



Embracing Diversity, Building a Brighter Future Together

**The Early Years Foundation Stage Policy**

**VISION STATEMENT/ SCHOOL AIMS**

At Boothferry Primary School our multi-cultural community places family at its core. Our innovative, international curriculum provides opportunity and experiences that enable our children to become ambitious, resilient learners. Our EYFS provision supports children to develop the skills necessary to successfully access the National Curriculum in Year 1.

All members of our school community aspire to achieve their full potential. This ensures that all children make the best possible progress from their starting points and are supported to achieve high level academic skills. By developing secure foundations across the areas of learning in EYFS, we are confident that children are able to commence their National Curriculum studies in Key Stage 1.

We recognise and appreciate our responsibilities for ourselves and the wider world.



**Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

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Head Teacher Mr Mike Sibley  
 Deputy Head Mr Steven Capewell  
 Assistant Head Miss Emily Ware  
 boothferry.primary@eastriding.gov.uk  
 www.boothferryprimary.co.uk  
 @boothferryPS



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## **Introduction**

The Foundation Stage applies to children aged from birth to five years old (end of the Reception year). In our school, children can enter the Foundation unit when they are three years old and join the Nursery (F1), or the Reception classes (F2) in the year in which they turn five years old. A vast majority of Nursery children continue their foundation education within the school's Reception classes. Compulsory education for young children begins at the start of the term after their fifth birthday. Within the Nursery, places are allocated on a 15 or 30 hour basis, depending on your eligibility. Click [here](#) for more information on eligibility one Childcare Choices. Occasionally, where space allows, parents/carers of children who attend for 15 hours may be given the option to purchase additional sessions for their child. Reception children attend full-time education from the September at the start of their Reception year unless alternative arrangements have been made.

This policy is based on requirements set out in the 2021 [Statutory framework for the Early Years Foundation Stage](#) (EYFS).

## **Admissions:**

### **Admission to Nursery:**

The school keeps a waiting list of applicants for Nursery places and children's names can be added to this at any age prior to starting. Children are admitted in the September and January (if there are spaces) of each year. Attendance at Boothferry Primary School Nursery is **NOT** a guarantee of a Reception school place. Places are allocated on a first come, first served basis in the order of the returned completed Nursery option forms in the Summer term. Allocated places that are not taken up straight away within the first three weeks of the term or where a child has an unauthorised absence of two weeks will be given to the next child on the waiting list.

### **Admission to Reception Class:**

The school follows the Local Authority Infant and Primary Schools 'Guidance for Schools' policy. Places must be applied for through the local authority portal.

The foundation stage is a crucial period in a young child's life establishing firm foundations for their future education, achievements and well-being. The school's foundation stage follows the clear aims and guidance of the Early Years Foundation Stage (EYFS) to ensure that all the children stay safe, healthy, enjoy achieving, make a positive contribution, and achieving economic well-being. The framework allows for continuing quality and consistency of early years education within the school and an overall ethos of reflection and evaluation of practice. The statutory framework for the EYFS forms the back bone of the principles and practice throughout the foundation stage at Boothferry Primary School. The foundation unit adheres to the legal requirements set out in the statutory framework to ensure learning and development as well as safeguarding and welfare requirements are met and achieved.

## **Nursery General Information**

Boothferry Primary School Nursery runs two sessions per day. Please note there is a maximum of 26 places per session to be offered on a first-come, first served basis for Nursery children. Where possible, we work to accommodate parents' choice as to which 3 hours sessions they wish to attend. This is available during term time **only**.

If you choose to use some of your childcare entitlement with another provider e.g. a child minder or another nursery, you will need to inform us of this. Should you become eligible mid-term – funding will begin at the start of the following term. Funding is then awarded term – by – term and a new declaration will need to be made. School will advise when this is due.

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Nursery times: Morning session 8:45-11:45am. Afternoon session 12:30 – 3:30pm. We also offer a number of places for Nursery children to stay for the lunch time period (with a meal provided at a charge of £3.20 a session). Children who would be eligible for Free School Meals are only eligible if they are attending Nursery before and after lunch. For these children, a **£1.20** charge will be made per session to cover supervision.

