



Brady Primary School

EYFS Policy



'Inspiring teaching for ambitious learners'



Aims of Brady Primary School

“Inspiring teaching, for ambitious learners”

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help pupils to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support pupil's learning.
- To give pupils access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary School we believe that every pupil is entitled to equal access to the curriculum, regardless of race, gender, class or disability. We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices. Through a pupil-centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

At Brady Primary School we believe that every pupil can achieve well and learn successfully throughout their lives. We regard the EYFS as the prime time to positively impact pupil's lives through engaging, inspiring and exciting opportunities and experiences and to instil a sense of confidence and love of learning as they move up through the school.

Our underpinning beliefs

Every pupil is a unique pupil who is constantly learning and can be resilient, capable, confident and self-assured. We recognise that all pupils develop and learn in different ways. This policy covers the education and care of all pupils in our Early Years setting, including those with special educational needs and disabilities (SEND) and those with English as an additional language (EAL). We have the highest aspirations



for all of our pupils to make excellent progress in relation to their own individual starting points. Our EYFS Staff understand and observe each pupil's development and learning, assess progress, plan for next steps and expose pupils to new learning through practical, fun and relevant activities. Every pupil's needs are quickly identified and well met through effective partnerships between the setting, parents, external agencies and other providers where appropriate. All of our EYFS Staff consistently give the highest priority to the safety of pupils and effectively support pupils growing understanding of how to keep themselves safe and healthy. We support our pupils to develop a positive sense of their own identity and culture and we nurture each pupil carefully to ensure they consistently develop their own behaviour management skills, independence and confidence.

In our school, the role of the key person is to meet the needs of each pupil in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them. The class teacher will fulfil this role formally for their class, unless an alternative arrangement is discussed with parents and deemed to be more appropriate, for example, if a pupil is working with additional support from a Learning Support Assistant (LSA). All of our EYFS staff develop good relationships with every pupil and parent through positive interactions, where achievements are celebrated. This secure attachment is important, because it provides a sense of security so that all pupils can become happy, successful and inspired learners.

At Brady Primary, we understand that the learning environment plays a fundamental role in supporting and extending pupil development. We believe our setting is a highly stimulating environment with pupil-accessible resources that promotes learning and challenges pupils both indoors and outdoors. The classrooms are organised to allow pupils to explore and learn securely and safely, in creative and cross-curricular ways across all seven areas of learning. The indoor classroom has defined learning areas, where pupils are able to find and locate equipment and resources independently. We have two enclosed outdoor areas, and pupils are able to free-flow between the both indoor classrooms and both outdoor spaces. Being outdoors offers pupils opportunities for doing things in different ways and on different scales than when indoors. Throughout our setting, pupils are able to explore, develop their communication and problem-solving skills and be physically active. Staff resource and teach indoor and outdoor activities every day, which are weather appropriate, but not governed by the weather

We have long and medium-term plans in place to ensure coverage is equitable, but through our short-term plans, curriculum coverage is adjusted according to the needs of individuals and groups within the cohort. We make regular assessments of every pupil's learning and we use this information to ensure that future planning reflects identified needs.

Learning and Development

There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and inter-connected.

There are three prime areas which are fundamental areas of learning for every pupil, as their development supports development in all other areas.

- Communication and Language



- Physical Development
- Personal, Social and Emotional Development

There are four specific areas, through which the three prime areas are strengthened and applied. The specific areas include essential skills and knowledge for pupils to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our EYFS Staff teach pupils by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning to ensure that happy, successful and inspired learners develop. By helping pupils to acquire excellent communication and language skills, and by supporting their physical, personal, social and emotional development we ensure that all pupils best prepared for their next steps in their learning. We believe that through play, our pupils explore and develop learning experiences, which help them to make sense of the world but we also believe that pupils need structured opportunities to work on their own, in partners, small groups and as a whole class at directed activities. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other pupils as well as on their own. They communicate with others as they investigate and solve problems. When pupils have opportunities to play and engage 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. We give pupils opportunities to be creative in all areas of learning. Adults support pupils' thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions.

Continuing Professional Development (CPD)

All staff are offered training and we take part in the LA training regularly. EYFS staff will attend cluster meetings to keep links with other providers in the local area. All staff are also offered training within the school day, where necessary on items identified as areas of need e.g. introduction of new Framework, intervention programmes etc.

Assessment

In nursery, work is recorded in folders.



Pupils work is recorded in Phonics and Maths and Topic exercise books in Reception. At the end of Reception year, every pupil's progress is recorded on to the Early Years Foundation Stage Profile. Every pupil's level of development is recorded against the 17 Early Learning Goals ('emerging' or 'expected'). This end of year information provides a basis for a detailed report to enable a successful transition into Year One. The EYFS Profile is communicated to parents as a written report at the end of the Reception year. It also refers to the three characteristics of teaching and learning.

At the end of the nursery year, we report to parents in a similar way, noting how they enjoy each educational programme, but without the profile attachment. We seek appropriate GDPR permissions in order to be able to operate in this way.

We complete the Government Baseline assessment within the first 6 weeks of pupils beginning their Reception year. Where we feel it would be beneficial, a Language link and/or Speech Link assessment is also completed in Reception, in order to quickly allocate pupils specific speech intervention.

