



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

BISHOP BRIDGEMAN EARLY YEARS FOUNDATION STAGE POLICY

OUR PHILOSOPHY

At Bishop Bridgeman, the importance of early childhood is recognised and celebrated by our close team of children, staff, parents, governors and partner schools. The important role of equipping children with the skills and confidence they need to become lifelong learners is a role that we feel privileged to have. As a result, we strive to provide children with a stimulating and challenging environment where comfort and safety is our priority.

INTENT

During their journey through our Early Years Foundation Stage each child will receive a meaningful start to their school life based around the four guiding principles of the EYFS:

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

By fully encompassing these principals, our children have the opportunity to become confident, resilient and competent learners within seven areas of learning by mastering [Development Matters](#) whilst working towards the Early Learning Goals.

While underpinning the practice within the Early Years Foundation Stage unit at Bishop Bridgeman, these areas of learning form the basis of our purposely-planned learning opportunities. The seven inter-connected areas of learning are split into two categories as follows:

Prime Areas – these lay the foundations of children’s learning.

Personal, Social and Emotional Development

Communication and Language

Physical Development

Specific areas – develop and extend children’s learning.

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Through carefully balanced play-based and adult led activities, the children have countless opportunities to make decisions and take risks. These opportunities allow our children to demonstrate how they learn most effectively which in turn equips adults with a secure knowledge of how each child

learns best. As the adult plans and reflects on learning opportunities, the three Characteristics of Effective Teaching and Learning are considered. We want our children to enjoy playing and exploring as they actively take part in activities that allow them to learn and develop, alongside creating and thinking carefully.

Taking the previous information into account, we aim to provide the children and families with access to the best possible learning experiences during their time with us. To enhance these learning experiences, we welcome children of all cultures and promote British Values through our core values; Love, Hope, Faith.

We encourage our children to follow their natural curiosity within a safe, stimulating and inclusive environment through an ambitious curriculum that feeds the thirst for learning in our children through enriching learning opportunities that build a sense of self and belonging.

IMPLEMENTATION

We have a nursery for 3 – 4 year-olds, including some children who are eligible to attend the term they turn 3 years old. The children are admitted to nursery on a part time basis for 15 hours a week or full time to access 30 hours a week. Some parents are eligible for 30 hours funding and can take up this offer or if not eligible can pay for their child to attend full days 8.30am - 3.30pm. Our nursery children are supported by a class teacher and two teaching assistants. Both reception classes, which have space for 30 children, have one class teacher and one teaching assistant each.

Our aspirational curriculum means that the adults within the Foundation Stage unit hold a responsibility to ensure our teaching and the learning environment are inclusive as well as to plan, prepare and assess appropriately challenging activities and learning prompts. To ensure that the needs of the children are met thoroughly, each adult is responsible for making assessments as they respond to and sustain the child's play.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. In both nursery and reception, we use the WellComm toolkit to screen and swiftly assess the speech and language of the children as well as support progression and development of children's communication skills. Carefully planned individual and group-based interventions target children who require additional support.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal

development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Throughout nursery and reception, we have daily opportunities to ensure children are developing their skills to hold a pencil correctly ready for writing. Indoor and outdoor opportunities are used to develop gross motor skills with fixed climbing equipment in our outdoor area. We are part of the Healthy Teeth Scheme and encourage children to clean their teeth daily at home. Parents are regularly supplied with resources to support the maintenance of good oral health and, over the course of the year, will be invited to workshops to ensure their child/children are a) registered with a dentist and b) visit regularly as instructed. The oral health team will run these workshops.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

In phonics we use Little Wandle, which is a synthetic and systematic scheme. Children in Reception take part in a daily phonics session where they are taught to read, write and apply the graphemes taught. School provides all children with a home reading book that carefully matches their phonic teaching. This allows children to practise and apply the skills they have been learning at school. Comments made in individual reading logs support parents in developing reading by ensuring consistency between school and home.

In nursery, the development of the prime area Communication and Language is given priority initially. Children may embark on their phase 2 phonics journey in the summer term of their nursery year, providing teacher assessments suggest they are ready. For more information, please see our Early Reading Policy.

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

In reception, children are taught using the mastery approach of 'White Rose Maths' (WRM). The WRM Scheme of Learning for reception underpins the Educational Programme for Mathematics (DfE, March 2021) and helps us to provide a curriculum that embeds mathematical thinking and talk. The scheme of learning, which may be adapted according to the individual needs of children, supports the ethos of our Early Years provision and allows for key mathematical concepts to be revisited and developed further across the year.

Understanding the World

Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their 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. Enriching and widening children's vocabulary will support later reading comprehension. We plan to provide our children with experiences and visits that they might not necessarily have had in the early years of their lives and these are all planned into our Long Term Plan. Each half-term in Reception we cover an RE topic from the Blackburn Diocesan Board which includes looking more closely at Christianity and other religions.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. In reception, our Art Studio provides daily opportunities to develop creative skills.

