

Brackenwood Infant School



EYFS

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

EYFS Policy

OVERVIEW

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

At Brackenwood Infant School, we believe that young children learn best when they feel happy, safe and secure. We are therefore committed to providing an EYFS environment that is stimulating, exciting and challenging, one that enables children to form positive, supportive relationships with both adults and other children. We prioritise spending time to get to know the children in our care so that we are able to effectively identify the next steps in each child's learning. We want our children to become creative, inquisitive learners and we are passionate in our endeavour to ensure all children have a positive start to their time at our school.

INTENT

At Brackenwood Infant School, we intend to:

1. Ensure children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life.
2. Provide quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
3. Put child-led learning through play at the heart of what we do.
4. Provide our children with a rich, challenging learning environment both inside and outside.
5. Provide a wealth of varied opportunities for children to practise their newly acquired knowledge and skills, allowing them to create their own links in learning.
6. Have in place a structured and concentrated approach to the teaching of phonics, reading and writing so that it is central to children's success in learning to read and write.
7. Enable children to gain a deep understanding of maths through the maths mastery approach.
8. Establish close working partnerships between staff and our F2 families.
9. Ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.
10. Spend quality time with the children enabling next steps in learning for each child to be correctly identified.

IMPLEMENTATION

1. In Foundation 2, we follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.
2. The EYFS framework consists of seven areas of learning and development that are equally important and interconnected. Three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

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

3. The programmes of study for each area of learning in the EYFS framework will be expanded upon each term through our chosen contexts and the children's own interests.
4. Children will be supported daily by high quality interactions with adults which will focus on developing children's language skills and identifying their next steps in learning.
5. Opportunities will be provided for children to practise and develop new knowledge, skills and vocabulary through specific challenges set throughout the continuous provision.

6. The weekly timetable will ensure a balance between whole class teaching, small group focus activities and independent child-led learning through play.
7. The teaching of phonics will be structured, systematic and rigorous and delivered using the Sound Train programme. There will be a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
8. Teachers will follow the Steps to Read and Read to Write schemes of work to ensure high quality, consistent teaching of reading and writing with an appropriate progression of skills.
9. The curriculum will give children rich opportunities to talk and listen to a wide range of contexts and fiction and non-fiction texts. This will contribute to developing their familiarity with books, stories, rhymes and their knowledge of the meanings of words, thus increasing children's vocabulary.
10. There will be a wide range of opportunities for children to practise and develop their emergent writing skills in all areas of the curriculum. Key pieces of evidence of mark-making and emergent writing will be kept for each child as a record of their journey in learning to write.
11. Maths will be taught using the EYFS maths mastery approach. Planning for teaching and learning in maths will follow the six key areas of early mathematics learning as outlined by the National Centre for Excellence in the Teaching of Mathematics. Each child will record their learning in maths using a maths journal.
12. Leaders will take part in ongoing professional development to ensure knowledge and practice will be kept up-to date. This information will be shared with all members of the F2 team to ensure consistent quality provision in all areas of the EYFS framework.
13. Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.
14. At Brackenwood Infant School, 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.
15. Within the first 6 weeks that a child **starts Foundation 2**, staff will administer the Reception Baseline Assessment (RBA).
16. 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')
17. 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.
18. Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson visits, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.
19. The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to the school Governors on the effectiveness of the policy. The monitoring of the implementation of the EYFS framework, especially the quality of the teaching, and the evaluation of the impact on the learning of the children will be given priority within our school's strategy for self-evaluation.

IMPACT

All children in Foundation 2 will make progress from their starting points and will experience a positive start to their time at Brackenwood Infant School. The warm, nurturing relationships formed with adults combined with the challenging opportunities provided in a secure, stimulating environment will enable all children to flourish and develop a love and curiosity for learning. All children will move into Key Stage 1 equipped with the knowledge and skills needed to continue onto the next stage of their learning journey.

