

Early Years Foundation Stage Policy



'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' (EYFS Statutory Framework, 2021)

Introduction

This policy outlines the procedures and practices in place at Beecholme to ensure that we provide outstanding Early Years education in line with the Early Years Foundation Stage (EYFS) framework. Our commitment is to foster holistic development in every child, ensuring that they are not only ready for school but also equipped with essential life skills.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Beecholme, the EYFS applies to children who join us in the Nursery from three years of age through to the end of the Reception year. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims

- To ensure that the child's first experience of school is happy, safe, positive and enjoyable
- To ensure all children feel valued and that their individual qualities are recognised
- To provide a broad, balanced, ambitious, challenging and creative curriculum
- To develop autonomous and independent learners and instill a love of learning
- To work in close partnership with parents and carers to maximise learning and support for the child
- To provide an environment that is engaging and enriching
- To use a range of teaching strategies to meet the learning needs of each individual child
- To design learning opportunities which build on the skills, knowledge and understanding that the child has already acquired and extend their learning and development
- All practitioners demonstrate an understanding of 'best' practice and seek (and are given) CPD opportunities to develop their awareness of current practices and guidance further

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) (November 2024).

This policy has been developed in accordance with the following:

- The Children Act 1989 and 2004
- The Education Act 2002
- The Statutory Framework for the Early Years Foundation Stage (2021)
- 'Working Together to Safeguard Children' (2018)
- Ofsted guidelines and expectations.

Structure of the EYFS

At Beecholme we have 1 Reception classes of up to 30 children which includes children of 4 and 5 years old. Children start their Reception year in the academic year that they turn 5 years old with all children starting in September. There is 1 reception classroom with toilets and a large outside space, with a covered area. The class has a qualified teacher and full-time teaching assistant.

Our Nursery class has 2 rooms, a large outside space with a small covered area. The Nursery is open term time only between the hours of 8.45am – 3pm. The Nursery is staffed by a full time qualified teacher and a fulltime Teaching Assistant.

We accept a range of funding options including, Universal Funding (15 free hours for 3 & 4 year olds) and Extended Funding (30 free hours for 3 & 4 year olds).

Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. We also use the governments non statutory guidance, Development Matters to support our planning and teaching.

All staff working in the EYFS are aware of the Characteristics of Effective Learning and these are an integral part of our planning. They are promoted and modelled regularly with the children. All children are encouraged to use these skills and develop an awareness of how they support their learning. We aim for children to leave the EYFS with these skills embedded, enabling them to access the next stage of their learning with confidence and independence.

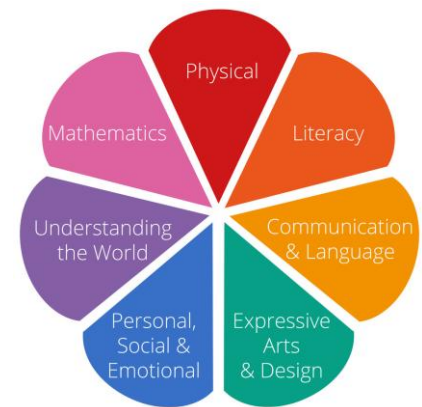
There are seven areas of learning and development that shape the educational programme in all early years settings.

Prime Areas

Communication and Language
Personal, Social and Emotional Development
Physical Development

Specific Areas

Literacy
Mathematics
Understanding the World
Expressive Arts and Design



The following Early Learning Goals are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive:

Communication and language development involves giving 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.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and to 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.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their core strength, stability, balance, spatial awareness, coordination and agility. Children are helped to understand the importance of physical activity and to make healthy choices in relation to food and taking care of their bodies.

Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

Mathematics provides children with opportunities to develop their understanding of numbers and number patterns. Children develop a deep understanding of the numbers to ten, subitising, comparing quantities and exploring and representing numerical patterns. Children also develop the skills to count verbally beyond 20, showing recognition of the counting system.

