



Bromesberrow St. Mary's Primary School

Early Years Foundation Stage Handbook

September 2026

Review September 2028

Our Vision

At Bromesberrow St. Mary's we aim to give an excellent education in EYFS that will set children up with the skills needed to ensure the best possible outcomes throughout their education. We also believe that early childhood is an imperative part of a child's education. We believe it is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. Our priority is that our provision provides high levels of engagement and active learning through a range of activities and many opportunities to play. Play is integral to our vision.

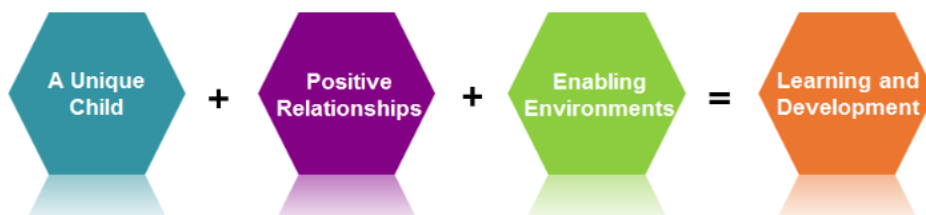
Play is the work of children. Play enables children to explore, investigate and collaborate with engagement and purpose. Play underpins learning and all aspects of children's development. During play children's concepts, skills, attitudes, and achievements are extended and challenged. Children love to celebrate what they know and can try out their most recently acquired skills and experiences with confidence. Play fosters imagination and flexibility of mind, promoting children's ability to be 'players' now and in the future.

We understand that every child is an individual and therefore, deserves personalised learning within a highly stimulating learning environment where children can explore and be challenged. We take children from 2 years old and have created a curriculum that supports children to make strong foundational progress in line with developmental milestones.

EYFS Requirements and Principles

'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.'
EYFS Framework October 2024

The EYFS is based on four key principles.



A unique child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Children develop in individual ways, at varying rates and their attitudes and dispositions to learning are influenced by feedback from others. We use praise, encouragement and rewards, as well as class and sharing assemblies, to celebrate achievement and to encourage children to develop a positive attitude to learning.

Positive relationships

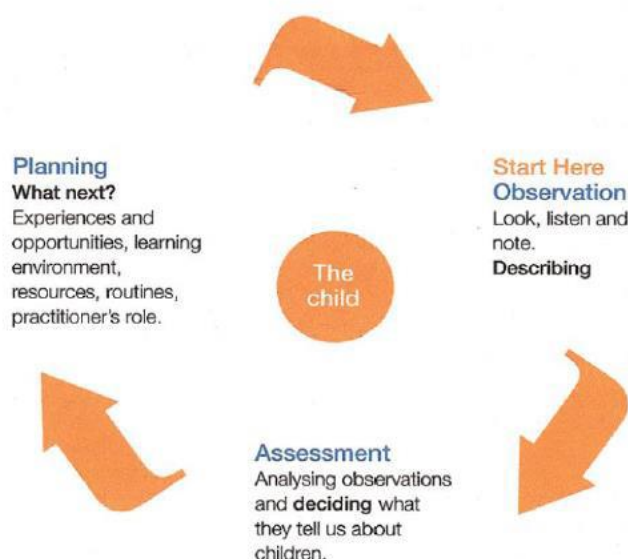
We recognise that children learn to be strong and independent. They learn to secure relationships and we aim to develop caring, respectful and professional relationships with children and their families.

Enabling Environments

The environment, both indoors and outdoors, is a key aspect of effective EYFS provision, and plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning. Challenging but achievable activities and experiences are then planned to extend the children's learning. This can sometimes be in the moment and other times this will be subsequently planned from observations. The classroom is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. The resources in the classroom are all labelled and the process of tidying up is modelled to the children in order for them to keep their areas organised. This ensures that the children take care of their resources and can locate items quickly. The resources in the classroom have been chosen carefully and are open ended. This allows children to make choices, express their creativity and supports their independence. The resources also allow the children to make choices about their play which strengthens their cognitive, language and social skills.

