



Sea Mills Primary School

Be Kind - Be Brave - Be your Best

EYFS Policy
April 2025

Reviewed and approved by:	Standards Committee
Date approved:	23 rd April 2025
Date of next review:	September 2027

Equality Impact assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices		Date	
EIA CARRIED OUT BY:	Andrew Kinnear	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)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		x
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X

Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment.

Purpose

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

11 November 2024 Early Years Foundation Stage Statutory Framework.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception year.

The Foundation stage at Sea Mills comprises of 2 Nursery classes (2 year old and 3 year old) and 1 Reception class.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

Aims

The Early Years' Education provision at Sea Mills Primary School recognises that the distinct and unique needs of children under five may differ from children further up the school. The EYFS provides high quality learning environments where these early years are recognised as an integral and highly important stage of a child's development. Practitioners are aware of the emotional, social, physical and intellectual development needs of children and the aims and values are underpinned by the statutory framework for the EYFS.

The Early Year's provision strives to achieve the best outcomes for children and we believe that these are underpinned by the development of confidence, independence, resilience, and empowerment of all learners. We recognise and celebrate uniqueness and value the process of learning and each person's journey of development and wellbeing. This includes children, families and practitioners.

We recognise that families and carers are the first and most enduring educators for children. We work in partnership with families in order to meet children's emotional needs and provide a meaningful and purposeful learning environment which challenges and nurtures children. We value how important it is for children to be able to lead their learning, we ensure that the children's voice is reflected in planning and that we nurture children to be brave, confident and experimental in their learning.

We will ensure that:

- Children, staff, families, governors and the wider school community are welcomed and feel a sense of belonging.
- We provide a broad, balanced, relevant and challenging curriculum which meets the requirements of the Early Years Foundation Stage.
- Practitioners' pedagogical knowledge is current, research based and in the best interests of the children.
- We are committed to reflective practice with a focus on interactions, well-being, an enabling environment and high-quality learning opportunities.
- We provide a rich, inspiring, appropriate and safe environment which reflects children's development and individual needs, enabling children to develop their full potential and encouraging them to have high aspirations.

- We encourage these high aspirations for children, staff and families by recognising the importance of and developing self-esteem, emotional well-being and confidence.
- We encourage children and families to take responsibility for themselves as learners by co-constructing learning experiences and supporting them to feel empowered and courageous from a safe and secure base.
- We encourage children to have respect for themselves, the environment, community and the wider world.

Positive Relationships

We aim to promote positive relationships between practitioners, parents/carers and children. Children are taught how to deal with difficult situations and relationships through the Personal, Social and Emotional curriculum. This work is in conjunction with the children's daily interactions with adults and other children. We recognise that parents/carers are the child's first educators and their importance for the child's welfare and education is paramount. We value these relationships and use them to gain a well-rounded picture of the child.

The key person must help ensure that every child's learning and care is tailored to meet their individual needs. They will have an awareness of next steps needed to enable each child to develop. If needed, the key person can change throughout the year so that children do not become too dependent on one person.

When necessary, practitioners will work closely with families to support children with potty training and promote health and self-care, alongside independence.

As a team, EYFS has adapted the school's Behaviour for Learning policy, to ensure that wellbeing, emotional and behavioural support is age appropriate for the children and link to the school values. Emotion coaching training and PACE have been used to confirm that our Behaviour for Learning procedures come from up to date and relevant research for our children. This helps our team to deliver consistent and clear messages of understanding, recognition, emotional support, boundaries and reflection to our children and ensures the time spent in the room is a positive experience for all.

Safeguarding and Welfare

It is important to us that all children in school are 'safe'. We educate children on boundaries, rules and limits and help them understand ways to keep themselves safe. We aim to protect the physical and psychological well-being of all children. Practitioners take all necessary steps to keep children safe and well and follow the school safeguarding policy.

We promote good oral health by reducing sugary snacks the children have in their lunchboxes, exposing children to a range of healthy food to try and by sharing the importance of brushing teeth twice a day. In Nurserys we provide regular opportunities for children to engage in supervised teeth cleaning to support their understanding of its importance.

Inclusion

We value the diversity of individuals within the school. All children at Sea Mills are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. We will take additional steps to support the development of children's home languages. We will provide opportunities for children to use their home language in learning and play, to support their language development at home as

well as in English. We will collect language and home information details to support children's wellbeing and sense of belonging.

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 special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We use the Differentiated Early Year Outcomes (DEYO) to track children with special educational need who may take a different journey towards the Early Learning Goal. All practitioners work closely with outside agencies to ensure all children can access their full entitlement.

Environment

We recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active but also be quiet and rest. The environment is set out to enable children to access and locate equipment and resources independently. There is an outdoor area for all EYFS rooms. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales from indoors. It offers the children the opportunity to explore, use their senses and be physically active. The children can move freely between the indoor and outdoor areas. We observe the children during child initiated play (CIP) and offer additional resources and support to enrich their learning. To ensure that we meet the individual needs of all of our children we make regular observations of the children's interactions, interests, skills and development of concepts. These observations are used to inform our planning for groups of children and individuals, and our provision of resources as appropriate. Risk assessments are updated regularly for the EYFS grounds, equipment and for any activity that carries a risk. If any activities require additional health and safety information, this is included in daily planning.

Learning and Development

Characteristics of Effective Learning (CoEL) are used in planning and guiding children's activities, staff reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS 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; and

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

There are also seven areas of learning and development which are interconnected. None of these areas can be delivered in isolation from the others: they are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it.

Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships:

Personal, Social and Emotional Development Communication and Language

Physical Development

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

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

Children and parents/carers are encouraged to be involved in the next steps for learning through the children's online learning diaries, conversations, parent/carers reviews and parent/carers evenings.

Parents/Carers as partners

We value the involvement of parents/carers in school. Involvement with parent/carers school begins even before children start Nursery or Reception, with a home visit and stay and plays. Throughout the year they are also invited in to discuss their child's progress.

When a child is aged between 2 and 3, staff review their progress and provide parents/carers with a written summary of their child's development in the 3 prime areas. This progress check highlights the areas in which a child is progressing well and the areas in which additional support is needed.

2 Year Old room have three parent reviews throughout the year in T2, T4 and T6.

3 Year Old room have two parent reviews throughout the year in T2 and T4. During T6 each child will receive a written report.

Reception have two parent evening's throughout the year in T2 and T4. During T6 each children will receive a written report.

Parents are invited into school to discuss this report if they wish.

It is important to stress that if at any time in the school year parents are concerned in any way about their child, they should telephone or call into the school to make an appointment to discuss their concerns with their child's key person, class teacher or the Head teacher. Parents are kept informed of all happenings in the school by termly newsletters, class webpages and via the interactive learning diaries. They are also invited into school for special events, such as assemblies or celebration/themed days on different aspects of their child's learning. Parents may also be invited to help out with school trips or join in with other sessions we run such as experimental cookery and Natter and Nibbles.

Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Sea Mills Primary School. Regular, planned and focused assessments are made of children's learning and individual needs to identify their level of achievement, interests and learning behaviours. Practitioners also take into account the observations shared by parents/carers via the interactive learning diary. A record of each child's progress in all areas of their learning is kept on Arbor and is updated three times a year. The main EYFS assessment method is through practitioners' day to day interactions with children in different teaching and learning contexts, including both adult directed activities and child initiated play. All practitioners are involved in observing children. Practitioners use observations to inform them of children's abilities, needs, interests and play schemas thereby enhancing their developing knowledge of individual children. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children

to make the next steps and progress. Assessment then informs an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

At the end of the EYFS staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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