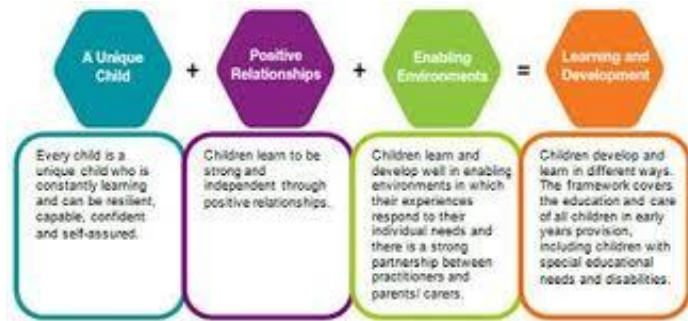
Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involve enabling children 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 a variety of activities in art, music, movement, dance, role-play, and design and technology.

Principles

The statutory framework sets out four guiding principles that should shape practice in early years settings. These are:

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



At Beecholme, we recognise that all children are constantly learning and we ensure individual next steps are identified and facilitated through relevant support and challenge. All adults build positive relationships with the children, enabling them to feel safe to express themselves and ask questions. Children's individual interests and needs are responded to.

Teaching Strategies

All new teaching builds on children's prior learning and their understanding is regularly assessed. Modelling and scaffolding are used to support children in all areas of learning. The 7 areas of learning are planned for in a cross-curricular way through topics, themes and books, enabling children to become fully immersed in the subject.

A variety of teaching strategies are used within the Early Years classroom. These include whole class teaching sessions, small focus groups and independent child-led exploration.

Whole class teaching sessions are used to deliver new information to all of the children together, for example, during the daily Phonics or Maths lessons. We use the Little Wandle Letters and Sounds Revised scheme for the teaching of Phonics and have developed a approach based on developing a mastery of Maths, using Number Blocks, White Rose Maths and Mastering Number to support teachers with their planning. We also deliver whole class teaching sessions every day, using the Mastering Number resources.

Focus groups enable adults in the setting to work on children's individual next steps in a small group or pair situation. These are planned for specifically and can take place in any area of the classroom, supporting any area of learning.

Handwriting is introduced in Reception through the teaching of phonics, with children practising the correct formation of one letter per day during their Phase 2 taught sessions. As children progress, they move on to dedicated handwriting books and follow the Little Wandle handwriting programme, learning about letter families and how to form each letter accurately. This reinforces the formation skills taught during phonics and provides structured opportunities for regular practice. The handwriting books mirror the layout of the children's writing books, supporting consistency and smooth transition. Handwriting sessions are delivered by the class teacher and followed by an independent task completed in the children's handwriting books. In Summer 2, children begin to prepare for Year 1 by transitioning to the school's handwriting scheme, Nelson, where they continue to develop their handwriting fluency and control.

Independent child-led exploration of 'Choosing Time' takes place throughout most of the day. Children complete a variety of child-initiated and adult-initiated activities in which they are practicing all of the knowledge and skills they have been taught. Children engage in the process of learning by planning their work and selecting the relevant resources as well as completing the end product. Children are given regular opportunities to reflect upon their learning, individually or alongside others, and make improvements to their work. Adults extend and support children during this child-led exploration in a variety of ways, such as, asking questions, modelling learning behaviours or providing scaffolds.

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.

Learning Environment

Careful thought and consideration has been given to the layout of the learning environment, both indoors and outdoors. Furniture and equipment has been arranged in a way that promotes independence and responsibility, as children are able to see, select and tidy all equipment for themselves. The areas are 'zoned' and children have a clear understanding of what is expected of them in each of these areas. Displays are used to support the learning by providing prompts such as key words, spelling support or questions and to celebrate children's work. These are updated regularly so they are relevant to the current learning which is taking place. We have a set of indoor environment expectations (See appendix 1) that teachers use to support them in organising their indoor learning environment.

