



Early Years Foundation Stage Policy

Author / Role	Head of Nursery, EYFS Lead, Head of Reception - Year 2
Date Published	November 2024
Approving Body	Prep School SLT
Regulatory References	Independent Schools Standards Regulations: 3.74 Providers must make the following information available to parents and/or carers: <ul style="list-style-type: none"> • how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
Date of Review	September 2026

Equality, Diversity and Inclusion Check for new/updated Policy completed by (committee/date):
Prep Executive, October 2024

Documentation Distribution

Please delete as applicable

All staff / volunteers (Prep)	Y
Governing Body	Y
Parents on request	Y
Published on School website	Y
ISI requirement to be available on request	Y
ISI requirement to be on School website	Y
Parent Portal	Y
Staff Hub	Y
ISI Portal	Y
Limited Internal Use Only (state recipients)	N

This policy is considered a 'live' document and will be updated as statutory guidance is released

In policies St Bede's School Trust Sussex may be referred to as Bede's/the School/the Trust.

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values

Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

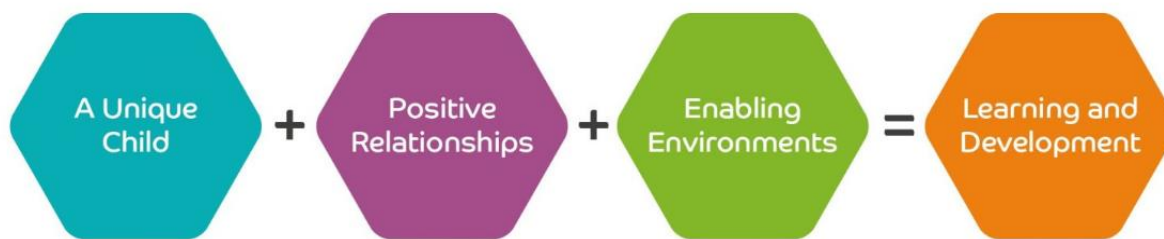
We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Our Core Purpose and Policy Principles/Aims:

At Bede's Prep School, we believe that the Early Years Foundation Stage (EYFS) is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children's first educators and that they are active partners in their child's education.

At Bede's we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best that they can be. Our curriculum enables as many children as possible to achieve a Good Level of Development (GLD) by the end of their time in EYFS and we build on this in subsequent years.

The Policy for Bede's Early Years Foundation Stage Provision is directly related to our school vision, values and ethos. It documents further aims and strategies we employ in order to address the four overarching principles of EYFS:



- Every child is a **Unique Child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **Positive Relationships**
- Children learn and develop well in **Enabling Environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from strong partnership between practitioners, parents and/ or carers.
- We recognise the importance of all areas of **Learning and Development**. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the care and education of all children in EYFS, including special educational needs and disabilities and English as an Additional Language.

Early Years education seeks to provide: -

- A. Quality and consistency in the Early Years setting so that every child makes good progress and no child gets left behind.
- B. A secure foundation through learning and development opportunities which are focused and planned around the needs and interests of each individual child. Children's learning and development are assessed and reviewed regularly against age appropriate developmental stages.
- C. Close partnerships between practitioners, parents and/or guardians is paramount in each individual child's learning and developmental journey.
- D. Equality and equity of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Statutory Guidance:

EYFS Statutory Framework (Nov 2024)

Associated Trust Policies:

- Admissions Policy & Procedure (Trust including EYFS)
- Anti-Bullying Policy (Trust including EYFS)
- Behaviour Policy (Trust including EYFS)
- Child Protection Policy (Trust including EYFS)
- Educational Visits Policy (Trust including EYFS)
- Health and Safety Policy (Trust including EYFS)

- Intimate Care Policy (Trust including EYFS)
- General Medical and Welfare Policy (Trust including EYFS)
- Safeguarding Children Uncollected Child policy (EYFS)
- Special Educational Needs Policy (Trust including EYFS)
- Supervision of Pupils Policy (Trust including EYFS)
- Staff Supervision Policy (EYFS)

