Great Berry Primary School Early Years Foundation Stage Policy

The Early Years Foundation Stage Policy should be read in conjunction with all other policy documents in the school.

The Early Years Foundation Stage covers the development of children from the age of three to the end of the reception year. At Great Berry, we recognise that early childhood is an important stage of life and we develop the children from their own individual starting point. Children learn best from first-hand experience and learning is inter-related to help children to achieve their full potential.

The Early Years Foundation Stage acknowledges that children's learning and development is a partnership between parents, teachers and the pupil. Parents/Carers have the opportunity for daily contact with members of the Early Years Foundation Stage Team.

We acknowledge that transition is vital to a child feeling secure and happy in the setting. There is close liaison and visits with the local pre-school, new parents (including meetings and tours around the school), as well as transition throughout the Early Years Foundation Stage Year in preparation for Year One (this includes assemblies, playtimes, visits to Year One and meetings with Year One Teachers.)

Aims and Principles

The Early Years Foundation Stage at Great Berry Primary intends to:

- Challenge children and set high expectations for learning and behaviour.
- Present the children with opportunities and experiences that are relevant and responsive to the needs of individuals, fostering learning across all areas set out in the Early Years Framework for children in the Early Years Foundation Stage.
- Provide a broad and balanced curriculum within the Early Years Framework and to help pupils acquire knowledge, skills and practical abilities and the will to use them.
- Provide a secure, stimulating and challenging learning environment which encourages children to work and play independently.
- Develop each child's knowledge, skills and enjoyment in all areas of experience, building on prior learning.
- Plan activities and experiences in response to the assessment of individual children's progress.
- Provide opportunities for individual and/or group discussions and activities. During these times we encourage children to listen to each other's views and hopefully reflect on them.
- Provide opportunities for children to learn both inside and outside of the classroom effectively.
- Ensure that all children (irrespective of their gender, ethnic origin, academic

ability, special needs and those who may have English as an additional language, etc) have equal access to experience success and enjoyment in their work.
- Develop the whole child, providing opportunities for them to form enquiring minds, be confident and to develop good working habits and life skills.

We aim to provide:

- An atmosphere in which every child and adult feels secure, valued and confident.
- A learning environment in which the child is at the centre of decisions about the curriculum.
- An intentional curriculum, which is broad, balanced, relevant and appropriate to the social, emotional, physical, spiritual and intellectual development of individual children, including those with special educational needs.
- A curriculum that is delivered through, structured play, building on what children already know and can do.
- An environment where parents and practitioners work in partnership to support children's learning and development.

Roles and Responsibilities

Early Years Foundation Stage Leader:

- Monitor the quality and the appropriateness of provision in the Foundation Stage.
- Monitor planning and practice within the Foundation Stage Team.
- Identify and implement areas for development.
- Identify staff training needs and implement appropriate training.
- Communicate with the rest of the Senior Management Team.
- Ensure all staff are aware of the Early Years Foundation Stage policy.
- To liaise with all Early Years Foundation Stage staff.
- Attend courses for the Early Years Foundation Stage Leader and liaise with Early Years advisors.
- Ensure resources are appropriately allocated.

Early Years Foundation Stage teachers:

- Plan, provide and deliver an appropriate curriculum based on the needs of the children.
- Regularly review planning and assessment procedures.
- Work in co-operation with and under the supervision of The Early Years Foundation Stage Leader to provide and maintain an environment where all children are secure and learning may take place.
- To support the Foundation Leader in improving quality and provision.
- Work with the Special Educational Needs and Disabilities Co-Ordinator in the early identification of children with special needs and/or EAL.

- Complete rigorous assessment records and reports for each child.
- Establish and maintain a positive relationship with parents and carers.
- Communicate with parents on children's progress through regular discussion, including parents' evening.
- Monitor and record progress of all children as appropriate to the needs of the individual children.

Support staff:

- Work in co-operation with and under the supervision of teachers to provide and maintain an environment where all children are secure, and learning may take place.
- Have full involvement in, and initiate where appropriate, a range of activities and play situations.
- Assist with planning, observations and assessment.
- Undertake appropriate training to improve knowledge and skills within the Early Years Foundation Stage environment.

Early Years Foundation Stage Admissions

During the Summer Term before starting at Great Berry Primary School children and parents are invited to a pre-entry meeting and are provided with a pre-entry pack which contains useful information regarding their child's induction to Great Berry Primary School. During this time and other arranged visits, the children have the opportunity to visit and play in the Early Years Foundation Stage classes at Great Berry.

