



# EYFS Policy

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## Contents

<a href="#"><u>Introduction and context</u></a> .....	4
<a href="#"><u>Our Mission</u></a> .....	4
<a href="#"><u>Our Values</u></a> .....	4
<a href="#"><u>EYFS Statutory Framework 2021</u></a> .....	5
<a href="#"><u>The Four Principles of the EYFS</u></a> .....	5
<a href="#"><u>A Unique Child</u></a> .....	5
<a href="#"><u>Inclusion</u></a> .....	6
<a href="#"><u>Positive Relationships</u></a> .....	7
<a href="#"><u>Parents as Partners</u></a> .....	7
<a href="#"><u>Staffing</u></a> .....	8
<a href="#"><u>Enabling Environments</u></a> .....	8
<a href="#"><u>Develop and Learn in Different ways and at Different Rates</u></a> .....	9
<a href="#"><u>Observation, Assessment and Planning</u></a> .....	9
<a href="#"><u>Areas of Learning</u></a> .....	9
<a href="#"><u>Assessment</u></a> .....	10
<a href="#"><u>Early Years Foundation Stage Profile</u></a> .....	10
<a href="#"><u>Learning and Development</u></a> .....	11
<a href="#"><u>Teaching and Learning Style</u></a> .....	11
<a href="#"><u>Playing and Exploring</u></a> .....	12
<a href="#"><u>Active Learning</u></a> .....	12
<a href="#"><u>Creating and thinking critically</u></a> .....	12
<a href="#"><u>Monitoring and Review</u></a> .....	12
<a href="#"><u>Safeguarding and Welfare</u></a> .....	12
<a href="#"><u>Welfare</u></a> .....	13



## Introduction and Context

This policy is developed in accordance with the *Statutory Framework for the Early Years Foundation Stage Effective September 2021*. It should read in the context of the following School policies:

- [BPS Curriculum Policy;](#)
- [BPS Equal Opportunities \(Pupils\) Policy.](#)
- [BPS Pastoral Policy;](#)
- [BPS Pupil Conduct Policy;](#)
- [BPS Child Protection Policy;](#)
- [BPS Complaints Policy;](#)
- [BPS Recruitment, Selection and Disclosure Policy;](#)
- [BPS Staff Whistleblowing Policy;](#)
- [BPS Staff Behaviour Policy;](#)
- [BPS Online Safety and Acceptable Use Policy.](#)

## Our Mission

*Beechwood's Mission* is to be a leading UK prep school.

To fulfil this ambition, with the support of parents, the School:

**Nurtures** the happiness, health, safety and emotional well-being of every child, developing in them confidence and independence;

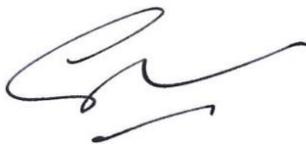
**Engages** the intellectual, physical and spiritual potential of every child across a broad range of academic, extra-curricular and pastoral activities and experiences;

**Inspires** children, inculcating transferable, lifelong skills and values by which to achieve personally and contribute influentially to society;

**Enables** inspirational and reflective teachers to provide every child with outstanding teaching, delivering the highest levels of educational pace, variety and challenge.

## Our Values

The School's publishes its sixteen core *Values* in the School Calendar. *Form Teachers* and other staff refer closely to these *Values* in *Form Periods*, in *PSHEE* lessons and in all academic, co-curricular and pastoral environments.



Edward Balfour

**Head**



Helen Dalkin

**Deputy Head (Junior)**

## EYFS Statutory Framework 2021

*“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.*

*The Early Years Foundation Stage (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.”*

## Introduction to the Statutory

### Framework 2021

## The Four Principles of the EYFS

- A Unique Child;
- Positive Relationships;
- Enabling Environments;
- Children develop and learn in different ways and at different rates.

### A Unique Child

*“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” (EYFS Framework 2021).*

At *Beechwood Park* we **Nurture, Engage and Inspire** every child. We recognise that every child is different and that every child has the right to be happy, to enjoy School life, to build friendships and feel a part of our community.

