



“Creating excellence, embracing all.”

SUBJECT POLICY FOR EARLY YEARS FOUNDATION STAGE 2023-2024

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Chair of Governors: Ben Potter
Governing committee: PSCC
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Botley School governing board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity

Teamwork

Kindness

Respect

Resilience

Creativity



Intent

At Botley School we offer a curriculum rich in wonder and memorable experiences. We want children to have access to a broad and balanced curriculum that gives them an extensive range of knowledge and skills needed for good progress through school and in life. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. We

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Structure of the EYFS

At Botley School, our Early Years Foundation Stage is structured as follows;

	Entry to school	Hours / Funding
Nursery	From the term after your child turns 3	<p>Universal 15-hour funding through either a morning place 8.40am-11.40am or an afternoon place 12.20pm-3.20pm. Additional sessions charged at £25 (subject to availability and booked term in advance)</p> <p>30-hour funding 8.40am-3.20pm Monday-Thursday, 8.40am-12.20pm Friday. Additional session on Friday afternoon charged at £20 (subject to availability and booked term in advance)</p>
Reception	During the academic year, your child turns 5	8.45am – 3.15pm

Implementation

Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. 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 seen 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

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

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

The Characteristics of Effective Teaching and Learning

The EYFS also includes the characteristics of effective teaching and learning and the Nursery and Reception practitioners plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- Playing and Exploring – children investigate and experience things, and ‘have a go’
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically – children have and develop their own ideas; make links between ideas, and develop strategies for doing things.

Spiritual, Moral, Social and Cultural Development

The curriculum and enrichment opportunities within the EYFS support the spiritual, moral, social and cultural development of the pupils at Botley school through:

- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their learning
- Their willingness to reflect on their experiences
- Their interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- Their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Their willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity.

This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values

The EYFS is integral to teaching children about British Values and nurturing the Spiritual, Moral, Social and Cultural values for all children.

We aim to

- Develop a sense of enjoyment and fascination about themselves and others
- Use their imagination and creativity to reflect on their experiences
- Develop a range of social skills when working with others
- Have a developing appreciation and understanding of a range of cultural influences

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the Nursery children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice.

The EYFS practitioners have developed curriculum maps for each term tailored to the needs and interest of the children as well as providing a broad and balanced curriculum. These can be found on our school website.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

Much of our learning is spent outside, where children are encouraged to take risks and to challenge themselves.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Learning through play

Play is a vital part of children's development. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

Assessment

At Botley School, ongoing assessment is an integral part of the learning and development processes. Practitioners observe children through the use of Tapestry to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

The practitioners use Development Matters to support their judgements alongside the progression grids created by the EYFS Lead alongside the Subject Leads which map out the knowledge and skills from Nursery to Year 6.

Within the first 6 weeks that a child starts Reception, practitioners will administer the Reception Baseline Assessment (RBA).

At the end of Nursery, practitioners review their children's progress and provide parents and/or carers with a written summary of the child's development. This highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the Reception year, Practitioners complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers through a written report. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with our Acer Trust schools and WOSP, to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.

SEND and Inclusion

We are an inclusive school. As with all subject areas, delivery of the EYFS curriculum is made to all children through Quality First Teaching, which considers the learning needs of all the children in the classroom. Learning and teaching will be ambitious for all children with planned activities that will be adapted to meet the individual needs of all children. This includes providing activities and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Children who receive 1:1 support will have support to access the activities and provision where appropriate to their needs. The activities and provision will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in accessing the curriculum.

For children with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

Equal Opportunities and Inclusion

All teaching and support staff will do their best to ensure that all children, irrespective of gender, ability, ethnic origin, social or physical circumstances have equal access to the EYFS curriculum.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through Tapestry, our online observational tool as well as through individual parent meetings. The written report at the end of the year alongside the EYFS Profile for Reception children helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We welcome parents into our EYFS classes at various events throughout the year including stay and play sessions, workshare events, celebrations and curriculum meetings.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person is available to talk to parents at the start and end of sessions to have informal discussions as well as at an arranged time to discuss the child in more detail and support as necessary. The key person also helps families to engage with more specialist support, if appropriate.

Admissions

Admissions for Reception to Year 6 are completed through OCC via their website. Admission to our Nursery is done through our school office. Parents are able to complete an application form for a Nursery place after their second birthday and they will be placed on our waiting list.

Our admission into school is in accordance with the Admissions Rules and Arrangements Policy which can be found on our school website.

Transition

Into Nursery and Reception

We pride ourselves on our transition process where we provide parents and/or carers with opportunities to attend information meetings, visit the EYFS classes and have a tour of the school, as well as attend come and play sessions. In the term prior to starting, an induction pack with a wealth of information is sent to parents and an individual meeting will take place with their child's key person.

Visits from practitioners to the children's current setting take place wherever possible.

Into KS1

Our Early Years team work closely with the Key Stage One team to ensure a smooth transition for the children. Throughout the year, the children will have opportunities to join the KS1 children at lunchtime times, break times, assemblies, story times, picnics, transition days etc. Meetings will take place with staff to ensure information is passed on and to support a smooth transition into KS1.

Monitoring of EYFS

The EYFS is part of the whole school monitoring programme where a variety of monitoring takes place including class drop ins, learning walks, pupil conferencing, learning journey/workbook scrutiny.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our whole school Safeguarding Policy, which is available on the school website.

Monitoring arrangements

This policy will be reviewed and approved by the Early Year Lead and Head Teacher every 2 years. At every review, the policy will be approved by the governing board.

Linked policies:

Curriculum policy

Learning and Teaching Policy

Assessment policy

Health and Safety Policy

Equal Opportunities policy

SEND policy

Individual subject policies