



# EYFS

***“The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.” - Jean Piaget***

“Children are powerful learners. Every child can make progress in their learning with the right help.” ‘Development Matters September 2020

Early childhood is the foundation on which children build the rest of their lives. At Brimpton, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

## **A Unique Child**

“Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.” ‘Statutory Framework for the Early Years Foundation Stage’ July 2020

We recognise that children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning, ensuring that parents and guardians and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

## **Positive Relationships**

“Children learn to be strong and independent through positive relationships.” ‘Statutory Framework for the Early Years Foundation Stage’ July 2020

Children learn best when they are happy, settled and have a sense of belonging. We value the importance of getting to know each child and their family on an individual basis. This process starts through three induction morning the summer before they start school. We also use Tapestry to record children’s achievements and progress and share these with their families through Tapestry. Parents are also encouraged to upload photos and videos of their children from home to document their interests and achievements outside of school.

## **Enabling Environments with Teaching and Support from Adults**

“Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.” ‘Statutory Framework for the Early Years Foundation Stage’ July 2020

At Brimpton, resources are organised to provide a wide range of areas, each promoting learning opportunities across some or all of the areas of experience. All resources are freely available to the child, which allows the children freedom to self-select their learning through following their interests. This is referred to as Continuous Provision which forms the basis of our Foundation Stage Curriculum. We also set challenges and “Must do task” to the children to extend their learning.

The EYFS classroom and outdoor area provides opportunities to explore:

- Role Play
- IT
- Construction
- Maths
- Books
- Dough/clay/malleable
- Small world
- Mark making in all areas
- Paint, colouring
- Junk modelling
- Puzzles and games
- Musical instruments
- Access to Adventure playground and slide
- Bikes, trikes and bouncy hoppers

Such provision gives children the opportunities to:

- use their own initiative
- become independent learners
- make decisions about which activity to select and pursue
- build on their own interests and previous experiences
- develop resilience, take risk and learn from physical and psychological experiences

### **Learning and Development**

*EYFS Principle: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.*

“Children develop and learn at different rates. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities..” ‘Statutory Framework for the Early Years Foundation Stage’ July 2020

- 4 - Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

### **Observation, Planning and Assessment**

“Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.” ‘Development Matters’ September 2020

Though quality interactions with the children and their Carers, staff, aim to:

- Identify, support and extend each child’s intention.
- Identify, support and extend those things that the child can nearly do.
- Build on what the children know, understand, can do, want to know, and need to know.

Our observations inform assessment. We use Tapestry, an online learning journey, to record snapshot observations during our time with the children. All members of staff in EYFS will observe and play alongside children to support, scaffold and extend learning through discussion and modelling. Photos and videos are taken to record key moments to

reflect this learning together which is shared with parents via Tapestry. Through knowing each child well, all staff are tuned into each child's next steps and this is reflected in the interaction with each child.

We have 'Focus Children' who are selected every week. At the start of the week we send out a letter to the parents informing them that their child will be our focus child and give them the opportunity to ask us any questions they may have regarding their child's progress or highlight any areas that they would like us to focus on. Each of the 'Focus Children' has Tapestry observations which are added to throughout the week. All adults in the setting enter observations. A narrative is often added to provide details to the assessments and observations of the child to date.

Discreet phonics sessions are delivered daily and the duration of the sessions lengthens as the year progresses. We use Phonics Bug and Jolly phonics to plan sessions. We share lessons with parents and carers through messages on Tapestry and on Active learn – Every child has a login and can access lessons taught at school, games based on the sounds learnt and e books that are based on the phonemes learnt.

We have a Wow board in the classroom where quality work is displayed. Children's creations are displayed around the classroom and additional work is often shared during snack time.

### **3 Ms**

As we like to minimise the amount of time which children are sat listening and maximise the amount of time that they are actively engaged in learning and play, we use '3 Ms' which are three principles to facilitate and support learning through play.

These 3 Ms are always at the forefront of our minds when we play alongside children as well as children's next steps. This way we can move children's learning forward whilst they play.

The 3 Ms are:     • Making conversation     • Mark Making     • Mathematics

### **Making Conversation**

Talk and conversation is at the heart of Early Years and throughout Brimpton. There are lots of different types of talk, which participation in is crucial for child development.

They are: - Child Chat – child to child. To facilitate and encourage this we create lots of 'talk friendly spaces' around the environment. Dens, seating areas, cosy book area etc..

- Extending vocabulary through regular reading and book talk as well as poetry and storytelling.
- Commentary play – where adults 'think out loud'
- Modelling – listening, turn taking, asking for help, joining in etc..
- Pronunciation – talking correctly

### **Mark Making**

This 'M' incorporates reading and writing. We are always looking for opportunities to introduce writing or mark making into play. Below are some of the ways we do this: - Mark making opportunities in all areas – shopping lists in home corner, labelling in construction area, painting in art area etc..