We encourage every child to **engage** actively in their education to develop confidence, independence and resilience. We recognise that children develop in individual ways and that they develop at different rates and we differentiate our teaching accordingly.

As demonstrated through the [BPS Pupil Conduct Policy](#), we understand that children’s attitudes and dispositions to learning form through the feedback of others; we therefore use praise and encouragement, as well as celebration and sharing assemblies and rewards to encourage children to develop ownership and independence in their learning.

### Inclusion

At *Beechwood Park*, we recognise and value the diversity of individuals within the School. We celebrate differences in our pupils and in their families. *Beechwood Park School* treats all children fairly, regardless of race, religion, gender or abilities in accordance with the [BPS Equal Opportunities \(Pupils\) Policy](#).

*Beechwood Park* believes that all children matter. We give all children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In accordance with the [BPS Learning Support Policy](#), we set realistic and challenging expectations that meet the needs of every child. We achieve this by planning to meet the needs of both boys and girls as well as meeting the individual needs of 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 opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary;
- Appointing inspirational, nurturing, and appropriately qualified staff to support and guide learning;
- Providing outstanding, state of the art facilities.

In accordance with the [BPS Pupil Conduct Policy](#), the [BPS Health and Safety Policy and Procedures Manual](#), the [BPS Child Protection Policy](#), and the [BPS Pastoral Care and Welfare Policy](#), the health and safety of every child is our first priority.

Children learn how to conduct healthy relationships and interactions with each other as well as establishing safe boundaries and rules, helping them to understand why boundaries exist.

We provide children with the 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 protect both the physical and psychological well-being of all children in accordance with the [BPS Child Protection Policy](#) and as overseen by the *Senior Leadership Team* and the *Pastoral Care and Welfare Committee* of the Governing Body.

## **Positive Relationships**

“Children learn to be strong and independent through positive relationships” (EYFS Framework 2021).

At *Beechwood Park*, we recognise that secure, positive relationships help children learn to be strong and independent. We develop caring, respectful and professional relationships with the children and their families in accordance with our sixteen School Values, School Mission Statement, messages in assemblies, our pastoral discussions with children and through experience.

### Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child’s education both at home and at School. We recognise the role that parents have played, and their future role, in educating their children.

We:

- Hold discussions with parents about their child before their child starts in our school to find out about their likes and dislikes;
- Provide opportunities for children to spend time with their Form Teacher before starting School during the *Reception Induction Afternoon* and *Woodlands Nursery Transfer sessions*;
- Invite parents to an induction meeting during the term before their child starts School;
- Offer parents of children in *Woodlands* or *Reception* classes regular opportunities to talk about their child’s progress and development;
- Encourage parents to contact or meet with their child’s Key Person if they have concerns;
- Arrange a formal meeting for parents in the Autumn, Lent and Summer terms, at which the teacher/key person and the parent discuss the child’s progress and development in private;
- Provide a report on their child’s attainment and progress in December and at the end of the academic year in *Reception*, and at the end of the academic year in *Woodlands*;
- Provide a range of activities throughout the year which encourage collaboration between child, School and parents, such as class assemblies, Sports Day and concerts;

- Encourage parents to come into School to talk about their interests with the children;
- Ask parents to complete questionnaires regarding their child's interests out of School;
- Encourage parents to contribute to their child's on-line *Learning Journal* on *Tapestry*;
- Provide a *Home Learning Book* and also a *Me, My family and My World* book in Reception.

*(Both of these are shared between home and school, highlighting significant learning areas or children's experiences).*

### Staffing

In our two EYFS settings, highly-qualified and experienced staff develop excellent relationships with every child, interacting positively with them and taking time to listen to them. Excellent ratios allow staff to spend focused time with each child, developing the seven areas of learning through carefully positioned, quality conversations and interactions.

