



Bowling Park Primary School

Policy / Procedure:	Early Years Foundation Stage Policy
Date of governing body approval:	October 2024
Chair of Governors signature:	

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress from their starting point and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on the requirements set out in the statutory framework for the Early Years Foundation Stage that applies from September 2021.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from 2021.

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

“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 it’s 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.” Statutory Framework for EYFS, September 2021

There are four guiding principles which shape practice in early years;

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

A unique child

At Bowling Park Primary School, we recognise that each child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured. Our practitioners know, understand and value our community, families and children. We understand each child's development and know how to support them with their next steps.

As a team, we value and respect the diversity of our families and this makes our school community a special place. We fully understand that children enter our Early Years with a range of life experiences and we take these into account when planning to meet their needs. Practitioners are aware of what significant barriers our children may encounter when accessing early education. At Bowling Park, we recognise these and every day, strive to lessen the effect of these barriers by offering additional opportunities and experiences.

Positive Relationships

At Bowling Park, we build children's ability to self-regulate, be sensitive to theirs and others'

feelings and to form positive attachments through building positive relationships with their peers and adults. All staff develop a warm and caring relationship with our children so they feel valued, respected and listened to. Children at Bowling Park all have a 'Key Person' which is either their Teacher or Nursery Nurse/ Teaching Assistant.

School staff recognise the important role that parents play in their children's lives and we value their contributions. Practitioners and parents work in collaboration through:

- Key Person and parent completing the 'All About Me' document together before the child starts their journey at Bowling Park, alongside transition sessions like 'Stories in the Garden' and 'Parents in the Playground'.
- Stay and Play sessions to support children and their families settling into school and feeling safe and happy as quickly as possible.
- Parents are invited to workshops throughout the year, such as 'The importance of Play', 'Early Reading' and '50 Things to do'.
- Morning Play and Stay sessions from 8:45-9:15 in both Nursery and Reception classes to give parents the opportunity to play with their children, ask any questions to the teaching staff, and an opportunity for the children to share their work.
- Day to day communications at drop off and pick up times where staff and parents can build a close, trusting relationships relationship.
- School has 2 formal parents meetings where the child's attainment, progress and well-being is discussed. Parents receive their child's school report on their child's attainment and progress at the end of the year.
- We like to use our families skills and talents so parents can be invited into school to share a story in their home language, do some cooking or create some beautiful mehndi patterns in one of our many celebrations.
- Nursery parents are invited to weekly sessions of Parents in the Playground to give parents and children the time and resources to play together while developing their gross motor skills, turn taking and sharing.

Enabling Environments

At Bowling Park, we recognise that children learn and develop well in enabling environments, where teachers and support staff respond to their individual needs. Our learning environments offer engaging activities with real choice and autonomy, where children can explore, enquire and become immersed in their learning, either collaboratively or independently. Children can choose their own learning, both indoor and outside, through free flow continuous provision. Our provision is familiar and predictable so the children can feel safe and secure to plan their own play and learning. Children have access to natural, open ended resources to develop their creativity and imagination.

Learning and Development

Play is the foundation of our curriculum at Bowling Park. During their time in our Early Years, we want children to learn how to play and become deeply engaged in their play through a play-based curriculum.

Our planning in the moment ethos allows the adults working with these children to develop a trusting and safe relationship, which is the foundation for our children's high well-being and confidence. Children spend a great deal of time playing, in an environment that encourages creative thinking and imaginative play through open-ended resources. As well as a play-based curriculum, we use core stories to develop children's vocabulary, experiences and

comprehension skills.

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest 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, staff reflect on the different ways that children learn and include these in their practice.

Reporting EYFS

In the Summer term of Reception, Bowling Park completes the EYFS Profile for each child. Within this profile we provide a well-rounded picture of the child's knowledge, understanding and their abilities, their attainment against the Early Learning Goals and their readiness to Year 1. Bowling Park recognises the importance of parents and other professionals contributing to their profile to ensure a holistic view of the child is given.

Safeguarding and welfare procedures

At Bowling Park Primary School, there is nothing more important to us than the physical, emotional

and spiritual welfare of our pupils. The school recognises its legal and moral duty to promote the

well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child regardless of age has at all times and in all situations a right to feel safe

and protected from any situation or practice that results in a child being physically, psychologically or

spiritually damaged. This is inline with our Safeguarding Policy. Schools promotes good mental health, good well-being, good oral health, as well as good health in general, in the early years.

We hold Stay and Play sessions for parents about the importance of good routines before going to bed, which includes dental hygiene.

Monitoring arrangements

This policy will be reviewed by the EYFS Leader on an annual basis. At every review, the policy will be shared with the governing board.