



Britannia Bridge

Primary School



Early Years Foundation Stage Policy

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Foundation Stage Early Years Policy

At Britannia Bridge we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs.

Core Values

At Britannia Bridge, everything we do is underpinned by our 'Core Values'. These are what we feel is most important to us for staff and children alike to demonstrate in order for us to achieve our aim. Then Core Values are:

Happiness
Encouragement
Aspirations
Respect
Teamwork

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Britannia Bridge Primary School, a number of children join us in our Nursery classes, and are offered part-time or full-time places after the term in which they turn 2 or 3. Children join the Reception class in the September following their fourth birthday.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Britannia Bridge Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

Everybody at Britannia Bridge value the diversity of individuals within the school. All children at Britannia Bridge Primary School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school. We believe that all our children matter. We give our children every opportunity to achieve their best and we do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We 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.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support as necessary.

Care Guidance and Support – Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children (See Safeguarding and Child Protection Policy).

At Britannia Bridge Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Britannia Bridge Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school either through a meeting at school and a home visit.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school during our 'Stay and Play' session.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' through 'Tapestry' and 'I can...' books and valuing the on-going contributions to these from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of the school year.

Key Person(s)

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Britannia Bridge Primary School your child's key person(s) will be their teacher and teaching assistant based in their room. The key person(s) approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

Transitions

From other settings

Other settings that children have attended prior to our school should complete the Wigan Early Years 'Transition Form' and forward on. In the cases where children have had other outside agency involvement or where there are concerns regarding a child's development, meetings will be arranged to discuss those children in the term before their start date. If children have attended another pre-school/nursery, the Reception teacher will contact the relevant person in order to gather information about that child.

From Nursery to Reception

Once families have been offered and accepted a place into our Reception class, the Britannia Bridge Nursery Staff ensure the transition into Reception class is as smooth as possible. This is supported through meet your new class teacher and reception class sessions and the EYFS staff sharing key information.

From Reception to Year One

During the final term in Reception, an EYFS Profile is completed for each child. The Profile includes on-going assessments, observations, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges as a useful contribution to a child's overall picture of achievement. The Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning is shared with our Year 1 teaching staff. This informs the Year 1 staff about each child's stage of development and learning needs to ensure that children make the very best start as they enter their new school year.

Enabling Environments

At Britannia Bridge Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Understanding children's interests, stages of development and learning needs is key prior to planning challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The rich learning opportunities within the EYFS stem from the Development Matters statements from the Early Years Foundation Stage curriculum. Planning is flexible so that teachers can respond to the needs, achievements and interests of the children. A keen focus of the interests of the children ensure each and everyone of our children are highly motivated learners. Regular assessments of children's learning is utilised to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to each child's individual 'Learning Journey'.

At the end of the Reception, each child's level of development is recorded against the 17 Early Learning Goals. This is compiled into Early Years Foundation Stage Profile.

The Learning Environment

The Foundation Stage classrooms are designed to allow children to explore and learn securely and safely. There are areas where the children can be both active and quiet. Each classroom has carefully defined learning areas, where children are able to find and locate equipment and resources independently relevant to the activity. The Foundation Stage has enclosed outdoor areas, and children are able to access both the indoor and outdoor spaces at key points in the day. The outdoor environment provides children with opportunities for learning and exploring in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Britannia Bridge Primary School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are called the Prime Areas:

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

Staff will also support children in four other areas, through which the three prime areas are strengthened and applied. These are called the Specific Areas:

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

We recognise that features of effective teaching and learning in the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations.

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities that focus upon these three different 'Characteristics of Effective Learning':

- **Playing and Exploring**
Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules.
- **Active Learning**
Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.
- **Creativity and Critical Thinking**
Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

C. Pidgeon-Duncalf

D. Harrison

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Headteacher
28/11/22

Dorothy Harrison
Chair of Governors
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Happiness

Encouragement

Aspirations

Respect

Team-work



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