1. Intent

- I. At Bede's, our carefully planned curriculum, quality interactions and use of assessment ensures we address the 7 key features of effective practice:
 - Providing the best for every child
 - Offering consistent, high quality care for all children
 - planning a curriculum with a focus on what we want children to learn
 - using a range of different approaches to ensure our pedagogy is effective in helping children to learn
 - Implementing a range of assessment strategies to check what children have learnt in order to inform future planning
 - Supporting children to develop their self- regulation and executive function
 - Developing a strong partnership with parents through positive and regular communications
- II. We understand that children learn best when they have secure attachments with caregivers, form positive relationships and are absorbed, interested and actively involved in their play. We understand that 'active learning' involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our EYFS setting has an underlying ethos of 'Learning through play.' We strive to equip children with a love of learning and a natural curiosity. Play is essential for children's development across all curriculum areas, both inside and out. Play builds upon children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.
- III. We recognise that teaching can take place at all times of the day through adult led interactions as well as through independent play both inside and outside the classroom. We strive to make our classrooms irresistible to children and encourage staff to seize every opportunity for teaching.
- IV. Learning at Bede's is fun and engaging. We strongly believe in hands-on learning and valuing the importance of the outdoor environment to develop and support children's thinking and problem-solving skills. We provide children with a safe and stimulating environment.
- V. Every child is unique, joining us with their own set of experiences, prior learning and knowledge linked to their culture and wider family. We pride ourselves on listening to children and those who care for them, using this information to personalise each child's learning.

- VI. We are fully committed to giving our children the very best possible start to their school life, teaching them skills that ensure their well-being now and success in the future. We plan transition activities so children transfer between classes smoothly and confidently. Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- VII. We encourage children to embrace school life and learn about our core values, which are to be Compassionate, Courageous, Curious and Conscientious. These core values are embedded throughout our practice, alongside our Values Characters to support and encourage internal motivation and independence;
- Compassionate Chameleon
 - Curious Cat
 - Courageous Crocodile
 - Conscientious Camel

2. Implementation

- I. To implement our EYFS curriculum, we begin by observing the individual needs of our children and take into account their different starting points to develop our flexible curriculum. This enables them to begin their learning journey, at a point that is suitable for their unique needs and stage of development.
- II. Our Early Years setting, including Reception, follows the curriculum as set out in the 2024 EYFS statutory framework. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected sections. The Prime areas are seen as particularly important for igniting curiosity and enthusiasm for childrens' learning and for building children's capacity to learn, form relationships and thrive.
- III. The Areas of Teaching and Learning are:

Prime Areas:

1. Communication and Language
 - Listening, attention and understanding
 - Speaking
2. Personal, Social and Emotional Development
 - Self-Regulation
 - Managing self
 - Building relationships
3. Physical Development
 - Gross motor skills
 - Fine motor skills

The Prime Areas are strengthened and applied through 4 Specific Areas:

1. Literacy
 - Comprehension
 - Word reading
 - Writing

2. Mathematics
 - Numbers
 - Numerical patterns
 3. Expressive Arts and Design
 - Creating with materials
 - Being imaginative and expressive
 4. Understanding the World
 - Past and present
 - People, culture and communities
 - The natural world
- IV. We also believe that learning is underpinned by the characteristics of effective learning. The characteristics of effective learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child.
- V. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn. The three characteristics of effective teaching and learning are:
- a) **Playing and Exploring** - children investigate and experience things and 'have a go';
 - b) **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
 - c) **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.
- VI. Staff at Bede's observe very carefully how children learn and monitor their progress. Through both observation and quality interactions, staff will gain an insight into each child's development as well as their interests and likes. From this, and from analysis of data and ongoing assessments, areas of learning are planned for through a series of topics initiated by the pupil's interests, each of which offers experiences on all seven areas of learning.
- VII. Using a wide range of resources and materials available through our enabling environment and rich continuous provision, children will be developing skills across all the prime and specific areas of learning. Nursery staff engage with the children and support their progress using open-ended questioning to provide challenges across the seven areas of learning. In Reception, children follow an enquiry-led curriculum, which is a continuation of the child-led planning from Nursery.
- VIII. In order to support planning, staff will select a wide range of appropriate fiction and non-fiction texts according to children's interests and within the terms overarching theme e.g. Autumn. These carefully selected books may well change each academic year depending on the children's likes and interests allowing for flexibility. Books will be selected for their use of language, repetition and storytelling. Good quality texts provide opportunities for role-play, speaking and listening, sharing and developing interpersonal skills.
- IX. In addition to our progressive and flexible planning, our EYFS children at Bede's have the opportunity to enjoy and participate in a broad range of extra-curricular activities starting with music lessons at 18 months. Upon entry to the Rainbow Fish class our children begin with

swimming, forest school and dance lessons. From Preschool upwards, children are also able to participate in optional ballet and tennis lessons. In the Reception class, there is a broad range of extra-curricular activities on offer.

