



Early Years Foundation Stage Policy

Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

Rationale

The Early Years Foundation Stage (EYFS) is for all children from birth to five years. At Bridgewater Primary School this refers to children in 0-3, Nursery and Reception.

0-3 is staffed by Early Years Practitioners, childcare workers and apprentices.

The session times are as follows;

7.30am - 1pm

1pm - 6pm

We have a 52 place Nursery comprising of two rooms each staffed by a Teacher and an EYP. Our Nursery is full time, starting at 9am and finishing at 3pm. We have two Reception classes, offering 60 places between the two rooms. The classes are each staffed by one Teacher and one EYP. In Nursery and Reception, additional Teaching Assistants support the teaching and learning throughout the EYFS where necessary.

At Bridgewater we will ensure each child meets their full potential and experience a wealth of opportunities which will raise their aspirations and broaden their horizons. Through strong links with a range of partners, we will ensure they leave us having been taught to think, solve problems, work collaboratively and express themselves showing respect. This will enable them to be capable, confident and resilient individuals. Our vision is to provide high quality childcare, education and community services for all, ensuring that from

birth every child has the best possible start in life. We strive to build a successful, inclusive, purposeful and happy community within a safe environment. We are strongly committed to ensure that each child achieves their best. We encourage each child to take responsibility and become independent learners. School achievements are celebrated in a weekly assembly. We encourage children to respect each other irrespective of their colour, creed, gender or cultural background.

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At Bridgewater our EYFS practice shall be built upon these principles each of which supports the development, learning and care of our young children.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration / sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development

All our learning environments both indoors and out, are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. We truly believe that children develop and learn in different ways and at different rates.

Areas of Learning

The EYFS is made up of **three prime** area of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are **four specific areas** of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS also includes the **characteristics of effective teaching and learning** and the nursery and reception teachers 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.

The Characteristics of Effective Learning and the Prime and Specific Areas of learning and development are all interconnected. The ways in which a child engages with other people and their environment, playing and exploring, active learning and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Children learn through play. Play provides vital foundations for future learning and is the medium through which the Early Years Curriculum is experienced by children. Children's play demands our learners to concentrate, show perseverance and give mental and physical effort.

Young children learn by experience. They need to look, touch, smell, listen, taste and explore with a variety of play materials. Within the group, all children are supported in developing their potential at their own pace. By means of developmentally appropriate activities and adult support, the curriculum leads to Early Learning Goals and prepares children to progress with confidence towards the National Curriculum.

Equality Statement

A disability equality assessment has been carried out on the policy and the guidance contained in it. Implementing this policy ensures that the same opportunities are provided to all pupils and supports Equality and Diversity.

Reviewed: Spring 2024

Next review: Spring 2027