Curriculum, Planning, Observation and Assessment

In the EYFS, practitioners focus on the child and work in a continuous cycle of observation, assessment and planning, as outlined in the EYFS curriculum, Development Matters. We see what children are able to do by themselves and identify the next steps for their learning based on their observations. They are then able to plan activities that will support children to develop based on their assessments.



Curriculum

At Bromesberrow St. Mary's we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning. The reception curriculum follows the EYFS framework document. This document defines what we teach and details the specifics of our setting and school. It includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

The Prime Areas of Learning and Development

- Personal, Social and Emotional Development: This area focuses on making relationships, self-confidence and self-awareness, and managing feelings and behaviour. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.
- Communication and Language: This area encourages developing competence in listening and attention, and in understanding and speaking.
- Physical Development: This area focuses on the child's developing physical control, moving and handling, and health and self-care.

The Specific Areas of Learning and Development

- Literacy: This focuses on reading and writing. Children are taught phonics throughout the EYFS following Little Wandle Letters and Sounds revised. They are also exposed to many different forms of literature. We implement a book based curriculum throughout the school.
- Mathematics: This area focuses on learning through practical activities and on using numbers and understanding shape, space and measure. We use a Mastering Number approach in the EYFS.
- Understanding of the World: This area focuses on children's developing knowledge and understanding of their own environment, through learning about people and communities, the world and technology. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and ICT.
- Expressive Arts and Design: This area focuses on the development of the child's imagination and her or his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning.

Characteristics of Effective Learning

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parents their children's individual dispositions and attitudes to learning. This will be assessed using the Characteristics of Effective Learning which are:

- Playing and exploring: Children investigate and experience things and events around them and 'have a go'.

- Active learning: motivation Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- Creating and thinking critically: Children have and develop their own ideas, make links between different experiences and develop strategies for doing things.

Oracy

Developing children's spoken language and vocabulary is central to our curriculum. Practitioners model rich language, introduce ambitious vocabulary, engage children in sustained shared thinking and create frequent opportunities for high-quality conversations across the curriculum.

Cultural Capital

We plan experiences that broaden children's knowledge of the world beyond their immediate experiences. Through visits, visitors, stories, celebrations, outdoor learning and exploration of the local community, children develop the knowledge and cultural capital needed for future success.

Planning

Many ELGs are achieved through the environment or routines and are identified in 'Continuous Provision'. Broad themes are identified, which indicate specific aspects within Development Matters, to ensure a balanced and thorough curriculum by the end of the EYFS. Through planning, we ensure that there is a balance of adult led and child-initiated activities across the day. During child-initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning. Where possible, it has been planned that we try not to interrupt children's continuous provision time so that they feel that they can use their time purposefully. Therefore, the children will feel that they have time to explore and take time and care with their chosen activities.

Learning Through Play

Children's play reflects their wide ranging and varied interests and preoccupations. Children learn best from activities and experiences that they have initiated and play with peers is important for children's development. We carefully plan our environment and provide opportunities to reflect these interests to inspire them further, whilst also making sure that children also have the opportunity to extend and practise the skills they have learned through direct teaching. Constant opportunities are provided for children to be able to make their own decisions and choices in order that they can become independent, confident and happy learners as soon as is possible for each individual child. Some children will need gentle encouragement in this step as they become more comfortable in their new setting.

Through play children explore and develop learning experiences, helping them make sense of the world. They practise and build up ideas, and 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. The children are able to collaborate with others and therefore, learn to take turns, follow rules, as well as negotiating and compromising. The children can then work together to reach a common goal.

Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections and come to new and better understandings and ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults can support them in making connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning and make it purposeful.

Children have daily access to high-quality outdoor learning opportunities. The outdoor environment is viewed as an extension of the classroom and provides opportunities to develop resilience, physical development, problem solving, creativity and communication skills.