- X. The curriculum is delivered with a balance of small and larger group teaching sessions and a play-based approach. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults to develop knowledge and skills.
- XI. This is supported by a rigorous continuous provision, with provocations and enhancements added regularly to support learning objectives.
- XII. During children's play, early years' practitioners interact to stretch and challenge children further. At appropriate opportunities the adults will:
- a) Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
 - b) Extend vocabulary and skills
 - c) Encourage independence
 - d) Add resources that engage, stimulate and motivate the learner
 - e) Demonstrate model and work alongside children
 - f) Help children see links in their learning
 - g) Support and encourage children
 - h) Encourage children to be problem solvers, problem setters and investigators
 - i) Re-direct play if necessary
 - j) Help children to learn how to negotiate and resolve conflict
 - k) Promote children's well being
 - l) Observe and assess learning
 - m) Record judgments and plan for next steps in learning
 - n) Provide feedback to child/parents/other adults
 - o) Provide an irresistible environment for children to explore
 - p) Ensure the environment is safe, secure, welcoming and that the welfare requirements are in place
- XIII. We pride ourselves on listening to children and those who care for them, using this information to personalise each child's learning. Developing positive partnerships with parents and/or carers and other practitioners linked to supporting children in our Early Years.
- XIV. 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 challenging and enjoyable experiences. Where a child may have a special educational need or disability, we discuss needs with our School SENDCo and, linking with relevant services from other agencies, where appropriate. Staff follow guidance that has been offered to support children. We also provide intervention where appropriate. Our school Learning Enhancement provides support with behaviour and nurture and where necessary further guidance from outside agencies is sought.
- XV. 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 to provide a well-rounded picture of their child's knowledge, understanding and abilities.

- XVI. In Nursery, 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 also helps families to engage with more specialist support, if appropriate.
- XVII. Effective practice in relation to each of the four overarching principles of EYFS, the seven key features of effective practice and the characteristics of effective teaching and learning is detailed in the latest statutory framework for the Early Year Foundation Stage. Alongside this, we use the supporting documents from the Development Matters September 2023.

3. Impact

- I. At Bede's, ongoing assessment is integral to the learning and development process. It is based around observation and the recording of development and progress.
- II. In both the Nursery and Reception, practitioners and teachers observe and use formative and summative assessment to gauge a child's baseline level of development within the first 4 weeks of starting.
- III. Subsequently, ongoing observation, assessment and evaluation are used throughout the year to inform planning which allows the children to succeed in their next steps of learning and ensures that each child's differing needs are fully met. Staff regularly observe pupils to identify their level of development, interests and learning styles. Staff also take into account observations shared by parents and / or carers.
- IV. At the end of Reception, the Reception teacher completes the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:
 - meeting expected levels of development
 - not yet reached expected levels of development (emerging)The EYFS profile is submitted to the Local Authority (LA) when requested each summer term. The LA is under a duty to return this data to the relevant government department. This information is also shared with parents and carers when requested.
- V. Quality and consistency in teaching and learning enables every child to make good or better progress.
- VI. Assessment opportunities include:
 - a) Progress check at Age 2
 - b) Reception Baseline Assessment
 - c) After a six-week period in Nursery, during which children are given time to adjust to a new environment or routine, a baseline assessment will be conducted to determine their developmental progression
 - d) All observations, assessments and recording are an integral part of teaching, as they inform future planning for children's needs and development;

- e) Careful observation carried out whilst children are engaged in child-initiated activity/play or Key Person group time/whole class teaching, in order to gain an insight into children's level of understanding related to specific skills and concepts;
 - f) Informal observation both in the background and whilst interacting with children;
 - g) Discussions with staff, parents and children about their interests and their learning;
 - h) Exchange of information with parents at parent teacher meetings providing a two-way process where teachers and parents share their understanding of a child;
 - i) Pupil progress meetings with either the Senior Leadership Team for children in Reception or with the Head or Deputy Head of Nursery for all other children.
 - j) Information is gathered from the previous setting where possible and at the end of the PreSchool/Reception year each child's progress is discussed with the receiving school/teacher;
 - k) The Head of Nursery and the Reception Teacher work with other leaders and the Year 1 teachers to assist transition and planning for each child.
- VII. Teachers in the EYFS use Tapestry, an online learning platform, to collect observations of key learning moments that we share with parents. We also encourage parents to contribute towards their child's learning journey and promote frequent dialogue so that we can work together in order to achieve the very best possible outcomes for each child. We understand how vital it is for us to work together with parents to share information about their child's progress and share strategies to support their next steps.
- VIII. A separate online app called 'Classlist' is used to communicate group messages and promote whole school events and key memos.
- IX. In Nursery parents receive daily feedback and an annual written report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress and their characteristics of how they learn. In Reception, parents receive formal reports twice a year summarising their child's progress in each area of learning. In addition, both Nursery and Reception have parent-teacher meetings at least twice throughout the year.