In *Woodlands Nursery*, all children have a specific *Key Person* (all of whom are NVQ3 or above) who will, wherever possible, remain assigned to the same child throughout their time in *Woodlands*.

Reception teachers act as a *Key Person* to children in their class, supported by a *Teaching Assistant* (NVQ3 or equivalent).

### **Enabling Environments**

*“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” (EYFS Framework 2021).*

*Beechwood Park* dedicated EYFS environments play a key role in supporting and extending child development. EYFS staff observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Nursery and Reception classes both have enclosed outdoor areas set aside for *Child Initiated Learning (CIL)*. Children enjoy the opportunity to explore, use their senses and be physically active. Exploring, thinking about problems and relating to one another helps children build their self-confidence and development in all 7 areas of learning. Planned activities, high quality resources both indoors and out support this.

The classrooms in *Woodlands* and Reception encourage children to explore and learn securely and safely. There are defined areas where the children can be active, and discrete areas for them to enjoy solace and rest.

*Woodlands* provides an innovative and creative environment for children to explore the seven areas of learning with increasing independence.

Children and staff in *Woodlands* regularly reconfigure the open plan layout which allows children greater engagement in their learning – the space has at various times been a Medical Centre, a Stable, a ‘Big Art’ space, Drama Studio, Music Hall and Dining Room.

Our pupils are safe, inquiring, confident and independent in their nursery setting. The edge of woods location supports the emotional well-being of our young pupils. The outdoor landscape is inspiring and is reflected in the calm internal colour scheme and the natural materials used inside the classroom.

The overhead lighting provides excellent ambient illumination of all areas and helps our youngest pupils to focus and create. We also monitor levels of ventilation and temperature to ensure the very best learning environment for every child.

### **Develop and Learn in Different ways and at Different Rates**

#### Observation, Assessment and Planning

In *Reception*, planning follows the Schools’ Long-Term Plans (LTPS) and Medium-Term Plans (MTPs), which are based around half termly themes. The Reception teachers use these as a guide for weekly planning; however, teachers alter MTPs in response to the needs (achievements and interests) of the children, which features in the weekly planning.

In *Woodlands Nursery*, the planning is less structured and based on the ideals of Anna Ephgrave’s ‘In The moment Planning’ (ITMP). We focus themes and skills development opportunities on the interests and passions of the children. We do not plan topics well in advance until we have had time to observe and get to know the children. We accept children at any point throughout the School year, and the interests of our children change and develop at unpredictable rates.

Many of our children attend Nursery part-time, so we operate a rolling timetable as we strive to offer all our pupils every possible chance to engage in all areas of the EYFS curriculum.

#### Areas of Learning

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are regarded as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development (PSED).

These areas are essential for fostering early learning skills and are promoted heavily through planning and provision. Successful mastery of these skills supports children to achieve well in the specific areas of learning and their continued learning through School.

The prime areas are strengthened and applied through 4 specific areas:

- Literacy;
- Mathematics;

- Understanding the World;
- Expressive Arts and Design.

Staff carefully integrate these areas of learning into the day-to-day experiences of the children, balancing child and adult-led opportunities as the children move through their time in early years.

We plan on a weekly basis and invite parents/carers to develop these themes through feedback on *Tapestry*, email, letters, social media and face-to-face meetings.

### Assessment

At *Beechwood Park* we informally assess every child prior to entry to *Woodlands* during a trial session and using the detailed information we ask parents to provide before they start. We also assess all children prior to admission into the Reception class to ensure that they are comfortable with the academic and social challenges ahead. This assessment forms the first piece of their academic profile.

Through a highly effective range of formative and summative assessment strategies, we analyse each child's development and learning, making informed decisions about each child's progress from which we plan the next stages of the curriculum and resourcing thereby meeting their developmental and educational needs.

