



Bevington Primary School

Early Years Foundation Stage Policy

September 2018

1. Our Aims

At Bevington our aim is to provide a secure environment, with consistent routine, where our children can feel safe and explore rich and diverse learning and developmental opportunities, giving them the best possible start to their career at Bevington.

In partnership with our families and community, we aim to build on previous learning and respond to children's individual needs.

We provide a sound basis for lifelong learning, enabling the children to begin the process of becoming independent, confident, active learners for life.

We aim to provide teaching and learning experiences, indoors and outdoors, of the highest quality to help our children progress.

2. The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Bevington children can join the Foundation Stage at the age of three, in Nursery, to five in Reception.

At Bevington we are fully committed to the Early Years Foundation Stage Framework, which we are required to follow, and which states:

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

3. Teaching and Learning

Our Early Years setting is an exciting and nurturing place where children learn through play and creativity. The three classes in our setting lead out onto our large, newly redeveloped outdoor learning area which children can freely access throughout the day.

At present, the Foundation Stage is organised as a nursery setting and two separate reception classes. The Nursery setting will be staffed by a minimum of one teacher and one teaching assistant. The Reception classes will each be staffed by a minimum of one teacher and one teaching assistant.

Early Years Foundation Stage Guidance is followed in all settings, underpinned with the nationally agreed principles to support effective teaching and learning in the *Development Matters* document (see link below).

Each term, Medium Term Planning (MTP) focuses on gaps highlighted by data analysis and from practitioners' knowledge of the needs of the children. The developmental statements from the *Development Matters* document are used to write the learning intentions and targets which form the basis of the MTP. From this, the weekly plans are developed and delivered through an agreed theme set out in the Curriculum Overview, i.e. 'Down by the Water', 'Food, Glorious Food' etc.

Additionally, practitioners aim to cater for children's individual interests by using the outcomes of observations to plan specific activities within our weekly provision planning.

There is a balance of adult-led and child-initiated activities across both settings. Both the indoor and outdoor learning environments are set-up to cover all the seven areas of 'Learning and Development'. During child-initiated learning time, children can freely access both indoor and outdoor areas, whilst supported by an adult.

A typical day in our setting generally consists of topic, phonics and maths carpet sessions, as well as one-to-one focus work with an adult, and most importantly lots and lots of child-initiated learning through free-flow play. Music, dance and drama form a crucial part of our curriculum and across the year, children learn a range of traditional and contemporary songs to sing and they receive lessons in physical education.

4. Record Keeping and Assessment

Each child in Foundation Stage has their own 'Learning Diary' which contains child-initiated and some adult-led work, photos, contributions from home and both planned and spontaneous observations, along with next steps. These, along with practitioner knowledge, form the basis of the assessments.

Upon entry, practitioners carry out baseline assessments of children in both Nursery and Reception, through observing and co-playing with the children. Subsequently, assessment data is used to assess children against the developmental statements from *Development Matters*, in order to ensure that children are making progress and to plan for next steps.

At the end of Reception, children are assessed against the 17 Early Learning Goals where they are graded as *emerging (1)*, *expected (2)* or *exceeding (3)*.

Children will be defined as having reached a 'Good Level of Development' (GLD) if they achieve at least the expected levels for the Early Learning Goals in the prime areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development and also in the specific areas of Literacy and Mathematics.

5. Parental Engagement

Parental engagement is fundamental to children's development and we regularly encourage parents to join us for 'Stay & Play' sessions and to accompany us on trips. Parent and carer workshops are held to provide parents with an understanding of how they can support their child at home. In addition, parents are encouraged to bring in work and pictures from home, to contribute to children's Learning Diaries.

Early Years education is the foundation to a child's love of learning and at Bevington we ensure that we provide the enriching educational experience every child deserves.

6. More Information

For more detail on EYFS and the curriculum please refer to:

- **Development Matters**

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

- **Early Years Foundation Stage Profile 2018 Handbook**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/669079/Early_years_foundation_stage_profile_2018_handbook.pdf

- **The Foundation Years website**

www.foundationyears.org.uk

Ownership and consultation	
Document sponsor (role)	Early Years Standards Lead
Document author (name)	Lucinda Parnell
Consultation	Karen Matthews, Headteacher Shainey Slater, Assistant Headteacher

Audience	
Audience	All school based staff and volunteers; Parents and carers

Version control	
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Related documentation	<ul style="list-style-type: none"> ○ Staff Handbook ○ Development Matters ○ Early Years Foundation Stage Profile Handbook
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Review of Policy and Procedures

Bevington carries out a three-yearly review of this Policy, led by the Early Years Leader. This includes an evaluation of the extent to which this policy has been effectively implemented throughout the school. The Governors will remedy any deficiencies or weaknesses in addressing issues without delay and without waiting for the next policy review date, should any be necessary.