

<b>Vision statement</b>
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
<b>Aims</b>
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective Academy Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.
To successfully engage and communicate with parents/carers in our local communities, supporting pupil progress, well-being and achievement.

## EYFS Policy

<b>Purpose</b>
<p>To ensure:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind</li> <li>• Close partnership working between practitioners and with parents and/or carers</li> <li>• Every child is included and supported through equality of opportunity and anti-discriminatory practice</li> </ul>

**September 2021**

<b>Policy Version</b>	<b>V1.1</b>	<b>Next Review Date</b>	<b>09/2022</b>
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## Aims

At Bridge Schools, we aim to provide every EYFS child with the skills to become a happy, independent and curious life long learner through a curriculum which nurtures, engages, motivates and captures children's interests.

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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

## Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as 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.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

### Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### The Enabling Environment

A rich and varied EYFS environment plays a key role in supporting and extending our children's development and learning. It gives them confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces. We work to ensure our environments give all children the opportunity to make independent choices; and this enables our practitioners to observe what interests each child and begin to develop the language that will support these activities.

Our classrooms are strategically organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative, investigative or imaginative. Learning areas are clearly defined so children are able to find and locate equipment and resources independently.

Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

### Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff 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 with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

**Working with parents**

At Bridge Schools we recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education.

In our preschool and nursery classes, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

**Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.