For the first two weeks all children attend on a part-time basis. The children attend morning sessions only and the parents are invited to a meeting with their child's teacher and teaching assistant during an allocated time in the afternoon. The parents are informed of this meeting in the Summer Term.

Published admission number: 60

Early Years Admissions Policy

There is no guarantee of a place for children living in the priority admissions area.
In the event of oversubscription places will be allocated using the following criteria in the order given:

1. Looked After Children (as defined above).
2. Children in the priority admissions area with a sibling attending the school.
3. Children living in the priority admission area.
4. Children of staff at the school:
    a. Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or

b. The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

5. Children with a sibling not living in the priority admissions area.
6. Remaining applications.

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority.

Physical Contact

At Great Berry we like to provide a warm and caring environment in which the children feel happy, safe and secure.
Children and their carers should feel confident that the children will be able to go to a known adult for help when appropriate – see Keyworker Policy.
Staff will help the children to gain independence in dressing / undressing and personal hygiene, giving assistance as appropriate e.g., talking the child through what they are doing / have to do. They also assist children when they feel unwell. If children have additional needs, then an intimate care plan (written and agreed by the SENDCo and parents) may be put in place.

Healthy Eating and Lunch Time

The children are provided with a healthy snack during the morning and bring their own water bottle. Water is available throughout the day. The children are encouraged to eat a healthy lunch, either a school dinner or a packed lunch from home. The parents are asked to follow the school's healthy eating policy when providing a packed lunch for their children. The children have two assigned Midday Assistants to provide support during lunch time.

The Curriculum

The curriculum for the Early Years Foundation Stage is based around three Prime Areas and four Specific Areas of learning in which there are 'Early Learning Goals' for children to strive towards by the end of the Early Years Foundation Stage.

The Prime Areas of learning are:

Communication and Language – Listening, Attention and Understanding and Speaking

Our aims are to;

To provide a foundation for Communication and Language so that the children may acquire competence in the English language as soon as possible and extend their vocabulary. To

maintain and/or stimulate lasting pupils' curiosity, interest, and enjoyment in speaking and listening. To focus on children developing general competence and general skills in talking, listening, and communicating. Children are encouraged to become confident communicators and listeners.

Children learn to:

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Speak clearly and audibly with confidence and control and show awareness of the listener.
- Organise, sequence, and clarify, thinking, ideas, feelings and events.
- Explore and experiment with the meanings and sounds of words and texts.
- Imagine and recreate roles and experiences and to retell narratives in the correct sequence, drawing on the language patterns of stories.
- Pay attention whilst listening and thereby be able to respond (by relevant comments, questions or actions) to stories, songs and other music, rhymes, poems and other people.
- Engage in listening activities e.g. talk partners.

Physical Development – Gross Motor Skills and Fine Motor Skills

Our aims are to;

There is a period of rapid physical development between the ages of 2 and 5 years and a healthy physical development is a prerequisite to development in all other areas of learning. Children learn physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes towards a healthy and active way of life are developed.

Children learn to;

- Enjoy physical activities and become aware of health and fitness within their lifestyle.
- Develop an understanding and awareness of those things which contribute to a healthy lifestyle.
- Develop an awareness of the changes that happen to their bodies when they are active and of the broader benefits and other implications of physical activities.
- Practice both fine and gross motor skills in a variety of situations both indoor and outdoor.
- Move safely with imagination, confidence and increasing control, coordination and to develop an increasing awareness of the space around themselves and of the needs of others.
- Use and handle a variety of tools, equipment (small and large) objects constructions and malleable materials, with increasing control.
- Develop other relevant key skills within physical activities as appropriate e.g. pupils

should be able to follow verbal instructions with increasing accuracy enable children to work independently as part of a group in varied activities
- Participate in the Key Stage One Sports Day.

Personal, Social and Emotional Development – Self-regulation, Managing self and Building relationships

Our Aims are to;

Maintain and / or stimulate curiosity, motivation, interest, excitement and enjoyment in learning. Encourage confidence and self-discipline. Develop skills, attitudes, knowledge and values which enable the children to take control of and responsibility for their own actions. Enable children to develop appropriate behaviour and a range of desirable personal qualities.

Children learn to;
- Pay attention
- Persevere
- Take initiative
- Be creative and reflective
- Be polite
- Concentrate
- Sit quietly (when appropriate)
- Personally select and use resources for both independent use and use within a group
- Develop a sense of what is right, what is wrong and why
- Dress and undress unaided and to be aware of and to manage their own personal hygiene

To enable pupils to have a sense of fair play and to be able to work/play independently and to co-operate as part of a class or group beyond the family by;
- Forming good relationships with adults and other children – especially their peers
- Being able to express their emotions and feelings in a range of appropriate ways;
- Being able to take turns and share fairly
- Understanding the need for, and abiding by agreed values and a code of behaviour in order for people, including adults and children, to happily live and work together
- Considering the consequences (for themselves and others) of their words and actions.

