

# BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

## EYFS POLICY (Early Years Foundation Stage)

September 2024  
(Review Date: September 2027)



### BREDHURST VISION

To learn and grow through the guidance and love of God

## **OUR MISSION STATEMENT**

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

## **OUR VISION**

Our Vision is rooted in The Parable of the Mustard Seed, Matthew 13 : 31-32.

*Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."*

## **OUR ETHOS**

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

## **OUR CORE VALUES**

The 'Spirit of Bredhurst' encompasses our core Christian values

- **S**elf control
- **P**erseverance
- **I**nclusion
- **R**espect
- **I**nspiration
- **T**rust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **EARLY YEARS FOUNDATION STAGE POLICY**

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. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Children join our reception class at the beginning of the school year in which they are five.

### **THE EYFS IS BASED UPON FOUR PRINCIPLES:**

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

### **A UNIQUE CHILD**

At Bredhurst Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments which is why building links with families is vital to us. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

### **INCLUSION**

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Bredhurst Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

### **POSITIVE RELATIONSHIPS**

At Bredhurst Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

### **PARENTS AS PARTNERS**

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school
- carry out a home visit to see the child in their home environment before the child starts school – wherever possible
- inviting all parents to an induction meeting during the term before their child starts school
- providing parents with a written report on their child's attainment and progress three times/year
- encouraging parents to contribute to observations
- inviting parents to share in special learning activities with their children

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with the local feeder playgroups and wherever possible visits are undertaken before children start at the school.

At Bredhurst Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. We plan a curriculum around key, enriching texts, both fiction and non-fiction to engage the children and enrich their vocabulary and language.

## **OBSERVATION, ASSESSMENT AND PLANNING**

Planning within the EYFS starts with the Long-Term Plan, which is used by the EYFS staff as a guide for weekly planning. A weekly focus is agreed and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a Learning Journey Book.

Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals) at the end of the Reception year.

## **LEARNING AND DEVELOPMENT**

At Bredhurst Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning. The staff facilitate this learning and follow children's ideas and initiatives. They move the children's learning on, assessing within the 0-3 years, 3-4 years and Reception bands, assessing finally in the summer term at the end of the Early Years against the Early Learning Goals.

## **AREAS OF LEARNING**

The EYFS is made up of six areas of learning:

### **Prime areas:**

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

### **Specific areas:**

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

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. The adult leads Phonics, Maths, writing and reading sessions.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

## CHARACTERISTICS OF EFFECTIVE LEARNING

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning

- **Playing and exploring**

Children will have opportunities to investigate and experience things, and ‘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. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning**

Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 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. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically**

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing 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. Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

- **Play**

Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children’s development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort, practice and perseverance and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and develop an understanding for the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.