

Braishfield Primary School



Early Years Foundation Stage Policy, Procedure and Guidance

June 2025

To Be Reviewed by June 2028



BRAISHFIELD PRIMARY SCHOOL OUR PURPOSE, VISION AND VALUES

OUR MISSION

- *To inspire each child to develop a love of learning for life*
- *To grow children with the ambition to be the best that they can be*

OUR VISION

We want to continue to be recognised as an excellent school which:

- *Provides a rich, purposeful curriculum, which all children can access in a stimulating learning environment*
- *Encourages high expectations for our children so that they fulfil their true potential*
- *Fosters a warm, welcoming and safe community in which every individual feels valued and understood*
- *Equips children with the life skills to play a positive and active role in the future society which they will create*

Early Years Foundation Stage Policy

At Braishfield Primary School we follow the statutory framework for the Early Years Foundation Stage which can be found here:

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

In line with the statutory framework, at Braishfield Primary School we are committed to underpinning our provision with the four overarching principles for early years' settings. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- 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.
- Importance of learning and development. Children develop and learn at different rates.

Learning and Development

There are seven areas of Learning and Development which are interconnected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the **prime** areas.

- **Personal, Social and Emotional Development** - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.
- **Communication and Language** – The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
- **Physical Development** – Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy** – It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
- **Mathematics** – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
- **Understanding the World** – Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
- **Expressive Arts and Design** – The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Curriculum

At Braishfield, our curriculum for the EYFS has been designed as follows:

Core Curriculum

Our EYFS curriculum systematically exposes children to a broad and balanced progression of knowledge, skills and enriching experiences. This ensures that the children are prepared for an effective transition to Year 1. The core curriculum largely remains consistent each year.

Unique Children

In addition, staff respond to the children's interests, ideas and questions, strengths and needs by embracing a flexible component to the curriculum. This changes every year, just like our children.

Aspirations

Our curriculum aspirations have been specifically designed to encompass the school's vision, values, and the ambitions we share for our youngest learners.

Updated information about the EYFS curriculum and aspiration milestones at Braishfield can be found here: <https://primarysite-prod-sorted.s3.amazonaws.com/braishfieldprimary/UploadedDocument/93cfa3bd-00d1-44a7-8dda-ad6fc2f72fd4/eyfs-curriculum-24-25.pdf>

Assessment

During the child's first six weeks at Braishfield, children complete the Reception Baseline Assessment (RBA). The purpose of the RBA is to provide an on-entry assessment of children's attainment to be used as a starting point from which progress can be measured to the end of Key Stage 2

Throughout the reception year, we make informal assessments through recorded work, observations during child-initiated learning and the use of information provided by parents and carers. At Braishfield, we use online Learning Journals (Tapestry) to create observations and share learning with parents. We also use Learning Journals, which are books created by the staff containing recorded work by the child alongside Maths and Literacy books for more formal recorded learning, and floorbooks for RE and PSHE.

The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELGs). These are used by teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1. These judgements are shared with parents and carers by way of a written report at the end of the Summer Term.

Parents as Partners

At Braishfield Primary School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

We value the role of parents and carers as children's primary educators. We conduct home visits before the children start school to enable children and parents to meet staff in the familiarity of their own home. When starting school, we encourage positive relationships with parents and carers through informal chats at the beginning and end of the day. Practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual. This supports staff in establishing interesting and stimulating learning experiences, responding to children's individual needs and interests.

Parents are invited to contribute to their Learning Journals and are also invited to workshops based on the Early Years Curriculum to help learn more about the areas of learning and support children with their learning at home.

Admissions and Induction

Braishfield Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old. Before starting school, in the Summer Term, parents are invited into school to meet the staff and listen to a brief talk on starting school and school life. Children are also offered a series of 'Stay and Play' visits to school. During this term, where possible, staff visit the children and their Key Worker in their current pre-school settings.

Transition to Key Stage 1

At Braishfield, we ensure a smooth transition for children moving from pre-school to Reception and from Reception to Year 1. Our goal is to foster positive relationships and create a secure, supportive environment where every child can adjust with confidence. To facilitate this, our Reception and Year 1 staff work closely together to make the transition from Early Years to Year 1 as seamless as possible. The Year 1 teacher regularly visits the Reception classroom to read stories, engage in learning activities, and share Learning Journals, helping to build familiarity and ease the change. Reception staff play a key role in preparing children for this next stage. In the Summer Term, routines and activities gradually shift to include longer, more structured tasks, encouraging children to develop independence and resilience—core values of our school. Additionally, the Reception and Year 1 teachers meet in the Summer Term to discuss each child's individual needs and interests, ensuring a personalised approach to their transition. In the first two terms of Year 1, children continue to have Independent Learning Time (continuous provision) built into their day, offering familiar learning experiences and environments similar to those in Reception.