To enable children to develop an understanding of self (their own needs, views, culture and beliefs) and a sensitivity and respect towards the needs, views, cultures and beliefs of others –whether the same or different to their own. Children should also respect others to treat their own needs, views, culture and beliefs with respect.

Children should:

- Know about their own culture and society and value their own cultural identity
- Be aware of and celebrate cultural and religious diversity
- Know about societies and cultures other than their own

The Specific Areas of learning are:

Literacy – Comprehension, Word Reading and Writing
Our aims are to;

To provide a foundation for literacy and a love of books so that the children may acquire competence in the English language as soon as possible and extend their vocabulary. To maintain and/or stimulate lasting pupils curiosity, interest and enjoyment in speaking, listening, reading and writing the English language readily turning to it in their play and learning. To focus on children developing general competence and general skills in reading and writing for enjoyment and to allow them to access learning opportunities. Letters and Sounds is taught and used as the main teaching scheme to develop the children's phonological awareness. Children are encouraged to become confident independent readers, and writers.

Comprehension:

- Understand the structural elements of stories e.g. main character, event sequence and openings.
- Know how information can be found in references (non-fiction) to answer questions about where, who, why and how.

Word Reading:

- To develop an interest in books and select own reading books to take home and share with parents.
- Be able to link sounds to letters, naming and sounding the letters of the alphabet.
- Know that print carries meaning and that English is sequentially read from left to right along a line of text and from top to bottom in a block of text.
- Children should be able to hear and say initial and final sounds in words, and short vowel sounds within words.
- Be able to read a range of familiar and common words and simple sentences independently.

Writing:

- Children should develop a good posture, position in relation to desk, and positioning of the paper.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Children should use the correct tripod pencil grip and apply the correct amount of

pressure. Some children are given a triangular pencil to help achieve a good grip.
- The formation of letters should be in the correct direction e.g. Clockwise or anticlockwise.
- Children should attempt writing for various purposes, particularly real life situations e.g. sending cards, making lists, writing stories and instructions.
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Explore and experiment with writing different words and texts.
- Use written language to imagine and recreate roles and experiences.
- To foster and encourage a lasting enjoyment and appreciation of literature from a variety of cultures and traditions.
- Sand, icing trays, felt tips, and chalk are used in multi-sensory approaches – the larger motor movements help children with poor co-ordination and aids motor memory.

<u>Mathematics – Numbers and Numerical Patterns</u>

Our aims are to;

Allow children to develop appropriate mathematical ideas, methods, skills, principals and vocabulary. Maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in mathematics and numbers so that they use their developing understanding of mathematical ideas and methods to solve practical problems. Readily turn to mathematical concepts in their play and learning. Develop an understanding of mathematics in its widest context and to see how it relates to themselves outside of school. To encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.

Children learn to:

- Use the world around them as a starting point for the development of mathematical concepts.
- Use everyday objects to match, sort, compare, order, sequence and count.
- Recognise, sequence and use the numbers 0-20 in familiar contexts.
- Visually recognise the numbers 0-20
- Count up to 20 everyday objects
- Be familiar with numbers larger than 20
- Be able to subitise
- Begin to show an awareness of simple number operations by beginning to relate addition to combining two groups of objects, subtraction or taking away.
- Begin to find one more or one less than any number from 1-20.
- Begin to make observations and measurements and to record them when appropriate.
- Talk about and recreate simple patterns
- Begin to use the vocabulary involved in addition and subtraction
- Be able to appropriately use vocabulary such as same, enough/not enough.

- Use appropriate vocabulary (including everyday words) to describe common shapes (2d and 3d) such as circles/square/ball/tube, positions, sizes and quantities.
- To use terms such as more/less, bigger/greater/smaller, heavier/lighter, when comparing sizes, to numbers or quantities.
- To take part in discussion about problem solving, practical work and group work.
- To make conclusions based on evidence found within their work.

Understanding the World – Past and Present, People Culture and Communities and the Natural World

Understanding the World is interpreted here as including Science, Computing, Design and Technology, History and Geography.

Our aims are to:
Provide children with the opportunity to find out about the world around them, through stimulating, interesting and enjoyable activities. They find out about past events in their lives and their families lives and have the opportunity to find out about other cultures and beliefs. These become a foundation for History, Geography, and Science.

