

BY BROOK VALLEY CE PRIMARY SCHOOL

Early Years Foundation Stage Policy



Last Review Date: January 2025

Ratified By Governors Date: May 2025

Next Review Date: January 2027

Equal opportunities lie at the heart of all that we do at By Brook Valley Primary CE School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

Our Vision

Roots to grow, wings to fly

Growing, Soaring, Flourishing

At By Brook Valley, we are committed to creating a positive, safe, and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness, and friendship. In this way, we will each be the absolute best we can be.

This policy should be read and understood from this perspective.

This policy should be read in conjunction with:

- *Anti-Bullying policy*
- *Equalities policy*
- *RSHE policy*
- *Safeguarding & Child Protection policy*
- *SEND policy*
- *Positive Behaviour policy*
- *Restorative Justice Information leaflet*

All these policies and procedures assist in promoting appropriate positive behaviour within our school.

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	EYFS Policy	Date	January 2022
EIA CARRIED OUT BY:		EIA APPROVED BY:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	V young pupils may not be able to read feedback	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum, and communication).	Pupils with SEND may not understand feedback Pupils with sight or hearing impairment may be disadvantaged	
Gender Reassignment (transsexual)		
Marriage and civil partnership	Children from non-nuclear families may feel 'different'	Relationships education can enable children to understand that there are a wide variety of family structures
Pregnancy and maternity		
Racial Groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	EAL pupils may not understand feedback	EYFS education can challenge any stereotypes or prejudices children may have started to develop

Religion or belief (practices of worship, religious or cultural observance, including non-belief)	Children from non-Christian backgrounds may feel uncomfortable in a Christian based school	Children can appreciate and respect people who have differing faiths or beliefs or none
Gender (male, female)		EYFS education can challenge any stereotypes or prejudices children have started to develop
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment

Introduction

The Early Years are a very precious and crucial time in a child's life. The period from birth to the end of the reception year is the Foundation Stage. It is our aim to lay the building blocks for all future learning, embed a positive attitude to school and develop a love of learning.

“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. 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.” –

'Statutory framework for the early years foundation stage Published: 14 July 2025 Effective: 01 September 2025.

Intent

At By Brook Valley Primary School we recognise that all children should feel valued, safe, confident, and happy as an individual in their learning environment.

We encourage and support children to express and self-regulate their emotions.

We promote confidence in oracy by creating a language rich environment, daily story time to enhance vocabulary and inspire a love of reading.

Play is an integral part of our Foundation Stage curriculum. Play ensures that children can all develop successfully in all areas of learning. This takes place through a careful balance of adult directed and child-initiated activities.

We believe that strong and positive relationships between staff, children and parents is key.

Implementation

At By Brook Valley Primary School, we follow The Early Years Foundation Stage Statutory Framework. We offer a broad and balanced curriculum that is delivered using the Development Matters in the Early Years Foundation Stage Document. Within our Early Years, the learning experiences are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The prime areas are considered the most significant and should be developed first. These are essential for healthy development and prepare children for later schooling.

Prime Areas

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

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension	Number	Past and present	Creating with materials
Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
Writing		The Natural World	

Alongside this run the Characteristics of Effective Learning which are split into three main areas:

By playing and exploring

- Finding out and exploring
- Using what they know in their play
- Being willing to have a go

Through active learning

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

By creating and thinking critically

- Having their own ideas
- Using what they already know to learn new things
- Choosing ways to do things and finding new ways

There is an emphasis on learning through play in the Early Years. Play is integral to children's development in all areas of learning. Child initiated activities allow the children to be curious, independent learners and creative. The adult's role is crucial to model, scaffold and join in with children's play. Through observations we can assess, support and extend the children's learning and development. There is a balance between adult directed and child-initiated activities.

Inclusion

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. We do this by considering our children's range of life experiences when planning for their learning.

In EYFS 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 SEN, those who are more able, with disabilities or medical conditions, from different social, cultural, religious, and linguistic backgrounds We meet the needs of all pupils through:

- Planning opportunities that build upon and extend pupils' knowledge, experience, and interests, whilst developing their self- esteem and confidence
- Using a wide range of teaching strategies based on learning needs
- Provide a safe, rich, and supportive learning environment in which the contributions of all children are valued
- Monitor and assess children knowledge, understanding and progress, and, as a result provide appropriate scaffolding, support, and challenge as necessary to the needs of each child.
- Use resources that reflect diversity and are free from discrimination and stereotyping.

Assessment

At By Brook Valley, we complete the National Baseline Assessment of each child during their first six weeks in school. These assessments inform the children's starting points and curriculum reflects their needs.

We use paper learning journeys to document children's learning and progress against all areas of the EYFS curriculum. We constantly assess the children's learning using a variety of methods such as observations, comments, annotated independent and guided work. Data will be collected four times a year (baseline, end of autumn, end of spring and end of summer) and will be uploaded onto our INSIGHT assessment system.

The Learning Environment

At By Brook Valley CE Primary School we recognise that the environment plays a key role in supporting and extending a child's development. We ensure that children have access to

learning inside and outside of the classroom. The environment is the 'third teacher' and is significant in supporting, extending, and developing the children's understanding. The environment is zoned and there are a variety of areas that reflect all the areas of learning in the EYFS. We encourage the children to be independent by labelling resources that they can easily locate and access. Provocations are changed on a weekly basis. These will reflect children's interests, needs and spark enthusiasm and curiosity in learning. The outdoor area is an extension of the inside classroom, with different zones to be quiet and active. Children are allowed to access the outside area and encouraged to be physically active.

Parental engagement

At By Brook Valley, we understand how important parental engagement is, particularly to ensure children have a smooth transition from nursery into our school. Parents are a child's first educator and know their child the best. A positive partnership means that parents can share vital information about their child, and we encourage parents to take an active role in their learning. Through working in partnership, we can ensure the best possible outcomes for children in school and at home.

We encourage parental engagement through:

- Talking with parents about their child before their child starts school
- Providing opportunities for children and their parents to spend time with the teacher and teaching assistant before starting school during 'Stay and play' afternoons, through borrowing story sacks and by attending induction sessions.
- Inviting all parents to attend an induction meeting during the term before their child starts school
- Offering parents regular opportunities to talk about their child's learning and progress and allowing access to 'learning journey' profiles accessed via Tapestry software. Parents are also encouraged to contribute to their child's learning journey.
- Encouraging parents to talk to the teacher if there are any concerns
- Parents will receive a curriculum newsletter each term to inform them of what their child is learning each term and how they can be supported.
- Parents are offered two formal teacher- parent meetings during the year and are provided with a written report about their child's progress at the end of term 4. Parents receive a final report at the end of Term 6.
- Arrange learning activities throughout the year that encourage collaboration between the child, school, and parents.

Monitoring and review

It is the responsibility of the EYFS teacher to follow this policy. Lisa Nicolson is the named governor responsible for EYFS. The named governor will discuss EYFS practice with the EYFS teacher and provide feedback to the full governing body and the Head teacher, focusing on areas of strength and those for further development.

The Head teacher and SLT will monitor the EYFS as part of the whole school monitoring schedule.

The Curriculum, teaching and learning committee of the Governing body will take reports from the Head teacher and via governor visits and will review this policy on an annual basis.

Natasha Nicholas

Early Years Leader