We value outdoor play as an intrinsic part of the curriculum. By ensuring outdoor learning is an integral part of the daily routine in our EYFS we consciously seek to transmit a positive attitude for the outdoors to enrich the child's understanding of the world around him/her. At Beecholme Primary School our aim is to provide a rich and varied environment both indoors and outdoors that supports children's learning and development. Our outdoor environment will give the children the confidence to explore and learn in a secure and safe, yet challenging space. The outdoor environment will be checked regularly to ensure there are no hazards or security risks.

Assessment

Observations and assessments are made constantly of each child's learning; these may take the form of written assessments, photographs or examples of the children's work. However, they may simply be made through practitioner knowledge of the child or informal discussions between the staff. These assessments are used as a basis for making judgements about each child's progress and needs, as well as informing planning. Children themselves also play an important part in the assessment process and are regularly given opportunities to evaluate their own learning.

The importance of monitoring and tracking pupil progress and development cannot be underestimated. As a result, each child is carefully monitored throughout the Early Years Foundation Stage at Beecholme in all 17 areas of learning.

In Reception, we focus on using a range of tools to track and understand children's progress. Formal observations and assessments of children's learning, attainment, and progress are made using the following methods:

- Writing books
- Maths books
- Learning Journey folders (paper-based)
- Reading records
- Phonics Assessment Tracker
- Arbor

These tools allow staff to gather meaningful evidence, track development over time, and inform next steps for individual children. Seesaw is used primarily as a communication tool with parents. It is not used to record detailed evidence of children's learning. Instead, Seesaw supports whole-class updates and sharing general information about class activities and homework.

In Nursery, Seesaw is used for the recording of evidence. This is through sharing photos and observation notes. These are linked to the areas of learning and EYFS development matters. Parents have access to this and can see relevant updates and observations of their children. See Appendix 2 for Seesaw guidelines.

In the EYFS, the children's development is tracked formally on entry in September using a baseline assessment and then at the end of each term throughout the year. At each assessment point the data is analysed, evaluating how individuals, groups and the cohort are progressing and developing. This is used to identify areas for development, thereby informing the planning for the teaching and learning.

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 ('expected')
- 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 schools within the trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Inclusion

In consultation and working collaboratively with parents/guardians the school's Special Educational Needs Co-ordinator (SENDCo) will lead on provision for children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs and Disability (SEND) Code of Practice and the school's SEND/Inclusion Policy. We aim to meet the needs of all our children by:

- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- Monitoring children's progress and providing support where necessary, within the resources available to the school. This may include a phased transition programme dependent on a child's specific SEND needs.
- Providing specific targets detailed in SEND Support Plans (SSP) and following external therapy or support programmes of work such as Speech and Language.
- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists.

Partnership with Parents/Carers

We understand and recognise that parents are children's first and most enduring educators and we value the contribution they make. We believe that parents and carers are our partners in children's learning. We aim to build a strong parent partnership through:

- Offering every family a dedicated confidential time and space with the teacher prior to the child starting in Nursery or Reception
- Offering every child a preliminary visit to the Nursery or Reception prior to joining us
- Using parental knowledge of their child to help inform planning for children's specific interests
- Encouraging parents to contribute to their child's learning through online learning journals
- Informing parents of the children's learning through the termly curriculum newsletters and knowledge organisers.
- Holding parents' introductory meetings in the summer term prior to the child joining us
- Holding stay and play sessions encouraging involvement in their child's learning
- Holding Parents' Evenings during the Autumn and Spring Term
- Providing an annual report to parents about their child's learning, progress and attainment and a termly interim report in Reception
- Providing regular opportunities for parents to view their child's learning and achievements in their Learning Journals
- Establishing an 'open door' climate so that parents and staff have the chance to comfortably chat informally at the beginning or end of the school day

Health and Safety

Beecholme is committed to providing a safe, secure and healthy environment for all children, staff and visitors within the Early Years Foundation Stage (EYFS). We recognize our duty of care and take all reasonable steps to ensure children are protected from harm and hazards while in our care.

Responsibilities

- Health and safety policies and procedures are implemented and monitored by staff.
- All staff are responsible for maintaining a safe environment and for always following health and safety procedures.
- Staff receive appropriate training to support health, safety and welfare requirements.

