



Early Years Foundation Stage Policy

Berkeley Primary School

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INTRODUCTION

The Early Years Foundation Stage includes all children attending the nursery and reception classes at Berkeley Primary School.

In the Foundation Stage at Berkeley Primary School, we follow the Statutory Framework for the **Early Years Foundation Stage (EYFS)**. The Early Years Foundation Stage has legal force and is mandatory for all schools and early years providers attended by children from birth, to the end of the academic year in which a child has their fifth birthday. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's "school readiness" and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Through meeting the standards of the EYFS, at Berkeley Primary School we seek to provide:

- Quality and consistency so that every child makes good progress and no child gets left behind;
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- Partnership working between practitioners and with parents /carers;
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for **learning and development** and for **safeguarding** children and promoting their **welfare**.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children;
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five);
- Assessment arrangements for measuring progress (and requirements for reporting to parents / carers).

The safeguarding and welfare requirements cover

- The steps that providers must take to keep children safe and promote their welfare.

The EYFS states that four guiding principles should shape practice in early years settings. These are:

- 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 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.

- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Learning and Development at Berkeley Primary School

The EYFS defines what providers must do, working in partnership with parents / carers, to promote the learning and development of all children in their care, and to ensure that they are ready for school. At Berkeley Primary School, we guide the development of children's capabilities with a view to ensuring that children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them. In order to do this, we analyse their needs, their interests and stages of development and use all of this information to help plan a challenging and enjoyable educational programme across all seven areas of Learning and Development.

The seven areas of Learning and Development are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

All areas of learning and development are important and inter-connected. But, the three areas of communication and language, physical development and personal, social and emotional development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are considered the **prime areas of learning**. These prime areas are then strengthened and applied through the four **specific areas** of literacy, mathematics, understanding the world and expressive arts and design.

The EYFS states that Educational programmes must involve activities and experiences for children, as follows:

Communication and language development

- The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give



children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional development

- Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical development

- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Literacy development

- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Mathematics

- Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world

- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

- The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The EYFS does not prescribe a particular teaching approach. However it does state that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. At Berkeley Primary School we decide what we want children to learn, and decide on the most effective ways to teach. We have secured routines in both Nursery and Reception to ensure that there is a balance between play and focussed teaching. As children grow older and move into the reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.



The EYFS also states that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Berkeley Primary School, carefully planned routines, timetables, themes, topics and activities, indoor and outdoor environments allow us to implement our educational programme, to cover all seven areas of learning and development, to ensure an appropriate balance of adult-led and child-initiated learning, and to ensure that children make progress towards meeting the levels of attainment described by the Early Learning Goals by the end of the Reception Year.

During a typical day or session, every EYFS child takes part in, or has access to:

- whole class or large group teaching;
- small group times;
- whole class phonic sessions;
- whole class maths sessions;
- adult led focus activities;
- adult led play;
- free-flow child initiated play;
- outdoor play.

Our learning environments are organised into areas of continuous provision. The children are taught how to use these areas and to access the resources independently during their free-flow play. Adults also play, interact and observe the children in the continuous provision, leading learning, modelling play and interaction, and planning next steps. The children are able to use these areas to:

- Initiate their own ideas;
- Demonstrate their skills and abilities;
- Communicate their thoughts and feelings;
- Follow on and extend adult led activities to deepen their learning and develop mastery of skills.

The continuous provision, in both the Nursery and Reception Units include:

- Sand;
- Water;
- Malleable materials;
- Workshop;
- Writing area;
- Maths area;



- Role-play;
- Book corner;
- Paint;
- Construction;
- Small world;
- Investigation area;
- ICT.

The levels children should be expected to have attained by the end of the EYFS is defined by the **Early Learning Goals**. The EYFS states that the ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

The Early Learning Goals are as follows:

Listening, Attention and Understanding

Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Building Relationships

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Gross Motor Skills

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Comprehension

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Number

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts,



recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Past and Present

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Creating with Materials

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Assessment

At Berkeley Primary School, ongoing assessment is an integral part of the learning and development process. It is used to recognise children's progress, to understand their needs, and to plan activities and support. Assessments are based on practitioners' observation of what children are doing in their day to day activities. Judgements are based on observational evidence gathered from a wide range of learning and teaching contexts. All adults who



interact with the child contribute to the process and account is taken of information provided by parents. In our daily interactions with children, we:

- Make systematic observations and assessments of each child's achievements, interests and learning styles;
- Match these observations to the expectations of the Early Learning Goals.
- Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences;
- Any learning and development needs identified during children's time in Nursery or Reception are discussed with parents. Where appropriate, referrals are made to other agencies such as Speech and Language Therapy in consultation and partnership with parents and carers.