Direct Teaching

At specific times in the day the children will take part in an activity that is adult led. Such sessions include daily phonics lessons, daily maths/counting experiences, literacy and handwriting. All direct taught sessions are carefully planned and tailored for each group using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

Key Person

Each child has a key person who takes particular responsibility for supporting their wellbeing, development and learning. The key person develops positive relationships with children and families, supports transition into school and acts as the main point of contact between home and school. In Reception this is the Class Teacher and in Nursery this is the Nursery Lead.

Assessment

Assessment is an essential and important part of the Early Years for children's learning and development. Assessment takes a variety of forms in order to gain an understanding of each child's level of understanding. These can be through observations, photographic evidence, examples of work, parental conversations. Assessment occurs throughout any taught session as well as during play times when children are embedding and extending any previous learning. These assessments will then be used to shape and adapt any future learning.

A baseline assessment in Reception year has been introduced by the government to improve how a primary schools' progress is measured. All children participate in the statutory Reception Baseline Assessment within the first six weeks of starting Reception. The

assessment supports national progress measures and helps practitioners gain an understanding of children's starting points. The outcomes are not shared as attainment data and do not impact individual children.

We use our Strong Foundations Progress Documents, based upon Development Matters https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf to observe children, and this allows us to observe and understand children whilst they are interacting with their peers and their learning environment. We can then plan our provision, teaching and environments based upon this knowledge of child.

Opportunities for a Parent Teacher Consultation are provided throughout the year (Autumn and Spring term) to provide information about children's progress and to discuss the children's learning journey so far; discussing children's strengths, achievements, interests and next steps. These form the basis for the monitoring of pupil progress as the children progress through school. On-going teacher assessments are undertaken in line with the Foundation Stage Profile and these form the basis for the end of year report to parents. At the end of the year the Children will be given a judgement against each of the areas of learning, based on teacher observations and assessments. There are three categories.

Meeting expected levels of development: your child is working at the level expected for their age;

Emerging: your child is not yet reaching expected level;

Exceeding expected levels: your child is working above the expected level.

We ensure our end of EYFS assessments are reliable through:

- Discussions between teacher and teaching partner
- Our knowledge of the child gained through observation and interaction
- Our environment enables the child to flourish to their full capacity
- Our assessments ensure a range of contributors
- Moderation across the multi academy trust
- Moderation with the Local Authority

Induction and Transition for Reception

Parents of children who are offered a place in Reception are invited to an induction meeting usually in the beginning of summer term. Children are then able to come to school for transition sessions. We understand that children join us at Bromesberrow St. Mary's with a wealth of different experiences and we value the input of adults who know the children best. We will communicate with parents, carers and previous nursery settings to ensure we get a full picture of needs. This supports a smooth transition into setting.

Partnership with Parents and Carers

The school recognises the huge importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parental involvement is actively encouraged. Parents are very welcome to chat to staff prior to the start of the

school day or at the end of the school day giving them opportunities to discuss any concerns with staff. Staff ensure that parents are well informed about the curriculum their child is experiencing through Class Dojo, reading diary, notes, letters, newsletters, and notice boards. Staff take the opportunity at the end of the day to talk to parents about significant achievements or any concerns.

SEND

Our School SENDCO is Miss Robyn Oakes.

We recognise that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at a pace and level reflective of their individual abilities. We believe that all children have a right to gain experience and develop their knowledge and understanding alongside their peers no matter what their individual needs, and are committed to the inclusion of all children.

We monitor each child's development and learning through accurate observation and assessment. Through this process, we can identify any child who may be experiencing difficulties in specific areas and ensure the needs of such children, and any children with individual needs already identified, are met.

This is our starting point for planning that meets the specific needs of individual children. When planning, staff respond to children's diverse learning needs. Some children may have barriers to learning that mean they have additional needs and require particular support by the setting.

We respond to children's needs by:

- Providing support for children who need help with communication and language.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Planning to develop children's understanding through the prime areas of learning and development within the Early Years Foundation Stage (Personal, Social and Emotional Development, Physical Development and Communication and Language).