- Using a variety of materials – chalk, paint brushes, pens, choice of paper, vertical surfaces etc..
- Message Centre – encouraging mark making and written communication without worrying about 'getting it right' or calling it a 'writing or drawing area'
- Opportunities to practise skills taught in discreet phonics sessions

## **Mathematics**

Maths is EVERYWHERE and should not be restricted to a 'maths session'. - Construction offers opportunities to practise shape, position, ordering... Cooking offers opportunities for weighing, counting, number recognition... Outside and Forest school offer shapes, ordering, weighing, comparing, position, counting, number recognition... - Mathematical vocabulary is used and discussed all the time - Maths is practical and real life not worksheets or recording in books.

## **The 3 Additional Ms!**

### • Muscle and Movement

Importance of gross motor development which precedes the ability to hold a pencil and form letters – being physically active is encouraged all day, every day! Our outdoor environment allows for children to balance, climb, dig, travel up and down slopes, etc... We are out there in all weathers!

### • Mindfulness

Sometimes children just need to be!

### • Magic

We see our job as being bringing magic to learning – they shouldn't feel that school is being 'done to them'!

## **Induction Process**

During the Summer Term prior to starting school the following September the following happens:

- Foundation staff will contact pre-school settings from which September's intake will be taken.
- Where possible, foundation staff will visit each child in their nursery environment.
- Each child and their parents and carers will be invited to spend three morning sessions at Brimpton Primary School in order to familiarise themselves with both the staff and the school. On their last session, new parents are invited to stay in for a picnic with their child in order to meet the other parents.

When children join the school in September, we offer flexibility depending on the needs of each child. Some children may only attend for half a day in the first week back or parents may stay in or at the back of the classroom to support their child in their first school experience.

## **Home and School Links**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We develop this working relationship between the school and parents and carers as follows:

- We aim to visit all the children in their nursery environment prior to them starting school. Extra visiting sessions are offered to children who need extra settling in time.
- Tapestry is updated weekly with new observations for the parents to view and comment on.
- We have three children each week who are our 'Focus Children' and parents are invited to discuss our observations of their child and their ongoing progress.
- There is a parent evening in the autumn and in the spring term.
- Reports are sent out in the summer term with an additional parents evening offered if parents wish to discuss the report.

- There are opportunities throughout the year for parents and carers to visit the school on a volunteer basis.
- Parents can approach us at the start or the end of the day and book an appointment with us to discuss any concern or progress about their child if they desire.
- Once a term we invite parents and carers to a Shared Learning experience with their child.

### **Intimate Care**

It is the right of the child to be treated with sensitivity and respect, and in such a way that their experience of personal care is a positive one. As far as possible the child should be allowed to exercise choice and should be encouraged to have a positive image of their body.

We have an expectation that children will:

- Know when they need to go to the toilet.
- Know how to use the toilet for themselves.
  - Be reasonably effective at cleaning themselves after using the toilet.
- Children can access the toilets whenever they have the need to and are encouraged to be independent.
- Children are reminded at regular times to go to the toilet- e.g. before and after lunch, before leaving the building.
- Children are encouraged to wash their hands and we always have soap and towels to hand.
- Children will not be left in soiled or wet pants or clothes as the school has a 'duty of care' towards children's needs and this could be interpreted as neglect.
  - All staff are familiar with the hygiene procedures and carry them out when changing children.

However, we recognise that children develop at different rates-

- Some children will be engaged in fully developing this aspect of their self-care when they start school.
- Some children may start wetting or soiling themselves after they start school. In these circumstances, the class teacher communicates sensitively with parents to determine if this is a temporary set-back (anxiety, arrival of new sibling, illness).
  - Some children will come to school with ongoing/specific physical or medical issues such as urinary tract infections or soiling difficulties.

If the child requires a medical care plan, Local Authority policies on child protection and managing children's needs will be consulted.

### **Sensitivity and Respect**

The child should be spoken to by name and given explanations of what is happening. Privacy appropriate to the child's age and situation should be provided. The child should be encouraged to care for themselves as far as possible. Spare clothing should be readily available. The dignity of the child must be respected and therefore as many details as possible are kept confidential between the school, child and parents.

### **Safeguarding Children and Adults**

Anyone caring for children has a common law duty of care to act in place of a parent.

Staff ensure that children are healthy and safe at all times.

- Adults dealing with the toileting needs of children should be employees of the school and have undergone an enhanced DBS disclosure.
- All staff are aware of the school's protocol and procedures.

- All toileting incidents must be reported straight away. The minimum information to be kept is the date and time, the name of the child, the adult(s) in attendance, the nature of the incident, the action taken and any concerns or issues. The parents are informed as soon as possible and staff should have the opportunity to raise any concerns or issues.

- The normal process of cleaning a child should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the process to ensure that abuse does not take place. DBS checks are carried out to ensure the safety of the children with staff employed by the school. If there is known risk of false allegation by a child or parent then a single member of staff should not clean a child unsupervised. Members of staff must ensure that they do not change or clean a child in a room with the door closed.

### **Health and Safety**

In the case of a child accidentally wetting, soiling or being sick whilst on the premises:

- Staff should wear disposable gloves and aprons if necessary, to deal with the incident
- Soiled clothing is bagged and tied.
- Hot water and soap is available to wash hands as soon as the task is completed.