4. Structure of the Early Years Foundation Stage (EYFS)

- I. Our Early Years Foundation Stage consists of a large Nursery with 4 different age groups, from 3 months to 4 years and a Reception Class. We comply with statutory guidance for staff:child ratios.
- II. **Nursery**
There are currently 84 places per session in the Nursery for children aged 3 months to 4 years. Various sessions are available between the hours of 7.45am - 6pm. From September 2024, all eligible working parents of children aged nine months up to three-years-old will be able to access funding for up to 15 hours per week of education and care. Up to 30 hour funding is also available to eligible working families of three and four-year-olds,
- III. Sessions available are:
 - a) AM session 8am-1pm
 - b) School day: 8am-4pm

- c) PM session: 1pm-6pm
- d) Extended day: 8am-6pm
- e) Breakfast club: 7.45am-8am
(adult to child ratios adhered to at all times)

IV. **Reception**

- a) One form entry
- b) Times 8.10am - 3.50pm, Lunch 12 - 1pm
- c) After school clubs available to 4.30pm
- d) Wrap around care is available until 6.00pm
(Staff: 1x Qualified Teacher and 1x NCFE CACHE Level 3 for early Years Qualified Teaching assistant)

5. **Transition**

- I. We view transition as a very important process and we aim to provide all children with a great start to making positive relationships and settling into new routines and environments. We strongly believe that transition is central to young children's development and emotional wellbeing.

II. Nursery Transition

- a) Transition packs which include room information, staff photos, room routines, all about me forms, M.A.G.I.C health book.
- b) Initial visit and Tour
- c) Settling in sessions (the amount of sessions is dependent on the individual child.)
- d) Transition information evenings for when children transition rooms.
- e) Transition reports are sent to new settings when children leave Preschool, ready to begin their journey in Reception class

III. Reception Transition

- a) Parents Information evening
- b) Transition morning - playground/beach
- c) Storytime sessions
- d) Regular transition sessions during the summer term
- e) Information sharing with new teachers.
- f) New children Tea party

IV. Year 1 Transition

- a) The Year 1 teacher and Reception teacher have a pupil progress meeting to discuss the end of year data.
- b) A transition sheet is completed for the Year 1 teacher in order to plan a curriculum that meets the needs of the class.
- c) 'Moving up morning' - all Reception children go to their new class and teacher for the morning in the summer term.

6. Home/School

[Link](#)

- I. It is recognised that parents, carers or guardians are the prime educators for a child. When parents/carers/guardians and practitioners work together in Early Years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.
- II. This is developed by:
 - a) Outlining the school's expectations when new families join the setting.
 - b) Communicate to parents/carers/guardians, through various means, the value of supporting their child's learning at home.
 - c) Operating an 'open door' policy, whereby parents/carers/guardians can come into School and discuss concerns and developments in an informal manner.
 - d) Encouraging parents/carers/guardians to promote a love of books by reading regularly to their children and in Reception to listen to their child read at least 4 times a week and to comment on reading progress in a reading diary (only applies in Nursery if applicable).
 - e) Encouraging relevant learning activities to be continued at home and ensuring that experiences at home are used to develop learning in School.
 - f) Discussing children's individual next steps with parents/carers/guardians as appropriate.
 - g) The use of Tapestry for home/School links.
 - h) Parents are invited to Parent Consultations, Information Evenings and Transition evenings throughout the academic year.

7. Equal Opportunities

- I. The aim within the Early Years Setting at Bede's Prep School and Nursery is to provide all pupils regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of School life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. Please refer to the Trust Special Educational Needs Policy for further information.

8. Monitoring Arrangements

- I. This policy will be reviewed and approved by the Assistant Head of Nursery and Pre-Prep, Head of Nursery and EYFS Lead every 2 years.
- II. At every review, the policy will be shared with the governing board. The EYFS also adheres to the whole school policies in general and are currently being reviewed to add additional EYFS specific information.