



BOWLING GREEN ACADEMY

Early Years Foundation Stage (EYFS) Policy

Approved by:	Bowling Green Academy SLT (originally SLT)		
Responsible department:	Bowling Green Academy		
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Rationale

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage.

“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.”

DFE EYFS Statutory Framework

Bowling Green Academy will comply with all current legal requirements contained in the Early Years Foundation Stage statutory framework.

Equal Opportunities

Our school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents and any relevant healthcare professionals will be consulted.

Aims

Bowling Green Academy will provide children with a secure and confident start to their education in order to nurture a lifelong love and enjoyment of learning.

We are fully committed to the purpose, aims and intended outcomes of the Early Years Foundation Stage framework outlined below;

Unique Child

- To provide a broad and balanced curriculum that supports and challenges all areas of development and is relevant to all children’s unique needs and abilities.

- To support the physical, emotional, mental, social, environmental and spiritual wellbeing of all children.
- To ensure the provision reflects the wide range of varied interests of the children and the importance of play.

Positive Relationships

- To promote professional, caring relationships which respect and acknowledge the feelings of all children.
- To value and respect all individuals and communities.
- To develop positive and trusting relationships with all children.
- To work in partnership with other settings, professionals and the community to support children's development and progress.

Enabling Environments

- To provide a safe and secure environment for all children.
- To provide a rich and stimulating learning environment that supports and promotes active learning and creative critical thinking.
- To value and promote the importance of outdoor learning opportunities.
- To work closely with staff to ensure continuity and progression when children enter KS1.

Learning and Development

The classrooms are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

The Curriculum

Our Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected.

Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021).

The prime areas are;

Communication and language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive

We enrich the Early Years framework with our Bowling Green Academy curriculum and KITE Values of Kindness, Independence, Tenacity and Enjoyment to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum and our PSHE scheme, based on PSHE Association.

Our teaching of synthetic phonics is based on Read, Write, Inc. scheme and our teaching of mathematics is guided by the White Rose Maths Hub.

'It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.' Ofsted Early Years Inspection Handbook, May 2019

Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we follow the Early Excellence pedagogy and we have environments that provide continuous provision. Continuous provision starts in Reception where the classroom and outdoors are set up with learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the

day. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas at many points throughout the school day.

Teaching

We ensure there is a balance of child-initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. We see our Early Years staff as "co-adventurers".

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on mathematics, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate.

Whole class reading and story time are important parts of the day. We want our children to develop a life-long love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent stories through a Talk for Writing approach as we want our children to leave the EYFS knowing stories, both traditional and modern, well. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.

In Reception every child is provided with their own book bag and will receive a 'reading' book once a week once they have acquired phonics knowledge. In school they will share this book with an adult either on a one-to-one basis or in a group. They will also have the opportunity to select a book for enjoyment from the school library if they wish.

Assessment and reporting

At Bowling Green Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Reception Baseline Assessment (RBA)

The reception baseline assessment (RBA) – essential for building a fairer progress measure for primary schools – is an assessment that must be administered in all primary, infant and first schools in England to pupils attending reception classes. It became statutory from September 2021.

The assessment is short (the majority take less than 20 minutes to administer), interactive and practical, covering early mathematics, language, communication and literacy. Pupils use practical resources to complete the tasks and teachers record the results on a laptop, computer or tablet.

Teachers will administer the assessment in normal teaching time, recording the outcomes digitally. It should sit alongside the important activity that takes place during the first term of Reception.

School Baseline Assessments will be completed in Reception and are based on:

- Home visits/ nursery visits
- Observation
- Adult-Led activities
- Enhanced provision
- Discussions with parents / carers

Baseline assessments should be completed in the first four weeks of Reception. Baseline data will be added to Arbor – the online system used to track age related statements for the 7 areas of learning. These judgements are based on evidence gathered through observation of children’s play/learning (80:20 ratio of child initiated: adult lead).

From baseline assessments, GLD projections should be completed in Reception and tracked throughout the year.

At the end of Reception all children will be assessed against the ELGs as emerging or expected for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both inhouse and at central moderation events.

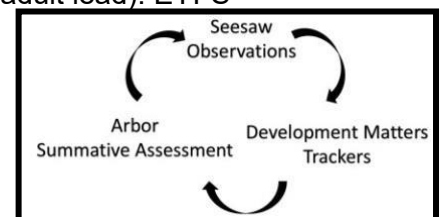
GLD (good level of development)

A GLD by the end of Reception relates to children who have achieved at least ‘expected’ in all of the prime areas of learning as well as reading, writing and maths. Parents and carers are informed whether their child has reached a GLD in the end of year reports.

Ongoing Assessment in EYFS

Children’s progress and attainment is tracked against Development Matters age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements are based on evidence gathered through observation of children’s play/learning (80:20 ratio of child initiated: adult lead). EYFS

staff will complete regular observations of the children and record these on Seesaw. These are shared with parents and are used to inform next steps, ongoing assessment and will be used as evidence of children’s progress. EYFS staff will track children’s progress using Development Matters paper trackers, using Seesaw observations to inform judgements and team moderation.



Working with Parents/Carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child’s progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities.

Safeguarding and welfare arrangements

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils [For mixed classes in maintained schools and academies:]

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Encouraging healthy meals and snacks
- Using a snack area where children access water and fruit
- Healthy bodies is also covered through PE sessions linked to exercise

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Conclusion

We will provide high quality Early Years education and care in accordance with the statutory requirements and guidance for EYFS. This will build a secure foundation for children's future learning and support each child individually to fulfil their own potential.