Characteristics of Effective Teaching and Learning

We ensure that our environment and delivery of the curriculum incorporates the three Characteristics of Effective Teaching and Learning:

Playing and Exploring - children will have opportunities to investigate and experience things, and 'have a go'. 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.' Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Outdoor Learning

Every child in our Early Years is entitled to daily outdoor play and exploration. As a result of this, we see our bountiful outside area as an extension of the classrooms. To mirror the indoor provision, the outdoor area has a variety of resources to facilitate learning across the seven areas of learning.

Special Educational Needs and Disabilities (SEND)

To ensure each existing and prospective pupil accesses their right to inclusive education, Bishop Bridgeman take pride in ensuring our staff and environments are equipped to meet individual learning needs. In class, teachers will adapt appropriately as well as discuss any concerns with parents and the Special Educational Needs Coordinator (SENDco). If needed, appropriate assessments, interventions and support will be provided by all relevant staff members to ensure the best learning for all children in line with the Special Educational Needs and Disability (SEND) policy.

Class teachers, supported by leadership and management, welcome the expertise of external agencies where necessary and strive to work in consultation with parents to improve outcomes for children.

Safeguarding Children

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' {Statutory Framework for EYFS 2021}. The school has a comprehensive safeguarding policy, that all staff follow and all concerns are reported to any one of the Designated Safeguarding Leads in school.

Planning, Observation and Assessment

At Bishop Bridgeman, we understand that effectively planned learning opportunities need to take the children's fascinations, prior knowledge and capabilities into account. As a result, the adults will plan and prepare for the curriculum to ensure appropriate and timely coverage. Our Long Term Plan is designed to carefully map out the academic year based on the learning opportunities we would like our children to experience in Nursery and then Reception, allowing for growth in individual cultural capital wherever possible. Awe and wonder of the world around us is brought into school via celebrations for religious observance or minibests in the Spring. To ensure the Long Term Plan is impactful and purposeful, weekly plans are created to compliment it. These plans enable us to identify specific learning objectives whilst considering appropriate differentiation, challenge and resources on a day-to-day basis within a week.

In the final term in reception and no later than 30th June the EYFS Profile is completed for each child. A summary of every child's development of learning achievements including whether they have reached a 'Good Level of Development' (GLD) is completed. Children are assessed against the Early Learning Goals (ELG) by the class teacher – who uses the knowledge of the children to make a best fit judgement. This assessment and a commentary of how the children learn (characteristics of effective learning) is reported to parents/carers and the Year One team.

Parental Engagement

At Bishop Bridgeman Primary School, we take pride in maintaining strong relationships with our families. To ensure all children receive an inclusive education, we encourage parents to communicate as much as possible. All of our parents are added to Seesaw to ensure home-school links develop early. To further support this relationship and communication, we will often invite parents into school for consultations, events, informal conversations, workshops or fun activities.

Health and Safety

A school wide Health and Safety policy, which all staff and students are familiar with, is firmly in place at Bishop Bridgeman. In addition to this, there are several designated people responsible for first aid across all key stages, including a number of Foundation Stage staff have received paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials to reduce and eliminate some risks. Children are taught to be mindful when moving around the school and are made aware of safety issues. Our pupils are expected and trusted to act responsibly. Risk assessments are undertaken both before after school activities take place and before any school outing commences.

Allergies

Parents are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat for medical reasons. We ask that you provide us with an allergy letter from your GP. Please note that we are completely nut free, and thank you for your support with this.

Medical Needs

We keep a note of any medical needs and allergies. Children may have a named health care, or asthma plan if necessary. All staff members are made aware of the individual needs of all children to ensure their safety remains a shared priority.

Snack Times

Nursery and reception have a designated snack time where the children sit down together. We see snack time as a social event, a time where the children enjoy a drink of water/milk, and light snack together. This time of day is the ideal opportunity to develop and enhance the children's social skills

and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve and tidy up after themselves. To support our healthy school status, all children are invited and encouraged to bring a bottle of fresh water to access throughout the day. This water can be topped up via our in-class water dispenser. Milk, fruit and other healthy snacks are provided.

Impact

Our nursery learners leave nursery ready for the exciting challenges that their reception experience is set to offer. Those transitioning from reception to Key Stage One are ready for the Year One curriculum. Having made a Good Level of Development (GLD), they are secure in the Prime areas of learning and the Specific areas of learning and achieve the Early Learning Goals of maths and literacy. Children will progress from our Early Years classes as independent learners who have the resilience and confidence to explore and try out new experiences.

Prepared by: Mrs Z. Ogden

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