During the Reception Year, two statutory assessments are completed for every child.

- The Reception Baseline Assessment is a short assessment which must be completed within the first six weeks of a child starting Reception.
- At the end of Reception (by 30th June each year), the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals. Practitioners must indicate whether children are meeting **expected** levels of development, or not yet reaching expected levels ('**emerging**'). In the Summer Term of the Reception Year, we share the results of the Profile with parents /carers through the provision of an annual written report and the opportunity for parents /carers to meet with the teacher who completed the Profile.

Through nursery and reception, parent-teacher meetings are also held in the autumn and spring terms, at which children's progress towards meeting the Early Learning Goals is discussed.

Early Years providers must report the results of the Foundation Stage Profile to the Local Authority. The Local Authority then returns this data to the national government.

Providing for equality of opportunity

At Berkeley Primary School, we focus on each child's individual learning, development and care needs by:

- Removing or helping to overcome barriers for children where these already exist;
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving parents and / or other agencies as necessary;
- Stretching and challenging all children.

If a child's progress gives cause for concern, we discuss this with the child's parents / carers and agree how to support the child. We consider whether a child may have a special



educational need or disability which requires specialist support. We link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning. Across the school, we employ teachers and teaching assistants who speak languages other than English. In the EYFS we can draw on these staff to support children to settle or to help communicate with parents as necessary. Through small group and individually targeted support teaching, we also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.

When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents / carers, to establish whether there is cause for concern about language delay.

When children start at Berkeley Primary School, they are assigned a key person (a safeguarding and welfare requirement - see below). We inform parents / carers of the name of the key person, and explain their role, when a child starts attending. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. The key person also seeks to engage and support parents / carers in guiding their child's development at home and helps families engage with more specialist support if appropriate. In Reception the child's key person is the class teacher. In Nursery it may be the nursery teacher, the Early Years Practitioner or the teaching assistant.

The Foundation Stage Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate, and at Berkeley Primary School we seek specialist assistance to help with this if necessary. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Partnership working

At Berkeley Primary School, we firmly believe that forging and creating partnerships improves outcomes for children and allows them to make the most of their abilities and talents. We do this through:

- Working to share relevant information with other settings, if a child receives education and care in more than one setting;
- Seeking transition opportunities with home and other pre-school settings before children begin to formally attend our nursery or reception;
- Sharing information with parents;
- Forging home-school links through parent-teacher meetings, giving parents access to the "Tapestry" online learning journal for their child, through information provided on the school website, messages sent via the school's app, and special events in school;



- Working with professionals from other agencies.

Safeguarding and Welfare

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. The safeguarding and welfare requirements, specified in the EYFS, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

The EYFS states that providers must take all necessary steps to keep children safe and well, and sets out requirements explaining what early years providers must do to:

- safeguard children;
- ensure the people who have contact with children are suitable;
- promote good health;
- support and understand behaviour;
- and maintain records, policies and procedures.

In the Foundation Stage at Berkeley Primary School, we work to meet the safeguarding and welfare requirements of the EYFS by following the policies and procedures that have been written and adopted by the whole school. All staff in the Foundation Stage have copies of, and have contributed to the writing of these policies and procedures. They are also used as part of the induction process for new staff and students who are on work placements in our setting. For further information, please see the whole school policies and guidance for:

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| • Safeguarding and Child Protection; | • Anti-Bullying; |
| • Allegations against members of staff; | • Equal Opportunities; |
| • E-safety; | • Parent and Voluntary Helpers; |
| • ICT Acceptable User Policy; | • Health and Safety and Risk Assessments; |
| • SEND; | • Admissions; |
| • Behaviour; | • Continence. |

Some safeguarding and welfare requirements are specific to the EYFS. We ensure that we fully comply with these requirements through:

- Ensuring that at least one member of staff has a current paediatric first aid certificate, is on the premises at all times when children are present, and accompanies children on outings.
- Assigning each child a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents
- Complying with the legal adult to child ratios of at least one adult to every thirty children in the Reception classes, of at least one adult to every thirteen children in the nursery. In the nursery at least one member of staff is a school teacher and at least one other member of staff holds an approved level 3 qualification.



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- Completing risk assessments and adhering to any specific procedures relating to outdoor play, the use of the outdoor areas or cooking with children, for example.
- Ensuring children are **usually** within sight **and** hearing of staff and are **always** within sight **or** hearing.
- Whilst eating ensuring children are always within sight **and** hearing of staff.

For further information on the statutory Early Years Foundation Stage, please see:

- The Department for Education publication "Statutory Framework for the Early Years Foundation Stage Setting the standards for learning, development and care for children from birth to five", available at
https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf