



**Broomfield
House School**

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

This Policy is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Rationale

In our school we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play. With reference to “EYFS Statutory framework 2017” a child is a young child up until 1st September following his or her fifth birthday. All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment. Through carefully-planned activities, play opportunities and interactions, staff promote children’s self-esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for. Also through learning and play we offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities. We take every opportunity to further individual children’s communication skills in speaking and listening. We encourage the children to look at books and seek opportunities to read stories to, and with, them. We develop early mathematical skills through every day routines, as well as through planned experiences and games. We also provide activities which engage the children in problem solving and investigation and stimulate the children’s imaginative and creative development through a range of activities, including: role play; painting; modeling and drawing; singing and dancing as well as listening to music and playing percussion. We encourage the children to make choices and decisions child initiated play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

Implementation of the policy in our school

The Headteacher of our school must ensure that: All members of staff who look after the children are suitable to do so. All adults have appropriate qualifications and experience to support the care and learning needs of the children. Adequate supervision is provided for students, other inexperienced staff, and volunteers. Parents and carers are kept fully informed about the provision of care, learning and play for their child/ren and are fully aware of the arrangements for delivering and collecting their children. A wide range of experiences and activities are provided so that children can learn through first hand experiences and play. There are established systems for planning children’s experiences which reflect their individual needs. The progress of individual children is monitored and recorded regularly and the information is shared with parents and carers via Tapestry. Children of three and four, for whom funding is received, make progress towards the Early Learning Goals, as described in *The Early Years Foundation Stage*.

Ethos

We acknowledge the statement that “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 its 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.” (DCSF 2012). We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, motivated and confident to meet new challenges and reach our high expectations with a sense of achievement. We are in agreement with the Development

Matters agenda as we want all of our children to be successful learners, to be confident individuals and to become responsible citizens.

Aims

- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children's learning through purposeful observation, evaluation and interaction.

Procedure and Structure

Role of the Headteacher

The Headteacher has appointed a member of staff for the roles of:

- Head of EYFS
- Deputy Head of EYFS

Role of the Head of Early Years Foundation Stage (& Deputy EYCO as a support to this role and to stand in as necessary)

The Head of Early Years will:

lead the development of the Foundation Stage;

provide guidance and support to all staff;

review and monitor by discussion with staff;

annually report to the Headteacher on the success and development of the Foundation Phase.

review and monitor the policies specific to EYFS;

keep up to date with new developments and resources in regards to the National Framework;

focus efforts to continually review and promote the curriculum;

Role of Teaching and Support Staff

The teaching and support staff work:

to work as part of a team in conjunction with the Head of EYFS;

to promote confident and independent learners;

to create a learning environment that reflects learning across all seven areas of the Curriculum.

Organisation

- The Head of Early Years is responsible for the management of the Kindergarten and Pre-Kindergarten classes.
- The area covers two classrooms and two outdoor areas and is staffed by teachers and teaching assistants.

Curriculum

The Foundation Stage is based on four main principles namely:

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

We believe that the Foundation Stage, which covers the development of children between the ages of three and five years, is the foundation on which children build the rest of their lives. We greatly value the important role that the Foundation Stage plays in laying secure foundations for future learning and development. Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the PK and K classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook* (Standards and Testing Agency, 2017). Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. The Early Learning Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning. We aim to create

an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative workshops, ICT, Numeracy activities, drawing, writing and cutting areas and reading and role-play areas.

The EYFS curriculum is organised into seven areas of learning, three prime areas and four specific areas:

Three Prime Areas

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

Four Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

Communication and Language

Early Learning Goals (expected outcomes):

1. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
2. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
3. Children express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

In the early stages of schooling nearly all curriculum areas are covered orally. It is essential that the right environment is created to ensure the pupils use and listen to appropriate language. Whilst we want pupils to experiment with language and to be "Wrong with confidence" we believe that it is important that they hear correct structures immediately. The words please and thank you should be encouraged at all times. We ensure that even the youngest pupil will have the opportunity to speak to the whole school at some time in an assembly or school event and the EYFS teachers also create a wealth of opportunity for pupils to talk to each other and to listen to each other. A range of games need to be thought of to develop understanding of different forms of language e.g. The pupils will need to use and subsequently understand different prepositions through interactive play and discussion. It will be important to create opportunities for pupils to gradually develop their speech patterns beyond the egocentric. Drama provides an excellent medium, as does free play.

Physical Development

Early learning goals (expected outcomes):

4. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
5. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, includes dressing and going to the toilet independently.

Early Years Health Policy

Rationale- We are committed to maintaining high standards of hygiene. The continued good health and wellbeing of the children is of primary importance to us. We will follow our health policy exactly at all times. We encourage children to use the toilet correctly; we encourage children to wash their hands regularly, especially before handling food, after using the toilet, handling animals, plants and insects or playing in messy or dirty areas, particularly out of doors. We encourage children to blow their noses into tissues and dispose of these correctly. We teach children to respect the cultural differences that influence people's different attitudes to hygiene. We wipe surfaces and tables between activities.

Handling food

We offer kitchen staff who are involved in the preparation and handling of food appropriate training to comply with local environmental health department guidance and regulations. We monitor and assess food preparation and handling procedures. We keep food preparation areas clean and hygienic. We do not allow children or teaching staff to enter the kitchen.

Smoking

We have a no-smoking policy. We display notices and posters around the setting to inform staff and visitors of this policy.

Implementation of the policy. The Headteacher and appropriate staff must:

- Update and implement the latest Environmental Health Department and Health Authority requirements and recommendations relating to the premises, staff and children.
- Establish a cleaning routine for all areas within the premises.
- Ensure that the premises are clean and tidy before the children arrive.
- Ensure that the routine cleaning of the premises does not take place while children are engaged in their activities.
- Establish a rota for cleaning equipment both large and small, furniture, toys, etc.
- Provide protective clothing, such as plastic or disposable gloves and aprons.
- Provide hygienic, but safe, cleaning materials for emergencies (spillages/accidents/water/vomit)
- Wash dressing up clothes regularly
- Provide an adequate selection of clothing to change children who have had accidents of any description
- Provide tissues for sole use
- Provide an area where bins have lids and rubbish can be stored safely and hygienically.
- Actively promote good health and hygiene practice through notices, posters, signs and leaflets.
- Invite visiting speakers, nurses and dentists to talk to children and carers about healthy life styles

We relate the physical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Weekly teacher led PE sessions are held in the school playground or gym. Spontaneous learning opportunities, both indoor and outdoor, are provided daily to ensure that the children are continuing to development their fine and gross motor skills. Pupils' fine motor skills will be developed through a whole range of exercises with malleable materials to develop manipulative skills. This will include the use of play-dough, plasticine and other suitable materials.

Early Years Equipment Policy

Implementation of the policy in our setting: The Headteacher must ensure that:

New members of staff, including students and volunteers are made aware of all policies including the Early Years Equipment Policy.

Toys

- All our toys meet the appropriate safety standards and regulations, are appropriate for the children's age and stage of development and are clean and well maintained. We also ensure that toys are clearly labelled and stored in a safe and tidy way. Toys are made accessible to the children so that they are able to make free choices and work or play independently. We choose resources, such as books and toys, which promote positive images of all races, cultures, social backgrounds and abilities. We discourage any toys or types of play that promote gender stereotypes and offer toys that provide sensory experiences to help language development. We supply toys that offer emotional comfort and support to less confident children. We provide enough toys to give children a varied and stimulating range of resources, promoting imagination, fun and flexibility, and encouraging open-ended activities.

Furniture

- We provide enough furniture to create a comfortable and relaxed environment for all the children. All new furniture that we purchase takes into account the age, size, height, physical ability and disability of all the children. Furniture is kept clean and well maintained and meets all the safety standards. All furniture that is not in use is stored safely, not stacked in any way that puts children or staff at risk. Furniture never creates an obstruction to emergency exits.

Other resources

- Tools and equipment such as scissors, staplers, hammers or nails are stored and labeled and children are taught how to handle them correctly and safely. Children are encouraged to collect and save clean and safe recycled household and natural materials to use again. Recycled resources are clearly labeled and stored appropriately.

Learning about right and wrong

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations. We encourage and praise children for behaving appropriately. We always treat children with respect and show appropriate ways to behave with others. We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise. We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour. When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child who is bad. We plan activities which allow children to explore right and wrong in a non-threatening context.

Planning and record-keeping

Planning documentation includes: the long-term plan for the year, medium-term plans outlining each topic/theme. This ensures breadth and balance of the curriculum, as well as a variety of planned and free choice activities, detailed weekly/daily plans for activities, weekly timetables.

Personal, Social, and Emotional Development

Early Learning Goals (expected outcomes):

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Specific teacher led Circle Time lessons using the Jigsaw PSHEEE programme are held weekly to explore these issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills,

increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. PSED is ongoing throughout the day and children are praised for valuing others and taking care of their environment.

Literacy

Early Learning Goals (expected outcomes):

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

In the EYFS Jolly Phonics is used. Jolly Phonics has been developed with Sue Lloyd and Sara Wernham, primary/elementary school teachers at Woods Loke Primary School in Lowestoft, England. Sue Lloyd has used phonic methods for many years, developing and improving them from research, advice and the practical experience she and her colleagues have gained. Jolly Phonics is a thorough foundation for reading and writing. It uses the synthetic phonics method of teaching the letter sounds in a way that is fun and multi-sensory. Pupils learn how to use the letter sounds to read and write words. This scheme will also be used to increase the learning styles catered for. Pupils will learn how to form letters as soon as they are able to control a pencil adequately. Time in our early years classrooms is spent in reinforcing the manipulative skills needed to form each letter singularly.

We use the jolly phonics programme in Pre-Kindergarten and Kindergarten, learning the letter sounds, actions and songs. In the first stages in Pre-Kindergarten, children are encouraged to hear and identify natural sounds outside as well as explore musical instrument sounds. In Pre-Kindergarten when ready and settled they start to learn letter sounds and have opportunities to play games, identify items with certain initial sounds and practise forming letters. In Kindergarten we recap sounds learnt so far beginning to build words and read words with these sounds. We practise letter formation in a number of differentiated ways including using letter formation worksheets which are differentiated, challenging and supporting the needs of the children. If children are not ready for pencils, sand writing and playdoh are used to form sounds. It will be important for the teacher to judge if a pupil needs to complete all of these, as differentiation will be a must in the distribution of such worksheets. Our classes have a range of fiction and non-fiction books within the classroom at appropriate reading ages. We use a whole range of reading series, including jolly phonics books in Kindergarten, graded by BHS, reading levels which staff use to develop and guide children's reading. This continues as they move up through the school, with a particular use of Oxford Reading Tree in Year 1 and above. Teachers match the scheme to the reading needs of each pupil. When a pupil is increasingly becoming an independent reader there should be at least 80 - 90 % word accuracy to ensure that the pupil is not reading at frustration level. Pupils are given a reading record along with a suitable book which will be completed and signed by a responsible adult (parent, guardian, grandparent etc.)

Mathematics

Early learning goals (expected outcomes):

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers or count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Numbers 1 – 10 are presented as numbers of the week in Pre-Kindergarten and in Kindergarten children use numbers 1 - 20 and the week's focus is on formation and counting to that number. The other topics that complete

the learning goals are presented throughout the weeks as well. Specific teacher led lessons and activities are presented weekly that focus on the number and the learning goals that are being focused on, such as adding one more or money. Spontaneous learning opportunities, both indoor and outdoor, are provided to promote the social skills and developing Mathematical understanding of young pupils through stories, songs, rhymes and finger games, board games, sand and water, construction on a large and small scale, imaginative play, outdoor play and "playground" games, cooking and shopping, two - and three - dimensional creative work with a range of materials, and by observing numbers and patterns in the environment and daily routines. In Kindergarten we use the Busy Ant Maths programme and this is continued in KS1.

Understanding the World

Early learning goals (expected outcomes):

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

During the 'Ourselves' (Kindergarten) and 'Our School and Our Home' (Pre Kindergarten) units in the Autumn term, the specific learning goal, "Children learn about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions", is through show & tell, circle time, and class discussions of weekly topics. Spontaneous learning opportunities include: providing role play opportunities with a variety of resources reflecting diversity, and sharing stories to reflect the diversity of children's experiences.

The corresponding learning goal, "Children talk about the features of their own immediate environment and how environments might vary from one another", is met through units of study such as Ourselves, People Who Help Us, Animals, Materials, Under the sea and Journeys and Travel. These topics explore the similarities and differences between their own homes and those of others: including mini beasts and underwater creatures. Spontaneous learning opportunities include: providing stories that help children make sense of different environments, providing resources to create and explore maps and plans, paintings, drawings, and models of observations of known and imaginary landscapes, and giving opportunities to design practical environments.

The EYFS covers technology topics through the specific learning area of Understanding the World and corresponding learning goal "Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes." Spontaneous learning opportunities are created with the use of the interactive white boards in the classrooms. Structured ICT lessons are presented in Kindergarten every half term to extend the children's knowledge of how to use technology. These lessons may focus on the parts of the computer, using or making pictures in Paint. In the listening corner children can listen to stories using a multi user cd player.

The EYFS covers Science topics through the specific learning area of Understanding the World and corresponding learning goals "Children know about similarities and differences in relation to places, objects, materials, and living things" and "They make observations of animals and plants and explain why some things occur, and talk about changes." Science topics are linked with units of study such as Ourselves, Toys, People Who Help Us, Animals, and Minibeasts. During the Ourselves unit in the Autumn Term, the science topics of "Our Body" and "5 Senses" are

explored using a regular teacher led activity on parts of the body and the five separate senses. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity.

Organisation of Resources

We make resources accessible to the children, wherever possible, so that they can choose their activities independently. We label all resources so that children can find and return resources and equipment safely and easily. We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

Early Years Organisation Policy

Rationale

We are committed to organising the staff, resources and environment to ensure that we provide high quality care that meets the needs of the children. Our main concern is for the safety of the children. We therefore ensure that there are always sufficient staff to maintain the minimum.

Implementation of the policy at our school. The Headteacher and staff must ensure that:

- The required adult: child ratios are met.
- The health, safety and security requirements relating to this policy are met.
- All staff, volunteers and students are involved in the implementation of the policy.
- Staff are given opportunities to receive regular training, so that they can develop their organisational skills in providing care that meets the needs of the children. Job descriptions set out the roles and responsibilities of staff. Staff, students and volunteers are informed about the organisational routines as part of the induction process. Training meets the national standards of skills and qualifications and is provided by the Early Years Partnership.
- The procedure is established that should be followed if a child goes missing or is not collected.
- An efficient and effective registration system is set up for children, staff and visitors.
- A key person system (Head of Early Years and Deputy) is provided to ensure consistency of care for individual children.
- All records are kept securely and items of confidentiality are respected.
- The resources and space are used effectively to meet the needs of children.

We comply with statutory requirements in adult: child ratios

- Students and volunteers who attend on a short term or unplanned basis are not included in the adult: child ratio.
- When staff need to help a child go to the toilet the other children are not left unsupervised.
- When staff take breaks the ratios are maintained according to an agreed rota.
- A rota detailing routine duties is organised.

Outings

- If children are taken off the premises for an outing or walk in the locality the appropriate ratios will be maintained and a mobile phone will be taken by the member of staff in charge.
- A suitably-qualified member of staff will take charge of the outing
- Details of the journey and visit, and a list of all children and adults leaving the premises, will be left at the office.

Key persons and groups of children

- Each child is allocated a key person to ensure the continuity of his or her care. These are all the staff in Early Years, managed and guided by the Head of Early Years and Deputy.
- The key person is involved in any planning for the individual child's needs, and records information on the child's progress using Tapestry.
- Information collected by the key person is shared with the child's parents or carers, and other staff, to ensure continuity, consistency and progression for the child.
- When children are grouped for planned activities, the size of group will be determined by the activity and the needs of the children.

Organisation of space and resources

- The environment is kept clean and safe, and resources are checked regularly for wear, tear and safety.
- The toilet facilities are kept clean and hygienic and regular checks are made through any session.
- During the course of the day children move around the different areas. We make every effort to keep the flow of children safe and supervised.
- The daily routine of the setting is organised in a way that provides security, consistency and continuity for the children.

Registration

- Records on individual children's details and specific needs.
- Emergency contact names and telephone numbers are kept for each child.
- Details of the person who collects each child and an additional contact name and address for emergency purposes (if a child is not collected)
- A Register of children's attendance. Registers will be held in the school office.
- Visitors will be required to sign in and out of the building.
- Registers are always taken before an outing and emergency contact details are taken on the outing.
- Names, addresses, telephone numbers and emergency contact numbers for all employees, students and voluntary helpers who are working on the premises. These details are confidential and will be kept in the school office.

Expressive Arts

Early Learning Goals (expected outcomes):

6. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
7. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play, and stories.

The EYFS covers the corresponding learning goals "children safely use and explore a variety of materials, tools and techniques, experimenting its colour, design, texture, form and function." and "Children use what they have learnt about media and materials in original ways, thinking about uses and purposes" through spontaneous learning and structure lessons. Spontaneous learning is provided through opportunities, both indoor and outdoor, for children to explore accessible materials and use their skills and explore concepts and ideas through their representations. Reusable resources such as Lego, Mobilo, Playdough, and Cogs & Gears are available both in the classrooms and on the playgrounds for further spontaneous learning. The children make artefacts using the materials in the classroom to link to the topics taught. There is a shared construction area in-between the PK and K classrooms.

The EYFS covers the corresponding learning goals "Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting its colour, design, texture, form and function." and "They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories" through spontaneous learning opportunities, weekly teacher led art lessons, and peripatetic lessons. Spontaneous learning opportunities are created through making materials accessible so that children are able to imagine and develop their projects and ideas and providing resources for mixing colours, joining things together and combining materials. Art lessons are presented weekly in K classrooms to extend children's experiences and expand their imagination.

Assessment and the EYFS profile

We adhere to the Childcare Act Section 39(1)(a) 2006 which stipulates that Early Years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended 2017). We therefore assess each child at the end of the Kindergarten Year against the 17 Early Learning Goals (ELGs) as set out in the Foundation Stage Profile Handbook 2019 (Standards & Testing Agency, 2019). Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process.

At Broomfield House we collect evidence and knowledge throughout the year to enable us to be able to assess each child against the ELGs throughout the year. We use the Tapestry system which allows us to take observations, evaluate and plan next steps; this information is shared with the parents who are able to add home experiences through photos and videos and make comments on their child's Tapestry. This evidence is used to produce an Early Years Profile for each child in the summer term of Kindergarten. A completed profile contains 20 items of information: the attainment of the child assessed in relation to the 17 ELG descriptors (i.e. whether they are meeting the **expected** outcome for the end of the EYFS, **exceeding** the expected outcome, or if the skill is **emerging**), together with a short narrative describing the child's three learning characteristics. The information in the EYFS profile is passed on to the Year One team at the end of the year to allow them to provide an easy transition into Key Stage One. It is also shared with the parents/carers throughout the year, every three weeks via Tapestry, at our formal parent's evenings in the Autumn and Spring term, and also in our termly reports, which identify targets that we will be focussing on with each child over the following term.

All assessment in Broomfield House EYFS is ongoing: we collect evidence throughout the year and use the descriptors listed in the document '*Development Matters in the Early Years Foundation Stage*' (British Association for Early Childhood Education, 2012) and Early Years Outcomes in Kindergarten, to enable us to monitor and assess children's progress continuously throughout the year and best plan for the future learning and development of the children in our care.

We use a range of methods to assess. We capture spontaneous moments of learning using informal methods such as post-it notes, photos, and work samples. We also plan to observe children using Tapestry, and complete more formal assessments such as practical Mathematics and phonic assessments which are completed on a 1:1 basis with each child. Our assessments are always based on our knowledge of the children in our care.

From September 2019, at the end of Kindergarten year, children will be given a Jolly Phonics reading assessment. Results will be handed onto Y1 teacher. Children needing further support will be reassessed in the autumn term in Y1.

When children enter Broomfield House early years dept. we assess their knowledge of letters and sounds and other areas of the EYFS framework through baseline assessments. These take place in the first 3 weeks in September. This enables us to teach each child to read in a way which best suits their learning style and needs. We assess reading continuously, by reading with every child regularly, normally at least twice a week. This is recorded in a Reading Record, which each child takes home with them on two weekday evenings. The children's parents may also then comment on their child's progress in reading, so as to better inform the teachers, and provide an alternate perspective on each child's abilities.

At Broomfield House we are mindful of the fact that the EYFS profile should not be completed solely with the knowledge of a single practitioner. As such we take into account a range of viewpoints when making our final judgements for the EYFS profile in order to build a more holistic view of each child's skills and achievements. This will include information from other adults who are in contact with the children: teaching assistants, specialist music and drama teachers and support staff (e.g. speech therapists) where applicable. We involve the children in their learning through termly individual "interviews" with their class teacher to find out what they enjoy and think they like and dislike, and what they find challenging and need to improve. Parents also have a view through Tapestry and their comments are recorded during parent evenings.

All assessment at Broomfield House is completed with a view to informing our future planning so that we may best meet the individual needs of each child in our care.

Role of Parents

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks;
- attend report evenings;
- attend any workshops held by staff to support parents at home
- work with their children at home on relevant learning activities initiated by the school.

Curious Learners. Independent Thinkers. Happy Children

- Provide input relating to their child's learning and development to provide the school with a more rounded view of each child's skills and achievements.

Behaviour

At Broomfield House EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at Broomfield House EYFS will use and promote positive language with children where possible. Our behaviour management strategies at Broomfield House EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

To help children reflect on the quality of their behaviour each day we use a sad cloud/sunshine display which evolves for each child every day; we also use a thinking chair for children to use so they can reflect on their behaviour and how they may need to change it.

EAL

In the EYFS we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The EYFS helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ensuring that our teaching and learning environments are supplemented with visual aids and timetables;
- providing a variety of writing in the children's home language as well as in English, if requested;
- providing opportunities for children to hear their home languages as well as English, if requested;
- If necessary, we also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.

For further information, please see Broomfield House EAL Policy.

SEND and Inclusion

At Broomfield House EYFS we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point to exceeding in certain areas of the curriculum. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

At Broomfield House we are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters in the EYFS' (Early Education, 2012). We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- Foundation Stage Profile
- Termly school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

For further information please see Broomfield House SEND policy.

Safeguarding

If a member of staff suspects abuse e.g. through physical injury etc. they must:

1. Record their concerns
2. Report it to DSL immediately, and at least within 24 hours
3. If there is a requirement for immediate medical intervention, assistance should be called for
4. Make an accurate written record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
 - what they have observed and when
 - injuries
 - times when any observations / discussions took place
 - explanations given by the child / adult
 - what action was taken.

The records must be signed and dated by the author

Following a report of concerns from a member of staff, the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm
 - If there are grounds for concerns they must contact Safeguarding Children Team using the details in the school's safeguarding policy.

Broomfield House EYFS Department ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS.

- inform Ofsted/ISI of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.
- Inform Ofsted/ISI as soon as is reasonably practicable, but at the least within 14 days.

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school inclusive of the Early Years Foundation Stage and also Designated Teacher for 'Looked After Children':

Mrs Joanna Pache (Deputy Head)

jpache@broomfieldhouse.com

Direct Line: 020 8940 3884

Mobile: 07730 051 971 (twenty four hours)

Deputy Designated Safeguarding Lead (DSL) and Deputy Prevent Officer for Safeguarding:

Mrs Susie Byers (Headteacher)

head@broomfieldhouse.com

Direct Line: 020 8940 3884

Mobile: 07740 471 069 (twenty four hours)

Governor with Responsibility for Safeguarding

Libby Nicholas (Managing Director)

libby.nicholas@dukeseducation.com

Mobile: 07791 953 552 (twenty four hours)

For further information, please see Broomfield House Safeguarding Policy.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Last reviewed: Dec 2020

Next review: Aug 2021

The next review of this policy will be in August 2021 to adhere to any changes to the Statutory Early Years Foundation Stage 2021