Risk Assessment

- Risk assessments are carried out for indoor and outdoor environments, activities, equipment and outings. (See Appendix 3 for EYFS Risk Assessment – additional attachment).
- Identified risks are recorded and appropriate control measures are implemented.
- Risk assessments are reviewed and updated as required.

Safe Environment

- Premises, furniture and equipment are checked regularly to ensure they are safe, clean and suitable for young children.
- Outdoor areas are securely enclosed and inspected daily before use.
- Children are supervised at all times, with staff deployed effectively to ensure their safety.

Hygiene and Infection Control

- High standards of hygiene are maintained to prevent the spread of infection.
- Children are encouraged to follow good personal hygiene practices, including regular handwashing.
- Toys and equipment are cleaned regularly, and appropriate procedures are followed for managing illness.

First Aid and Accidents

- At least one qualified paediatric first aider is present at all times.
- A first aid box is readily accessible and appropriately stocked.
- All accidents, injuries and incidents are recorded and parents/carers are informed promptly.
- Serious incidents are reported in line with statutory requirements.

Medication

- Medication is only administered with written parental consent.
- All medication is stored securely and administered according to school procedures.
- Records are kept of all medication administered.

Fire Safety and Emergencies

- Fire exits are clearly marked and kept clear at all times.
- Fire drills are carried out regularly and recorded.
- Staff are familiar with emergency evacuation procedures.

Safeguarding and welfare procedures

We are committed to safeguarding and promoting the welfare of all children. Our policies are:

- Adhering to the statutory safeguarding and child protection guidelines.
- Providing training to all staff on safeguarding and promoting children's welfare.
- Maintaining a secure and safe environment where children can learn and thrive.

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:
 - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Monitoring and Evaluation

Monitoring and evaluation of the Early Years Foundation Stage at Beecholme is carried out in a variety of ways:

- Learning Walks carried out by the Senior Leadership Team and subject leaders, PACE Leaders as well as any potential external consultants
- Monitoring of the children's work and Learning Journals
- Discussions of the planning between teachers and the Senior Leadership Team
- Termly analysis of assessment data
- Analysis of end of year data
- Termly pupil progress meetings
- Maintaining good liaison with parents, pre-school providers and the community
- Rigorous performance management cycle for the Early Years Foundation Stage staff

Reports

Parents receive an annual report that offers detailed comments on each child's progress in each area of learning and their Characteristics of Effective Learning. It highlights the child's strengths and development needs. In Reception, these also include the outcome of the Good Level of Development Assessment.

Transition into and out of EYFS

We endeavour to ensure a smooth and positive transition for children between pre-school and/or Nursery settings, Reception classes, and from the Early Years Foundation Stage (EYFS) into Key Stage One.

Children and parents/carers need to feel secure and confident as they face the new challenges of starting school and the significant changes that occur as they progress through school life. We recognise that children may be vulnerable at points of transition and therefore implement a range of strategies and activities to support emotional wellbeing, continuity of learning and a happy, successful transition.

Transition into Reception

- To support children and families joining EYFS, the following arrangements are in place:
- **Parent Induction Meeting**
A parent/carer induction meeting is held during the term before children start school. This provides

an opportunity for families to meet staff, receive key information and ask questions to help alleviate any concerns.

- **Meet the Teacher Sessions**

Families are invited to meet the Reception staff so that children and parents/carers can begin to build positive relationships and become familiar with adults in the setting.

- **Stay and Play Sessions**

Children and parents/carers are invited to attend stay and play sessions, allowing children to explore the environment, engage in activities and begin to feel comfortable within the setting.

- **Parent Induction Pack**

Parents/carers receive an induction pack containing information about school routines, induction days, settling-in sessions, home visit arrangements, uniform, the school day, lunch times, and drop-off and collection procedures.