When children join the School, each child's Key Person will use information provided by parents and other settings to understand each child's learning needs. Teachers assess each child continuously and carefully, recording each child's *Individual Learning Profile* on the School's chosen school information management system, *Tapestry*. This enables us to create individual profiles for each child, track their on-line *Learning Journey* and share our observations with parents. Parents and staff are all able to contribute comments, photographs and videos to the *Tapestry* profile and, at the end of the EYFS, the School recommends that parents download their child's *Tapestry* account for future family reference.

Over their first term with us, we nurture each child's personal, social and emotional development, helping them to settle fully into both *Woodlands* and Reception.

We organise our curriculum so as to offer all children as wide a range of activities, resources and learning spaces as possible.

Staff carry out a Baseline Assessment on Reception children, early in the Autumn Term. This Baseline acts as a reference point for all progress made within the Early Years curriculum.

The Reception team meets termly to moderate the children's progress and annually with other schools under the auspices of *Hertfordshire Education Authority*. We measure and compare our children's outcomes with pupils in schools across Hertfordshire and also against the National outcomes.

### Early Years Foundation Stage Profile

In the final term of the EYFS, we provide a written summary of the profile to parents, reporting on their child's progress against the 17 *Early Learning Goals* and *Assessment Scales*. We provide an opportunity for the parents to discuss these judgements with the class teacher (Key Person).

- **Expected** (meeting the minimum level of development);
- **Emerging** (not yet reaching the expected levels).

The profile also assesses whether a child has reached a 'Good Level of Development' (GLD). To achieve a good level of development a child needs to be *expected* in all the prime areas and in the Literacy and Mathematical areas. Information from the EYFSP provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

### Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

### Teaching and Learning Style

The [BPS Curriculum Policy](#) defines the features of effective teaching and learning at Beechwood. These features apply to the teaching and learning in the EYFS just as much as they do in Key Stages 1, 2 and above. We:

- Value the partnership between teachers and parents, so that children feel secure at school and develop a sense of well-being and achievement;
- Celebrate the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- Adopt a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- Carefully plan a curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- Ensure a provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Encourage children to communicate and talk about their learning, and to develop independence and self-management;
- Offer support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- Identify the progress and future learning needs of children through observations, which are shared with parents;
- Enjoy good relationships between *Beechwood Park* and the settings that our children experience prior to joining our school.

Our staff provide a wealth of varied opportunities for the children to develop the characteristics of effective learning:

### Playing and Exploring

*"Children investigate and experience things, and have a go!"*

Through play, our children explore and develop their learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They can express experiences in controlled and safe situations.

### Active Learning

*"Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements."*

Our children are Active Learners! They exude delight in the variety of scenarios and challenges presented; industriously seeking to find answers and intuitively take their own learning on to the next level through their eagerness to find out more. Children demonstrate confidence when making their own decisions and show delight in the outcomes.

### Creating and thinking critically

*"Children have and develop their own ideas, make links between ideas, and develop strategies for doing things."*

We provide children with creative opportunities in all aspects of their *School* day. Adults support the children's thinking and encourage them to make connections by showing genuine interest, offering encouragement, clarifying ideas and through asking open questions. The children freely access the resources and move around the setting to extend their learning.

## **Monitoring and Review**

EYFS practitioners follow the principles stated in this policy and discuss their practice with the EYFS Governor who in turn provides feedback to the Governing body, raising issues that require discussion.

Priorities relating to the EYFS and staff training are identified in the Development Plan and management roles and responsibilities are reviewed through Professional Development Review (Appraisal).

*The Deputy Head (Junior)* monitors EYFS as part of the whole-School monitoring schedule in conjunction with the *Head of Reception* and the *Head of Woodlands Nursery* and *The Head*.

Whole-School policies incorporate the mandatory requirements and apply equally to the EYFS.

## **Safeguarding and Welfare**

Please refer to the school's Child protection and Safer Recruitment procedures as detailed in the [BPS Child Protection Policy](#) and the [BPS Recruitment, Selection and Disclosure Policy](#).

## **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.”*

At *Beechwood Park 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, September 2021*.

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.

**END**