Safeguarding & Welfare

'Pupils 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.' (DfE 2023)

At Brady Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where pupils can grow in confidence
- Promote good health
- Manage behaviour effectively in a manner appropriate for the pupils' stage of development and individual needs
- To ensure that all adults who look after the pupils, or who have unsupervised access to them, are suitable to do so
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the pupils

Keeping Safe

It is important to us that all pupils in the school are safe. We aim to educate pupils on boundaries, rules and limits and to help them understand why they exist. We provide pupils with choices to help them develop this important life skill. We encourage pupils to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and



psychological well-being of all pupils. (See Brady Primary Safeguarding Policy) The DSL is Michael Nunn, Deputy DSLs are Charlotte Zaayman, Rachel Line. All staff receive safeguarding training which enables them to understand the Safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues and recognise signs of potential abuse and neglect. We keep detailed First Aid and behaviour records in the EYFS classrooms and all teaching assistants are paediatric first aid trained. All pupils are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most pupils are able to carry out themselves. However, depending on a pupil’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all pupils requiring intimate care. Every pupil has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual pupil. No intimate care is to be given without the express permission of the parent or guardian of that pupil and all parents and guardians will be asked to provide that permission when their pupil joins the EYFS at Brady Primary.

Extended Opportunities for Learning

Our curriculum offer ensures that all EYFS pupils are offered local trips, days out and exciting opportunities, such as “living eggs” that complement their topics of learning. We also actively seek to invite people or groups for real life experiences, e.g. meet the firefighter etc. We also send home homework maps, in line with the rest of the school, to ensure parents are well informed of projects that could support their pupil’s learning. All pupils in EYFS take home a shared book, and when appropriate, a levelled book to read at home. Parents are informed when new phonics teaching has taken place, and how this can be reinforced at home. Likewise, when ready, pupils will practise high frequency words at home. Pupils in EYFS have the opportunity to take part in the school reading challenge and this is actively encouraged.

Parents and Carer’s as Partners

We recognise that parents are pupils’ first and most enduring educators and we believe that excellent communication between parents/primary caregivers is essential to ensuring that pupils have the best possible education experience. We operate an open-door policy every morning and afternoon throughout the year. Pupils’ books are always available for parents to look at and we value the ongoing contributions to these from parents through ‘wow moment’ observations.



More formally, we also offering two parent/teacher consultation evenings per year and we send home a report on every pupil's attainment and progress at the end of the year. We inform parents half termly with a newsletter. We expect parents to read at least three times a week at home with their pupil, and to complete the short homework task (usually phonics or maths based). The website enables the parents and carers to be kept informed about learning each week. Through the website we keep parents up to date with events happening in Reception and Nursery and also use it as a tool encourage parents and carers to help with their pupil's home learning.

Transitions

Transition into Nursery

Pupils can transition into our nursery from 3 years old. We recognise that this is a period of change for pupils, and we ensure that the nursery teacher has met with each family to discuss the individual needs of each pupil. This meeting happens before the pupils can start at nursery. They also complete at least two "settling" sessions, where they come into nursery for a morning or afternoon session to get used to the new environment. We do not encourage the use of dummies or pacifiers, but will make arrangements with parents where needed, during a short transition period to help pupils to settle more confidently. We liaise very closely with parents to ensure they are informed about their session times and as long as it is judged to be within the best interests the pupil we will offer the parent's selected times (e.g. 5 full days) following the two settling periods - however, we will adjust and liaise with parents as deemed necessary to ensure a smooth and personalised transition. The school reserves the right to offer transition to "full time" hours on the basis of best interests of the individual pupils. Pupils will not necessarily commence 30 hours the first week of the autumn term but will be built up to full time as appropriate.

Transition into Reception

The initial transition process for pupils from various pre-school/nursery settings into Reception year. We meet all parents and pupils before they begin their school life here, through home-school visits and open-afternoons at school. This gives pupils the opportunity to feel familiar with the school setting and excited about starting school. It enables teachers to ensure that our provision is the best it possibly can be for all pupils. We speak in detail with every parent about their pupil's interests and abilities and we can also answer any questions that parents have. Where necessary, we will also make arrangements to visit pupils in their pre-school settings. The pupils attend for a transition period before commencing full time education.

Transition into Year One

During the summer term appropriate provision will be made to help pupils feel prepared for Year One. The timetable will adapt to reflect life in Year One, for example, pupils will also go out for morning break. When pupils return to school in September, their timetable will continue in their new class in this way. A detailed discussion of progress, attainment and Characteristics of learning will be given to the Year One teacher from the EYFS Lead and teaching staff. A meeting with the Year 1 teachers will be held for parents.



The EYFS is integrated into the rest of Brady Primary School. Therefore, please read this policy in conjunction with other relevant key policies such as SEND, Uniform, Safeguarding, Attendance, Teaching and Learning, Assessment. Other useful information is contained in the Nursery Admissions Policy, concerning costs, session time procedures etc.

Monitoring of this policy The Headteacher, Early Years Leader, and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule; specifically, through planning checks, learning conversations and visits, Learning Journey checks and pupil progress meetings

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Review

This policy will be reviewed annually by the SENDCO. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors Date

Headteacher Date