- **Home Visits (Reception)**

Home visits take place for Reception children in September. These visits provide an opportunity for staff to meet children and families in a familiar environment, helping to build strong relationships and gain an understanding of each child's individual needs.

- **Reduced Timetable for Settling In**

Children begin Reception on a reduced timetable for a short period to support a gradual and successful transition into full-time school routines.

Transition from Reception to Year 1

Transition into Key Stage One begins during Summer Term 2 of Reception to ensure children are well prepared both socially and academically.

During this time:

- Children begin to use the main playground at playtimes to become familiar with the wider school environment.
- Opportunities for whole-class focus activities at tables are gradually introduced, while free-flow learning remains a core element of provision.
- Children begin using writing books and maths books to support readiness for Year 1 expectations.
- Reception children transition into the Year 1 handwriting scheme.
- A Moving Up Afternoon takes place, allowing children to spend time in their new classroom with their new teacher.
- Towards the end of Summer 2, Reception children begin using the Year 1 classroom several times each week to build familiarity with the environment and routines.

Transition Support in Year 1

Transition continues into the Autumn Term of Year 1 to ensure children remain supported as they move from the EYFS curriculum into Key Stage One.

- Continuous provision remains in place to allow children access to free-flow learning opportunities linked to the wider curriculum.
- Adult-led teaching sessions are delivered for phonics, mathematics and English.
- These curriculum areas are also reinforced through continuous provision to support consolidation, independence and ongoing engagement.

Through these carefully planned transition arrangements, we aim to ensure all children experience a smooth, supportive and successful journey into and beyond the EYFS.

Appendix 1 – Indoor Environment Expectations

Beecholme – EYFS Checklist

- **Uncluttered Classrooms** (everything to be kept tidy for example, desks, shelves, sink areas, windowsills, storage areas and kitchen).
- **Timetables to be adhered to.**
- **Indoor and Outdoor free flow to be used continuously.**
- **Outdoor areas to reflect the indoor learning areas.**
- **Indoor and Outdoor area planning displayed**
 - Discuss planning ideas with LSA. (T&LSA to arrange time)
 - Activities for each area reflecting the weeks learning. These can be adapted throughout the week and adapted on planning.
- **Displays kept up to date - with children's work displayed. Vocabulary displayed.**
- **Areas of learning to be clear with a range of resources to motivate and encourage children to learn.**
- **Children's profiles**
 - Seesaw observations to be kept up to date for all children in all areas of learning.
 - Work in children's folders to show evidence.
 - Children's work to be annotated.
- **Annotating children's work**
 - Children are to write their own name on their work.
 - When annotating work:
 - Use a green pen and stick man for independent work
 - Use a red pen and stick man for teacher supported work
 - Use a purple pen and stick man for LSA supported work
 - Next Steps – these are to be added to children's work to further their learning and understanding.

Beecholme – Indoor Environment Expectations

Areas INSIDE classrooms

Mark making / Writing area	Fine Motor
Maths	Phonics (from the Summer Term in Nursery)
Role-play	Construction
Small world	Creative and junk modelling
Reading	Playdough (if space)
Investigation/Topic	

General:

- Classrooms should be open plan and have lots of space for children to move around freely
- Teacher spaces (shelves, desks, worktops/window sills) should be tidy and free of clutter
- Have some home languages up
- Birthday display
- Pegs labeled and kept tidy
- Writing resources must be available everywhere using clipboards and or writing boxes - role play, construction, math's area etc
- All Resources to be labelled (trays/baskets/boxes)
- Self-registration for children at the start of the morning session
- Zones of Regulation within the classroom

Continuous Provision

- Continuous Provision is a term used to encompass all provision that is available all year round. These are the basics of every classroom that a child would need to access learning.
- Classrooms and learning spaces are usually organised into "areas" to help organise the provision and learning that may happen there, but if set up properly, provision should be transient around the classroom.

- Continuous Provision needs to be accessible for the children at all times. Adults should not be needed for the children to play.
- EEF suggests that play-based learning adds a 4 month impact for those children who engage in well designed play. <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning>
- Planning – activities planned for the week and adapted to suit the children as the week progresses. This planning is to be displayed within the classroom.