Children learn to:
- Look closely at similarities and differences, patterns and change.
- Ask questions about why things happen and how things work.
- Investigate / explore, observe and identify some simple forces, features of objects, materials, events and by using all of their senses as appropriate.
- Select materials, tools, equipment and techniques to shape, build/ assemble and join the materials into a wide range of objects – adapting their work where necessary.
- Find out about past and present events in their own lives, and in those of their families and other people they know and thus develop a sense of the past.
- Begin to know about their own cultures, beliefs and those of other people.
- Observe, find out about and identify features in their local environment (including living things) and the wider natural world and talk about those features they like/dislike.
- To enable children to begin to understand and use related vocabulary.

Expressive arts and design – Creating with Materials and Being imaginative and expressive

Our aims are to;

Stimulate and/or maintain pupil curiosity, interest and enjoyment in creative work. To provide opportunity for the children to use a widening range of tools and materials. To allow children to explore, communicate and express ideas, thoughts and feelings, through imaginative and role play, movements, designing and making, and a variety of songs and musical instruments.

Expressive arts and design is interpreted here as including art, music, imaginative play, dance and stories.

Children learn to;

- Use their imagination with increasing ability through art, music, dance, stories and role play.
- Produce creative work and use their imagination in art and design, music, dance, imaginative and role play stories.
- Respond in a variety of ways to what they see, hear, smell, touch, feel, work produced by others, features of the natural and the man-made environment.
- Use voices and instruments to participate in music making.
- Recognise and explore how sounds can be changed.
- Sing simple songs from memory.
- Recognise repeated sounds and sound patterns.
- Match movements to music appropriately.
- Develop skills so that they work both independently and co-operatively.

The curriculum is planned through themes which include activities for development across the foundation stage areas of learning and the characteristics of learning.

The Learning Context

We aim to create a welcoming, well-organised, stimulating learning environment which provides children with opportunities for discovery across the curriculum. The environment and opportunities provided will encourage play and exploration, active learning, and creative and critical thinking. Resources are clearly labeled and located in designated areas. Pupils are encouraged to handle equipment carefully and to help with tidying up. We aim to encourage independence and develop a sense of responsibility in the children. Resources are cleaned annually and replaced when necessary.

Images

All parents have signed and agreed to have their child's images placed on the school website and X feed and used at school. Staff are aware of any children whose images are not to be used and can use the Early Years Foundation Stage cameras/iPads. Any visitors and helpers in the Early Years Foundation Stage are aware of these procedures.

Assessment

For whole school aspects of assessment, recording and reporting, please refer to the school policy on assessment.

Children are encouraged to share their experiences and culture with others to enhance the quality of learning. The school actively celebrates effort and achievement in all areas and for all pupils.

Before entry into the Early Years Foundation Stage practitioners communicate with parents, and pre-school practitioners regarding each child's needs. This provision also enables staff to make initial assessments of children before they start at Great Berry and put in place any essential plans. E.g. Care plans, SEND.

On entry into the Early Years Foundation Stage, children are assessed within the first half term against the EYFS areas of development. The data is then used as the baseline for the children and is used to plan learning opportunities and next steps for the children's learning. Ongoing assessments are updated throughout the foundation stage: based on the children's progress.

Throughout the year children in the Early Years Foundation Stage are assessed against the Early Years Foundation Stage Areas of Development, which is a statutory requirement, and their end of year results are reported to Essex. These results are then analysed by the Early Years Leader so that strengths and areas for development can be identified and linked to school development plans.

Observation and Assessment

Assessment and record keeping, informed by careful observations and focused activities, enables staff to plan a curriculum that will meet the needs of individuals and ensure effective continuity and progression. Observations and assessments are built into the timetable and planning process. All members of staff are involved in the observation and assessment process, which is ongoing throughout the Early Years Foundation Stage.

Evidence of children's progress and achievement is collected through:

- Observations, both formal and informal
- Discussions amongst practitioners.
- Photographs on iPad and making observations using the 2simple 'EvidenceMe' app
- Questioning and High-quality interactions (SHREK approach)
- Child initiated and focused activities/tasks
- Samples of work
- Discussions with and contributions from parents

Links with outside Agencies

Staff, parents and children have links with various agencies, through the school SEND-Co, to support children's needs.

These include - Speech therapy
Educational psychologist
Health Visitors

Social Workers
Medical support e.g. occupational therapy, school nurse
SEND Support Team

Dated: October 2026