### **Our Foundation Stage Unit:**

Our Foundation stage unit consists of three classes; one Nursery class, and two Reception classes. Children within all three classes have access to the full unit (3 classrooms), our creative area and our outdoor area, in all weathers. There are three qualified teachers and six support staff who interact daily with children across the unit; supporting, scaffolding, challenging and extending their learning through a range of adult-directed and child-initiated learning pathways. A child's key person is their class teacher.

### **Principles and Objectives**

At Boothferry Primary School it is our objective to follow the statutory framework and guidance set out in 'The Early Years Foundation Stage' (EYFS) document. This is a birth to 5 years framework caters for the diverse needs of all children within our Foundation Stage unit. The EYFS curriculum sets the standards for learning, development and care for children during the Foundation Stage. The aim of the foundation stage is that every child should have the best possible start to their education, laying firm foundations for learning, achievement and well-being for their future education in order for them to achieve their full potential and be ready for school. Their early experiences have a major impact on their future chances. The foundation stage aims to offer a safe, secure and happy environment for young children in which they can personally succeed in their own right with the support and encouragement of the various adults around them.

Our objectives in the foundation stage are:

**To set standards for learning:** ensuring that every child progresses, making the most of their abilities and talents in order to reach their potential.

**Provide for equality of opportunity:** ensuring no child is disadvantaged whatever their background (religion, cultural, medical or social).

**Create a partnership:** for working with parents and other professionals between all settings that the children attend in order for them to develop their capabilities and potential (such as child minders, other foundation settings, speech and language support, EAL support, social services etc...).

**Improving quality and consistency:** providing clear standards and expectations and ending the distinction between care and learning. Moderation and monitoring of teaching and learning is an ongoing process and shared between the unit staff, other foundation unit settings and other staff within the school where appropriate.

**To plan for the individual needs and interests of the child:** This is informed by ongoing observational assessments and allows for a flexible approach to planning providing rich and personalised learning experiences. Planning is built around prior knowledge of the child and their abilities, talents and interests.

**The 4 overarching principles set out in the EYFS Framework** underpin the planning, assessment and practice of the foundation unit.

The four main principles are:

- A unique child – every child is a competent learner.
- Positive relationships – children learn to be strong and independent.
- Enabling environments – supporting and extending a child's development, responding to their individual interest and needs.
- Learning and development – 3 Prime and 4 Specific areas of learning and development.

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In the Foundation Stage, these four principles are the focus for planning and teaching and learning. It is only when these three are in place and effective that the fourth theme, Learning and Development, occurs.

Characteristics of Effective Learning	Areas of Learning and Development
<b>Playing and Exploring</b> <b>ENGAGEMENT</b> Finding out and exploring Playing with what they know Being willing to 'have a go'	<b>Prime Areas</b> Personal, Social and Emotional Development Physical Development Communication and Language
<b>Active Learning</b> <b>MOTIVATION</b> Being involved and concentrating Keep trying Enjoying achieving what they set out to do	<b>Specific Areas</b> Literacy Mathematics Understanding the World
<b>Creative and Critical Thinking</b> <b>THINKING</b> Having their own ideas Making links Working with ideas	Expressive Arts and Design

**Curriculum Content**

The Early Years Foundation Stage Profile (EYFSP) provides the curriculum framework for all practitioners working with children from birth to the end of the Reception Year. This guidance is inclusive of all practitioners working within the Foundation Stage. The Foundation Stage is valued as a stage in its own right. It establishes expectations for most children to achieve by the end of Reception Year. Learning and Development is organised into 7 Areas of Learning.

**The 7 Areas of Learning**

The 7 Areas of Learning are divided into 3 Prime Areas and 4 Specific Areas. All the areas of learning are interconnected. The 3 Prime Areas underpin everything with the EYFS unit and are particularly crucial for providing a secure foundation upon which the Specific Areas can be developed.

**The 3 Prime Areas are:**

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

**The 4 Specific Areas are:**

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

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The children progress through various stages of development in each area of learning. The **Early Learning Goals** form the final level of attainment within the Foundation Stage in the Reception Year. The children's progress in the 7 Areas of Learning is reported to parents at the end of their time in Reception. We also offer parent's meetings each term where we discuss children's most recent learning and plan shared next steps.

**Communication and Language** development gives children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations such as conversation, story-telling and role play. We share news from home through circle times. Children participate in Storying, which gives them the opportunity to share their stories with their peers. The development of children's spoken language underpins all seven areas of learning and development in our unit.