Designing your classroom

- When setting up your Continuous Provision and “areas”, it is important to think about the journey a child would take.
- Which “areas” work well together? Where would children naturally want to go?
- Areas may move or adapt throughout the year depending on the children’s interests or engagement, however the provision will still remain the same.

So why do we have it?

- As children learn to use the provision, they play with very surface level understanding, often using the same materials in the same way until they are secure. Continuous Provision allows children the stability to extend their play and go deeper into new ideas, concepts or role play.
- It also allows children to become independent, collaborating with others and gives them ownership of their learning.

An adults role in Continuous Provision

- Simply top up and tidy up!
- A well designed classroom should allow children to play without the need for adult direction or interruption.
- “continuous provision enables children to continue learning in the absence of an adult.”
- <https://isitimetoplay.co.uk/continuous-and-enhanced-provision/>

Reading Area:

- Books form the foundation of a print-rich environment in the early years and beyond. However, this is more than just an aesthetically pleasing book corner.
- We have a responsibility to expose children to a wide range of diverse, interesting books which foster a love of reading. Through books, children learn that print carries meaning so they become empowered to read themselves.
- Books should be a feature throughout our setting rather than just in one specific area, from the construction area and maths space to the role play and outdoors.

WHAT DO WE MEAN BY ‘PRINT-RICH’?

Print needs to be authentic and:

- meaningful to the children
- have a purpose
- engaging
- have a variety of different fonts and texts
- include the children’s own words
- carefully planned and considered.

WHAT DOES THIS LOOK LIKE IN PRACTICE?

Text can easily be integrated into a setting without it becoming visual noise. Consider what is meaningful for the cohort/topic. Some ideas to include are:

- Cookery books and recipe cards.
- Photos of local landmarks with labels.
- Maps.
- A self-registration station.
- Children’s words to accompany photos on display.
- Real food packaging.
- Menus

- Forms and letters.

Children can be encouraged to engage in routines and practices which link to print in the environment. Simple but effective ways of achieving this include involving them in completing the class register, writing shopping lists together, reading instructions or recipes and tracking the print with your finger when reading books.

Book corner:

- Books should be displayed and easily accessible to the children.
- Good selection of books, but not over crowded in boxes etc. consider swapping books in a rotation
- Books displayed link to current topic/high quality texts/match children’s interests
- Mixture of genres
- Rug, pillows, cushions to make it inviting and comfortable

Maths Area:

- Self-select shelves
 - Number lines
 - Counters
 - Number cards
 - Cubes
 - Numicon
- Use of natural resources whenever possible (pine cones, sticks, stones, logs etc)
- Activities and resources updated to reflect maths learning that week
- Numbers and mathematical vocabulary displayed
- Maths display board – photos / children’s work / children’s voice on display

Effective teaching of mathematics in the EYFS doesn’t just happen on the carpet, or at the group table, but rather acknowledges that it is meaningful, physical exploration of concepts that enables them to be embedded.

A mathematically rich learning environment won’t replace the direct teaching that you do on the carpet or at the group table but it will allow for powerful connections to be made within meaningful mathematical concepts. A well- planned learning environment will also provide the context for mathematical conversations, opportunities which enable adults to embed learning, challenge thinking and introduce vocabulary. These might be informal moments, but they require skillful, knowledgeable staff who value the mathematical opportunities that arise from children’s playful exploration.

Much research has shown that it is these periods of sustained shared thinking that can have the biggest impact on young learners. As the EPPSE project found in 2017, in the most effective settings an:

“Adult ‘modelling’ skills or appropriate behaviour was often combined with sustained periods of shared thinking; open-ended questioning and modelling were also associated with better cognitive achievement.”

Through engaging with mathematical concepts alongside children, adults can help children to see the links between mathematical concepts and everyday life. Key learning attributes such as enquiry, curiosity and problem solving can be modelled here too, all of course, crucial elements in being successful in mathematics.

