

Bridge Hall Primary School
Early Years Foundation Stage Policy



Excellence Community Inclusion

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Rationale

"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."

EYFS Statutory Framework, October 2024

"When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters, September 2023

At Bridge Hall Primary School, the Early Years Foundation Stage is viewed as a distinct phase of education, which blends the care and educational development of our youngest pupils. All children are unique and bring with them different experiences and learning which we acknowledge and build upon, through a close working partnership with the parents and carers of our children.

Intent

At Bridge Hall Primary School, we provide a safe, secure and welcoming environment where children are encouraged to take risks in their learning and grow in confidence. We deliver high quality teaching and learning with varied experiences, within a culture of care, challenge and support. We believe that every child has the right to be the best they can be and our curriculum enables as many children as possible to thrive and reach a Good Level of Development (GLD) by the end of their time in the Early Years Foundation Stage (EYFS), setting them up for further success in subsequent years.

Our EYFS policy is directly linked to our school vision and values, and the statutory framework for the EYFS.

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

- In EYFS, we strive for **Excellence** in all we do, removing barriers to learning and providing a broad curriculum that focuses on key knowledge to enable our pupils to thrive, alongside opportunities for our pupils to gain new experiences.*
- Our close-knit **Community** ensures we have strong relationships with our families, and parents and carers are active partners in their child's education, enabled our youngest pupils to get the best start in their educational journey.*
- We are proud of our focus on **Inclusion**, meeting the needs of all of our learners through our broad curriculum and valuing the previous experiences of individual members of our community.*

Implementation

Our carefully planned curriculum, high quality interactions and use of assessment ensures that we address the seven key features of effective practice:

- Provide the best for every child.
- Ensure all of our children in the EYFS receive high quality care from all practitioners.
- Plan and deliver a coherent curriculum that sets out what we want our children to learn.
- Organise enabling environments for high-quality play and using a mix of approaches to ensure our pedagogy is highly effective.
- Use ongoing assessment, noticing what children can do and what they know to inform future planning.
- Support children to develop their self-regulation and executive function.
- Work in partnership with parents.

The Areas of Teaching and Learning

The Early Years at Bridge Hall follows the EYFS Framework, which includes the seven holistic areas of learning and development. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive, whilst the specific areas strengthen the prime areas and provide strong foundations for children to progress through their school career.

The prime areas are:

- Communication and Language
 - Listening, attention and understanding
 - Speaking
- Personal, Social and Emotional Development
 - Self-regulation
 - Managing self
 - Building relationships
- Physical Development
 - Gross motor skills
 - Fine motor skills

The specific areas are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Numbers
 - Numerical patterns
- Understanding the World
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive Arts and Design
 - Creating with materials
 - Being imaginative and expressive

In Early Years, teaching takes place at all times of the day, through direct teaching, adult interactions with pupils and pupils' use of the classroom environment, both inside the classroom and out. Purposeful play is a central component to our children's success at Bridge Hall. Play enables our pupils to make sense of the world around them and explore the experiences they have in a safe environment. Well planned continuous provision enable the children to revisit and hone their skills, with enhancements to the resources to allow further development of knowledge and understanding.

The role of the adult is as a facilitator of children's learning. At appropriate opportunities, the adults will

- Question children to push their thinking further*
- Observe children to see how best to move their learning forward*
- Comment on children's actions, thinking aloud next steps, thoughts and ideas*
- Support children to carry out investigations*
- Record findings*
- Check and question findings*
- Present explanations*

Our Early Years curriculum is built around 'I wonder' statements that aim to provoke a sense of curiosity about the world and our pupils' place in it. The statements enable practitioners to spark children's interest and then follow that interest, which ensures that children's starting points are fully understood and their engagement in the learning is high. Across the Early Years phase, the 'I wonder' statements build on prior knowledge and ensure that learning is revisited and consolidated.

<i>Term</i>	<i>Cycle A</i>	<i>Cycle B</i>
<i>Autumn 1</i>	<i>I wonder if all families are the same</i>	<i>I wonder who my friends will be</i>
<i>Autumn 2</i>	<i>I wonder if dark is important</i>	<i>I wonder how we will celebrate</i>
<i>Spring 1</i>	<i>I wonder what I will be when I grow up</i>	<i>I wonder what makes a hero</i>
<i>Spring 2</i>	<i>I wonder if it is real</i>	<i>I wonder how things can change</i>
<i>Summer 1</i>	<i>I wonder what's in the garden</i>	<i>I wonder if I could have a pet dinosaur</i>
<i>Summer 2</i>	<i>I wonder what kind of journeys we can make</i>	<i>I wonder who lives there</i>

Impact

At Bridge Hall, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their interests, learning styles and level of achievement. This assessment is then used to support pupils to move on in their learning. Staff also value and take account of parent and carers observations of their children. These can be shared with staff at drop off and collection times or via the Early Years electronic learning journey, Tapestry Journal. We also use a range of assessments, both formative and summative, with individual pupils at various points including phonics screening, WellComm, language link and assessment of fine and gross motor control.

At the end of Reception, teachers 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
- not yet reaching expected levels ('emerging').

The profile reflects ongoing observations and discussions among teachers working with the children. The results of the profile are shared with parents and carers. EYFS profile data is submitted to the Local Authority (LA) in the summer term when these are requested. The LA is under a duty to return this data to the relevant government department. We hold parents' evenings three times a year, in November, March and July. A written report is provided in July and it is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

(This policy sits alongside the following agreed policies: Assessment Policy; Inclusion Policy; Intimate Care Policy; Transition Policy)