**Personal, Social and Emotional Development** helps children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Through play, children learn to cooperate with others, to share and take turns and form friendships. They learn how to look after their bodies, including healthy eating and manage personal needs independently.

**Physical Development** is vital in children's development, enabling them to pursue happy and active lives. We provide opportunities for young children to be active and interactive; and to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Children develop proficiency, control and confidence through play with small world activities, puzzles, arts and crafts and the practise of using small tools. Gross motor development is encouraged through the use of the outdoor play equipment and weekly PE sessions in the hall where we move to music or play active games.

**Literacy** development encourages children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Comprehension develops when adults share books, rhymes, poems and songs with children. This leads into teaching skilled reading. The EYFS unit is a language rich environment, both written and spoken. Writing involves transcription and composition. Children take part in many fine motor activities to develop purposeful mark making.

**Mathematics** provides children with opportunities to develop and improve their skills in counting, developing a deep understanding of the numbers to 10, the relationships between them and then patterns within those numbers. Children are provided with frequent and varied opportunities to build and apply this understanding. There are rich opportunities for children to develop their spatial reasoning skills across all area of mathematics including shape, space and measures.

**Understanding the World** guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We work to foster children's understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. We encourage children's interests and curiosity and use open ended questioning, e.g. "I wonder...", "What might happen if...".

**Expressive Arts and Design** encourages development of children's artistic and cultural awareness, and supports their imagination and creativity. We have a role play area throughout the year which links to the children's interests and/or class topics.

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Children are able to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through the arts. We encourage children to 'have a go', learning new things and be adventurous.

### **The Characteristics of Effective Learning**

The EYFS also highlights the Characteristics of Effective Learning. These detail how a child learns and engages. Understanding this helps us to tailor learning opportunities to suit each child. The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all inter-connected. To learn well, children must approach opportunities with curiosity, energy and enthusiasm.

The Characteristics of Effective Learning are as follows:

#### **Playing and Exploring:**

- Finding out exploring
- Playing with what they know
- Being willing to have a go

#### **Learning Actively:**

- Being involved and concentrating
- Keeping trying
- Enjoying and achieving what they set out to do

#### **Creating and thinking critically:**

- Having their own ideas
- Making links
- Choosing ways to do things

Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Children are taught and learn through child/self-initiated play, teacher-initiated activities and teacher led activities. Children's self-initiated learning is facilitated through carefully planned and continually enhanced areas of provision (i.e. maths area, writing area, construction area, water and sand, role-play, music, computers etc...). Ongoing assessment enables practitioners in the unit to recognise children's progress, understand their needs, and plan activities and support. It involves practitioners knowing children's level of achievement and interests, and then shape teaching and learning experiences accordingly, often in the moment.

Other learning takes place through more structured teacher initiated and teacher led activities. Children experience some short whole class/group sessions and may work within small groups. All foundation stage children are given many chances to talk, share ideas and review what they are learning and have achieved. Children use a wide range of ICT to support and enhance their learning throughout the seven areas of learning.

Across the Foundation Stage Unit, children have a wide range of abilities, and the Unit provides suitable learning opportunities for all children by matching the challenge of the activities and provisions offered to

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the ability of the child. This is achieved through a range of strategies, and effective assessment. The areas of provision provide resources and experiences for both Nursery and Reception children and they are enhanced to reflect the children's needs and interests, and provide challenge. In some lessons, learning opportunities are provided through differentiated group work. Teaching Assistants and Nursery Nurses are used to support some children, provide effective intervention and to enable work to be matched to the needs of individuals.

We understand the importance of sometimes observing children rather than interfering with their interactions. We aim for high quality, purposeful interactions between staff and children.

Where possible, children in EYFS take part in whole school events such as Science Week, Art Week etc. EYFS join the school community to celebrate Christmas and Sports Day.

### **Provision**

Our Foundation Stage Unit consists of both Nursery and Reception children. Both Nursery and Reception children share the same facilities and resources but the activities and tasks are relevant to their learning and development. A child's teacher is their key person.

We have a team of highly qualified, dedicated, professional and caring Early Years teachers and support staff who plan and work closely together to provide a high quality curriculum.

- We value our parent partnership with an open door policy.
- We have generous ratios which ensure that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence.
- Our teachers provide an individual education planned around the needs and experiences of each child, so that true potential can be nurtured and realised.
- We provide a rich variety of academic, social, artistic, musical and sporting experiences.
- We have welcoming, child-friendly and stimulating indoor and outdoor areas.
- Routines are established so that children feel confident to access the activities and environment independently.
- Resources are clearly labelled and easily accessible.
- Children are encouraged to become resilient learners.