Writing Area:

- Self-access to resources
- Writing tables to include:

Coloured pens and pencils/crayons (different thicknesses)	Scissors and glue sticks
Writing pencils	Mini books
Notes Pads	Grapheme mats
Envelopes and cards	Mark making patterns - Nursery
Paper (different sizes)	Letters/stencils
Word mats	Old exercise books

- Writing display - photos / children's work on display / vocabulary jar / S plan and knowledge organiser
- Activities shouldn't be just 'colouring in' activities – again these have their place, but the writing area should be used to encourage mark making and writing – not just colouring.
- Phonics board and display

Fine motor:

- Small table top activity that supports fine motor development
- Does NOT need to change daily but should be changed at least weekly.
- Should be progressive – and develop in difficulty as the year goes on.

Construction Play

What is Construction Play?

- Constructive play occurs when children use toys, loose parts or materials to build or create something new.
- Successful construction requires various skills such as: planning, drawing, cutting, assembling, moulding, stacking and testing.
- Constructive play often takes the form of hands-on learning where children are posing questions, testing ideas and making decisions. When experimenting with a variety of learning materials children explore and discover.
- Gathering a wide range of building materials and loose parts is a great place to start when developing a construction area. Some of the best construction materials are open ended and inexpensive.
- Tubes – A variety of tubes are a great resource for stacking, colouring, cutting, tearing and sticking. They can be used for buildings and make great chutes.
- Twigs and sticks – These natural items can be compared, arranged in order of size, used to create frames for pictures or to create structures with clay or play dough. Sticks make great frameworks when stuck together, pupils could make structures for plants to grow up.
- Boxes – A selection of different sized boxes make a great resource for creating new items when combined with different materials.

Construction Area:

- Contained to an area.
- Resources should be easily accessed by the children.
- Limit of no more than 2 boxes out at a time use the mantra 'choose it, use it, put it away'
- Writing tools available for children to label models
- Space for children to display their creations – which should be labelled
- Photos of buildings/bridges/vehicles/topic related items etc should be on display to inspire children to recreate.
- Boxes/storage should be labelled.

Creative and Junk Modelling Areas:

- Gradually build up skills for creative area – **we should be encouraging the process not the outcome!!**
- Self-access equipment - children should be able to access all that is out (including paint resources)
- Even if there is a planned activity, there must still be space for self-choice (i.e. junk modelling)
- Areas to include a range of resources e.g:
 - Paper and card – variety of colours and sizes
 - Collage materials (e.g. googly eyes, feathers, lolly sticks, shapes, sequins, pipe cleaners etc)
 - Glue – stick and PVA
 - Tape – masking and celotape
 - Scissors
 - Coloured pens and pencils and crayons
 - Recycled materials (tubes, bottle tops, egg boxes etc)
 - Paint, trays, pallets and water pots (squeeze bottles, old washing up bottles/handwash bottles)

Appendix 2: Seesaw Guidelines

Beecholme Primary School Seesaw - Guidelines

Overview

Ongoing assessment is an essential aspect of effective learning in the EYFS setting at Beecholme. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept. This varies slightly between Nursery and Reception.

In Reception, Seesaw is not used to record individual observations. This is done on occasion to showcase children's learning to parents/carers. Instead, it serves the following purposes:

- Sharing general class updates with parents
- Providing a window into the children's week, experiences, and topics
- Including photos, brief notes, and relevant EYFS objectives (as appropriate)
- Supporting parent engagement and strengthening home-school communication
- Providing homework for the children to complete weekly

In Nursery, Seesaw is used for the recording of evidence. Evidence for assessment will also be found in the children's paper Learning Journeys, teachers planning notes and in Reception in their writing and maths books.

All observations are based on the Early Years Framework, and Development Matters.

