading and Writing
- Mathematics – Numbers and Shape, Space and Measure
- Understanding the World – People and Communities, The World and Technology
- Expressive Arts and Design - Exploring and Using Media and Materials and Being Imaginative

The EYFS also includes the Characteristics of Effective Learning. These are regularly assessed through observations and planned for throughout Reception where staff are continuously promoting the development of these skills.

The three characteristics are:

- Playing and Exploring - children investigate and experience things and events around them and have a go'
- Active Learning - children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve

- Creating and Thinking Critically – children have and develop their own ideas, make links between different experiences and develop strategies for choosing their own ways to do things

## **Assessment and Observation**

Assessment is a key tool used within the Early Years to help track the progress and development of each child. Every child has their own assessment portfolio made up of an online learning diary (Tapestry) and a physical Learning Journal. Every member of staff within the early years completes observations, which form a crucial part of assessment. This enables the practitioners to monitor and assess children's progress as well as being an effective planning tool to ensure that the provision reflects the needs and interests of each individual learner. The use of Tapestry, allows parents constant access to their child's online learning diary, to which they are strongly encouraged and supported to contribute their own assessments and celebrate their child's achievements. Weekly 'Challenges' are provided for children to complete with their family at home.

Throughout the year children are tracked termly on our schools internal tracker (EY BPM) to show their progress and development across the seven areas of learning. This information is then discussed in pupil progress meetings, where we evaluate the impact of our practice and reflect on it to ensure every child makes progress. At the end of the Reception year all children are formally assessed against the 17 Early Learning Goals (ELG) where, for each separate goal, they will be judged as being 'emerging', 'expected' or 'exceeding'. This information is then communicated to parents and carers in the child's end of year report. In preparation for transition this information is then shared with Key Stage One staff. A developmental age band, of where each child is working in each separate area, is also shared.

## **Partnerships with Parents and Carers**

At Bamburgh School we believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. To allow children to settle into the Early Years at Bamburgh School, visit days, home visits, induction sessions and a parent-child lunch are provided. A gradual transition period is set up to allow children to be fully supported when starting school. Throughout the year we host a variety of events in which we encourage parents or carers to attend. For example, one focussed 'REAL' event each half term (allowing parents to work with their child in school), curriculum workshops, parent learning activities, celebration assemblies, concerts and shows, termly 'Action Plan' meetings and trips out of school are just some of the activities we provide to build excellent home-school relationships.

## **Safeguarding and Health & Safety**

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2017). We follow whole school procedures for reporting accidents and follow the whole school procedures for child protection (see separate policy). Kim Nichol, is our designated safeguard lead, and all concerns are reported to her, via CPOMS. A Paediatric First Aider is always available both within school and when out on trips.