### **Enabling Environments**

We aim to ensure that our EYFS learning environment supports and extends children's development. The provision within our Unit adapts and changes throughout the year to meet the needs of children in both Nursery and Reception. We provide opportunities to develop social and communication skills through teamwork and play. All Early Years children have access to a lovely outdoor space. Learning environments both indoors and outside are set up to support and extend children's learning in all areas of the curriculum. During free flow sessions, children are encouraged to access both the indoor and outdoor provision. Children are not allowed outside without adult supervision; ratio guidelines are always met.

The learning environment is planned both for indoors and outdoors with resources reflecting their life experiences and the wider world. It is free from stereotypical images and discriminatory practise. The local community and school environment are a rich resource exploited for its teaching and learning opportunities.

### **Resources**

There is a wide range of resources available for the implementation and the delivery of the EYFS. The areas of provision within the Unit form the basis of the curriculum for all the Nursery and Reception children. The resources are well organised, clearly labelled and of a very good quality and quantity. They are clean, well

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maintained and stored safely within the Unit. Children have access to a vast range of stimulating resources promoting independence, responsibility and ownership.

Whilst **inside**, children are able to access a wide range of activities, such as (but not limited to):

- Imaginative play in our role play areas
- Stories and puppets in the book corner
- Mark making and early-writing activities
- Manipulative activities – dough, threading, pegs and other fine motor activities
- Sand/water tray
- Art and Craft activities
- Construction and small world
- Puzzles
- Messy play – e.g. corn flour, bubbles, shaving foam and jelly.
- Science based investigation activities
- Counting activities
- Singing, action rhymes and music sessions

Our **outside** area provides opportunities for children to take part in activities such as (but not limited to):

- Riding bikes, trikes and scooters
- Building using community construction wooden blocks
- 'Magic' water writing/painting
- Gardening
- Exploring the bug garden and observing mini-beasts
- Sand and water play
- Balancing on stilts
- Ball games
- Large-scale mark-making, e.g. using chalks
- Small world play including trucks, dinosaurs and dolls house
- Counting activities and number recognition
- Den building

### Planning and the Curriculum

The majority of the planning which takes place within the Foundation Stage occurs in-the-moment. We work this way because:

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

*From National Standards document Learning, Playing and Interacting P.22 - 23*

We acknowledge that it is during child-initiated activity that children show high levels of involvement and at this point, when the brain is most active, progress and development occurs. Many of our resources are accessible to the children at all times, giving them the opportunity to independently select resources to support their chosen activity. We allow children the opportunity to explore and to play without imposing on them our own ideas and

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anticipated outcomes. Practitioners make enhancements to the provision, based on what they learn from their interactions with the children, designing them to ensure progress and interest is maximized.

Practitioners plan discrete teaching sessions and activities designed to ensure that all children are given the skills they need to access and achieve across the curriculum. The sessions and activities we design also aim to inspire awe and wonder in all our children. All practitioners ensure that planning is flexible and stems from the children's interests, talents, needs and abilities. Our EYFS provision supports children to develop the skills necessary to successfully access the National Curriculum in Year 1.

Each week we have 'Focus Children' in both Nursery and Reception. A pre-week questionnaire is sent out to gain information from the home environment. During the day whilst the children access the provision available, staff approach the children (when appropriate to do so), engage with them, play with them and support their independent learning and development. Planning sheets are completed for each child, by all adults across the setting. Key teaching and learning are recorded. At the end of the week, class teachers meet with parents to discuss their child's attainment and progress and to agree next steps for the child, planning support which can be offered by both home and school.

"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations..."

Ofsted, April 2021

### **Planning, Observation and Assessment**

In Nursery and Reception, the children will be regularly assessed by their Class Teacher and Support Staff. This is achieved through observation and assessment, which in turn feeds practitioner's knowledge of the child. These observations and assessments are not always written down, but are used by practitioners when considering how to support children in developing their individual skillset in preparation for Year 1. We do not want adults taken away from supporting the children in the provision to write up lengthy observations. Observation and on-going formative assessment are at the heart of effective Early Years practice. Staff achieve this through:

- observing children as they act and interact in their play, everyday activities, child-initiated activities and adult-led activities, and learning from and sharing with parents about what the child does at home.
- observing what children can do and identifying their next steps in development.
- considering ways to support the child to strengthen and deepen their current learning and development.
- know children's level of achievement and interests, and then shape teaching and learning experiences for each child reflecting that knowledge.
- considering the individual needs, interests and stage of development of each child in their care.