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for the children.

For more information please see the SEND policy.

Equality, Diversity and Inclusion

We are committed to promoting equality, diversity and inclusion. All children are valued as unique individuals. We provide an inclusive curriculum that reflects and celebrates different cultures, communities, family structures and experiences.

Safeguarding, Welfare and Health

The school is fully committed to ensuring the safety, wellbeing and protection of every child in the Early Years. Our safeguarding, welfare and health practices follow the statutory requirements of the Early Years Foundation Stage (EYFS) and align with the school's wider safeguarding policies and procedures.

Safeguarding and Child Protection

- All Early Years staff receive regular safeguarding and child protection training and understand their responsibility to act promptly on any concerns.
- Staff follow the school's safeguarding policy and report concerns immediately to the Designated Safeguarding Lead (DSL), Leonie Mison or a Deputy DSL, Laura Hankins.
- The setting promotes a culture of vigilance, where children's voices are valued and their wellbeing is prioritised.
- Mobile phones, cameras and digital devices are used in line with the school's acceptable use and online safety policies.

Promoting Children's Welfare

- Children are supported to feel safe, secure and confident through warm, consistent relationships with adults.
- Staff model positive behaviour, emotional regulation and respectful interactions.
- Attendance is monitored closely, and concerns are followed up in line with school procedures. Regular attendance is essential in the Early Years. Good attendance supports children's learning, social development and emotional wellbeing. The school works in partnership with families to promote excellent attendance from the start of a child's education.
- The environment is organised to minimise risks and promote independence, with clear routines that help children understand expectations.
- Children's emotional wellbeing is promoted through nurturing relationships, consistent routines and supportive interactions. Staff are alert to signs that a child may require additional emotional support and will work with families and professionals where appropriate.

Health and Safety

- The Early Years environment is risk-assessed regularly, including indoor spaces, outdoor areas, equipment and resources.
- Staff supervise children effectively at all times, maintaining appropriate ratios and ensuring safe use of equipment.
- Accidents and incidents are recorded promptly and shared with parents or carers.
- Fire evacuation procedures are practised regularly, and staff are familiar with emergency protocols.
- All staff in the EYFS are paediatric first aid trained.

Safer Sleep Guidance

Where children sleep or rest within the setting, we follow current safer sleep guidance to reduce the risk of harm. Staff supervise sleeping children appropriately and maintain regular checks throughout any sleep period.

We ensure:

- Children sleep in a safe environment appropriate to their age and stage of development.
- Sleep arrangements are discussed and agreed with parents/carers.
- Sleeping children are checked regularly and records of sleep times and checks are maintained where appropriate.
- Children are placed in accordance with current safer sleep guidance and individual care plans.
- Staff receive appropriate guidance regarding safer sleep practices.
- Any concerns regarding a child's sleep patterns, wellbeing or safety are shared promptly with parents and, where necessary, relevant professionals.

Medical Needs and Intimate Care

- Staff follow the school's policy for managing medical conditions, including the safe storage and administration of medication.
- Individual healthcare plans are created for children who require them, in partnership with parents and relevant professionals.
- Intimate care is carried out respectfully and in line with the school's intimate care policy, ensuring children's dignity and privacy.

Healthy Practices

- Children are encouraged to develop healthy habits, including handwashing, oral health awareness and physical activity.
- Snacks and meals follow the school's healthy eating guidelines, and dietary needs or allergies are carefully managed.
- Meals served to children are nutritionally balanced in line with government guidelines.
- Children are supervised at all times when eating.
- Medical and allergen advice is strictly followed with specific healthcare plans created when needed.
- Staff handling food are food hygiene trained.
- Drinking water is available throughout the day, and children are supported to stay hydrated.

Linked Policies:

Safeguarding Handbook

Intimate Care Policy

Medicines

Managing children with medical needs

SEND Policy and SEND Local Offer

Health and Safety Policy

Behaviour Handbook

Data Protection Policy

Equality Policy

Online Safety/Acceptable Use Policy