This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Reception staff carry out an initial statutory baseline assessment for each child (Reception Baseline Assessment or RBA). They will then continue to regularly assess the children using our school EYFS progression document to assess if children are on track. The RBA focuses on Language, Communication and Literacy and Mathematics. The purpose of

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this is to show the progress children make from Reception until the end of Key Stage 2. This will be completed alongside the staff's own school baseline assessments.

Children are assessed each term using the school's progression of skills document, to monitor if children are 'on track' or 'working towards'. Staff and practitioners can then work with Children who are identified as not 'on track' through targeted intervention, small group work or changes to provision.

Progression across the 7 areas of learning will be monitored through termly Pupil Progress Meetings with teaching staff and the EYFS Lead (Assistant Head Teacher). The school SENDCo will be contacted if the team have any concerns about a child's progress. The class teachers work with the school SENDCo and will monitor children's progress in EYFS.

As previously mentioned, parents/carers will be informed of their child's progress through Parents' Meetings. Parents/carers are encouraged to be part of the assessment process by making observations of their child's play and learning at home, through the Seesaw portal.

Each child has an online Seesaw portal where families can share children's 'WOW' moments/ exciting events from outside of school with class teachers. They also have a Learning journal in which key information is kept. Photographs are an integral part in the gathering of evidence through observations. These individual children's profiles are shared termly with the children and parents during parent meetings in the child's focus week and their comments are added. Profiles are accessible to parents/carers whenever they wish to see them.

In the final term of the year of which the child reaches age five, the EYFS Profile will be completed for each child. The teacher will determine whether the child is meeting the expected levels, or is below expected levels of development. The child's level of development is assessed against the 17 Early Learning Goals. The profile provides parents and carers, teachers and support staff, with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. It is shared with Year 1 teachers, to prepare for individual children's readiness, needs and next steps. The profile will reflect upon the School's on-going observation and relevant records.

### **Foundation Stage and Inclusion**

We are an inclusive unit. We strive to meet the needs of those pupils with special educational needs or disabilities, those with special gifts and talents, and those learning English as an additional language. For further details, see separate policies: Equality and Diversity; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs or be gifted and talented. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation to ensure appropriate adjustments are made to enable the child to learn more effectively and improve attainment.

Intervention through SEN support will lead to the creation of a SEND Support Plan for children with special educational needs. The Support Plan may include, as appropriate, specific targets relating to Literacy and Mathematics. Practitioners strive to ensure parents are fully involved with the support offered for children with SEND through close involvement and regular liaison.

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### **Read, Write Inc. and Storying**

We are a Read, Write Inc (RWI) school. We use the proven Read, Write Inc scheme to introduce the children to phonics, reading and writing. The scheme offers a lively and vigorous approach to the teaching of phonics. We teach phonics four times a week.

The RWI scheme uses formation rhymes which accompany each letter, such as...

b = 'down the laces to the heel and around the toe.'

As the children progress and are able to read and write simple two and three letter words they will begin to learn rhymes which help them to remember 'graphemes' or single sounds made up of two or more letters, such as...

ow = blow the snow.

***\* We understand that for some children we will need to adjust our phonics programme. A non-verbal child, for example, may learn actions to support them with identifying sounds. Adjustments will be made based on the individual child's need.\****

There are also some words in the English language which cannot be read phonetically, such as: 'the', 'my', 'said'. We call these 'tricky words' or 'red words'. Parents/carers can support children at home by practicing their Read, Write Inc. sounds and 'Red words' with them a little each day.

We use 'Storying' as our approach to early writing. We believe that talk precedes writing and the 'Storying' approach enables us to support the children to live their stories before writing them. It also enables them to enhance and develop their individual imaginations – the best possible precursor to creative stories.

Practitioners offer to help children record the stories they create, during child-initiated learning, in the role-play, small world or elsewhere within the provision. The children's input to written recording is matched carefully to their ability; with appropriate scaffolding the children begin to see themselves as writers and increasingly eager to record independently. The children's stories are then shared with the whole class at the end of the day, the children re-enact them together, ask questions about them and look at ways to improve or develop them further.

### **Transition**

Transition opportunities are important to help children settle. This is achieved through the following ways:

- The Nursery Teacher and Nursery Nurse visit each child at home to talk to parents/carers and share information to ensure the child's needs are met as they join our school
  - Each child and parent/carer has the opportunity to visit the School prior to starting at our Nursery Open Events.
  - In September, Nursery children attend a transition session with a small group of children. This gives practitioners the time to get to know the children, introduce them to the Nursery environment and understand what children will need to achieve in Nursery.
  - The transition between Nursery and Reception is calm, happy and successful, as children from both year groups share provision and are familiar with all staff members.
- We hold a 'Taster' session in July for children in Nursery to become familiar with the routines in Reception, and meet their key worker, for both children from our Nursery and those coming from other settings.
- Information sessions for parents are held in the Summer term.

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## Embracing Diversity, Building a Brighter Future Together

- Children begin their first week attending either morning or afternoon sessions only. This ensures staff have ample opportunity to work with children from new settings on a smaller group basis and have space to explore their new environment.
- We aim to help each child to transition smoothly to Year 1 at the end of the Early Years Foundation Stage, through visits to the Year 1 classrooms, story times with the Year 1 staff and any other additional support children may require.

### **Monitoring and Evaluation**

The coordination and overseeing of the Foundation Stage is the responsibility of the Assistant Head Teacher, who:

- Supports colleagues in their teaching, by keeping informed about current developments in the Foundation Stage and by providing a strategic lead and direction for EYFS;
- Gives the Headteacher regular feedback in which to evaluate the strengths and weaknesses within the Foundation Stage and indicates areas for further improvement;
- Carry out regular monitoring within the unit, (e.g. learning walks, adult interaction monitoring, classroom observation) and feedback on these to the unit staff.
- Reviews profiles, planning, pupils work and leads moderation of the seven areas of learning.
- Links with subject coordinators to moderate aspects of the seven areas of learning and inform the subject coordinators of how their subject is represented within the foundation stage and the EYFS.
- Links with the LEA and moderates the Foundation Unit profiles and judgements focusing across the seven areas of learning.

We hold weekly Foundation Unit staff meetings to discuss recent issues that have arisen within the unit and ensure appropriate action is taken. Minutes are taken at these meetings. Shared observations provide clear next steps for planning and assessments.

### **Role of the EYFS Lead and Governing Body**

A named member of the school's governing body is briefed to oversee the teaching of the Foundation Stage.

The EYFS Lead and Governors are responsible for school effectiveness and efficiency. They should:

- Drive strategic improvements and outcomes.
- Monitor the effectiveness of teaching and learning in raising attainment.
- Ensure that staff development and appraisal promote improved outcomes.
- Support improving pedagogies through resource allocation.
- Ensure premises are best used to support provision that improves outcomes.
- Monitor health and safety regulations and compliance.
- Meet with the EYFS Lead who will deliver termly reports to the Governors on EYFS curriculum development and children's progress.

### **Parents/Carers as Partners**

At Boothferry Primary School, we aim to provide a happy, safe and secure environment for every child. We strongly value the partnership between home and school. We understand that effective communication is key to a child's learning and development. We aim to build a close two-way partnership with each parent/carer, exchanging information on the children's achievements, interests and concerns.

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Head Teacher Mr Mike Sibley  
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Parents/carers are able to talk briefly to the EYFS team at the beginning or end of a session and are always welcome to make an appointment for a longer discussion should they have a specific concern. We keep parents informed of our curriculum topics and provide links to develop and continue specific learning within these areas at home. Parents receive a copy of our Nursery and Reception Curricular Goals<sup>1</sup> at the beginning of each academic year.

### **How Parents/Carers can support Nursery or the wider school**

We want to involve families in their child's education and value all contributions parents/carers make to the partnership.

There are many ways in which parents/carers can take part in their child's EYFS experience such as:

- Informing us about their child's likes and dislikes through our 'All About Me' transition sheets.
- Celebrating and sharing progress, efforts and achievements from outside of school.
- Becoming a parent volunteer/governor.
- Joining us on special occasions in school, on visits and outings.
- Attending parent meetings.
- Following the school Twitter page to keep up to date with things we have done in school.
- Sharing news of special family celebrations or occasions with the EYFS Unit.
- Taking an active part with Seesaw by uploading photographs, and updates from home.

Emily Ware

Assistant Head, EYFS and KS1 Lead

**Agreed with staff: May 2023**

**Adopted by Governors: May 2023**

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<sup>1</sup> See Appendix One for End of Nursery and Reception Goals

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## Appendix One- End of Nursery and Reception Curricular Goals

### Nursery Curricular Goals

By the end of Nursery, children will be able to...

<p><b>Communication and Language</b>                  Understand the class listening rules.                  Understand simple instructions.                  Talk confidently to friends and peers.                  Express a point of view with words and actions.</p>	
<p><b>Personal, Social and Emotional Development</b>                  Understand how people show emotions and understand own emotions.                  Independent in meeting own basic core needs: toilet, washing/drying hands, putting coat on and off.                  Develop positive attachments with peers.                  Seek out others to play with.</p>	
<p><b>Physical Development</b>                  Develop control when using one handed tools.                  Enjoy mark making activities.                  Begin to copy letters.                  Move confidently and in controlled large gross motor movements.</p>	
<p><b>Literacy</b>                  Use pictures to tell stories.                  Handle books with care                  Understand print has meaning.                  To begin to develop a phonological awareness.</p>	<p><b>Mathematics</b>                  Count in rote up to 10.                  Subitise to 3                  Verbally compare size, weight and capacity.                  To notice patterns in the environment.                  To name some common 2D shapes, square, circle, triangle.</p>
<p><b>Understanding the World</b>                  Investigate different materials (natural and man-made) using senses.                  Respect and care for the natural environments.                  Understand that there are many countries around the world.</p>	<p><b>Expressive Arts and Design</b>                  Engage in imaginative play.                  Sing and perform nursery rhymes and familiar songs.                  Experiment with different instruments.                  Use a range of materials to create.</p>

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**Reception Curricular Goals**

By the end of Reception, children will be able to...

<p><b>Communication and Language</b></p> <p>Listen and respond to others' opinions, expressing own feelings and ideas where needed.                  Converse in back and forth exchanges.                  Understand two step instructions and how questions.                  Explain own understanding.</p>	
<p><b>Personal, Social and Emotional Development</b></p> <p>Show resilience and determination when using challenging resources and unfamiliar activities.                  Encourage others to be part of my play.                  Resolve conflicts.                  Understand others' emotions and show empathy towards them.                  Independent in meeting own core needs: fastening/undoing zippers and buttons.                  Know and explain safe and healthy life choices.</p>	
<p><b>Physical Development</b></p> <p>Effectively hold and control one handed tools: scissors, pen/pencil, using a tripod hold.                  Explore a range of fine motor activities.                  Move confidently and energetically with increasing co-ordination.                  Use cutlery with confidence.                  Participate in PE lessons focusing on throwing, striking a ball and start to play against an opponent.</p>	
<p><b>Literacy</b></p> <p>Retell favourite stories with actions and props, such as 'Supertato'.                  Read decodable words and some 'red' words.                  Understand and use recently introduced vocabulary.                  Form most lower-case letters correctly and some upper-case letters.</p>	<p><b>Mathematics</b></p> <p>Understand numeral meanings, using Numberblocks as a resource.                  Count in rote beyond 20.                  Recall number bonds to 5 and some to 10.                  Conceptual subitise to 10.                  Compare quantities.                  Spot patterns within numbers up to 10.                  Name 2D and 3D shapes.</p>
<p><b>Understanding the World</b></p> <p>Understand the effects of changing seasons on the natural world.                  Know the differences and similarities in people, cultures and our community.                  Care for all living things.                  How to successfully grow seeds in the outside planters.</p>	<p><b>Expressive Arts and Design</b></p> <p>Perform rhyme, familiar songs and well know stories.                  Move in time to a steady beat.                  Explore artistic effects.                  Create artwork in response to identified stimuli, art and artists.                  Participate in school singing assemblies.</p>

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<p>Recognise key landmarks of Goole: Salt and Pepper Pot, Clock Tower and School. Understand why we have Remembrance Day. Learn about different religious/cultural celebrations, such as Diwali and Chinese New Year.</p>	<p>Perform in the school Dance Festival. Learn songs and perform them to an audience, e.g. Christmas Concert, Mother's Day Concert.</p>
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