Seesaw:

- Has all the areas of learning from the EYFS framework
- Allows practitioners to add observation notes that should link to the EYFS Framework and Development Matters
- Suggests next steps
- Has the option to share with parents and for parents to add observations from home
- Can be used on multiple devices

Beecholme Nursery Specific General Guidelines:

Observations take place on a daily basis (both formally, recorded and informally, not recorded). We do not set an expectation of the number of observations per child per week that should be recorded on Seesaw. This avoids observations being written for the sake of being written. (Tick box activity rather than assessment)

However, it is the class teachers responsibility to ensure that over the course of a half term, there is a balance of observations for each child/subject/statement. Seesaw, allows staff to see coverage of and the number of observations per child.

We also use Seesaw to communicate to parents, what the class as a whole have been learning/doing. This will be a photograph, notes with objectives ticked, it will be more generic.

- The teacher and all classroom assistants are involved in observing children.
- Photos can be of children or examples of their work. We may also video record a child doing something significant, or doing something that cannot be captured in a photograph, reading for example)
- A completed observation is photo (most of time), objectives allocated and notes. Parent share should also be ticked when the observation is ready to be released to parents.

Beecholme Parents

- Parents will be given access to Seesaw.
- During the New parent meetings in June/July, parents will be told about Seesaw and how we use it.
- In September the parents will be given a letter, telling them how to log on.
- On the first day of school, each child will have a photograph uploaded as an observation and parents should be given to access to this before the end of the school day. This observation does not have to have statements added but should say something about the child's first day at school.
- Parents will be asked to add any learning observations from home. Class teachers will acknowledge this by writing a short comment in response or liking the post.

Observation Guidance

Observation is referred to in several places in the revised Early Years Foundation Stage. Put simply observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. It is important that parents and practitioners share what they know about these three things so that they can decide whether the child's development is at the expected stage, whether the resources such as toys and equipment are suitable for the child and to focus them on what to provide in future to support the child to develop new interests, learn new skills and acquire new knowledge.

Observations of children are vital. Because each child has a unique set of abilities and talents, observations in different situations capture these first hand. The starting point is always with the child. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals. The Observing What a Child is Learning approach in the Development Matters in the Early Years Foundation Stage document can support developing systematic observations.

Observation also provides opportunities to gauge children's needs and so more accurately plan next steps in their learning. Observations take place on a regular basis as part of daily routines. Discussing these with the child, their parents and team members gives a starting point for a holistic approach that will ensure that the child is always central to what is planned.

What makes a good observation?

Good observation:

- focusses on the learning
- tells you something new about the child
- informs you about their stage of development
- includes the child's voice
- **may** highlight a next step or area for development
- tells you about the child as a learner

When writing an observation:

- be brief and precise
- record **exactly** what a child said, not what you think they said
- try not to make assumptions - watch a little longer, interact to find out what is happening

It is good practice to:

- date all observations
- focus on the learning
- link to an area or areas of learning
- link to characteristics of effective learning

Appendix 3 – EYFS Indoor and Outdoor Risk Assessment

Indoor Activities

Hazard	Who might be harmed and how?	Existing Controls	Additional actions required to reduce the risk further	Risk Level (H, M, L)	Action by whom/when ?	Done date
Items brought from home including medicines and harmful objects.	Children and Staff	<p>Areas checked daily when setting up to ensure no harmful items including medicines are available to the children.</p> <p>Adults to remove any items brought in from home by the children and returned to parents at the end of the day.</p> <p>Parents contacted if harmful items are brought into school.</p>	<p>Continuous checking during tidy up times.</p> <p>Thorough cleaning at the end of the school day.</p> <p>Monitoring of areas when interacting with children.</p> <p>All staff are aware that no items from home are to be used in classroom areas.</p> <p>All medication is recorded and stored away in locked medical cabinets in classrooms.</p>	M	All staff to monitor.	
Malleable activities	<p>Staff and children</p> <p>Possible allergic reactions to materials.</p> <p>Consumption of materials.</p>	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	<p>An awareness of children's allergies.</p> <p>Using resources to avoid allergens.</p>	M	<p>MC/HP</p> <p>MS/GS</p> <p>Continuous</p>	
Toy boxes	Staff and children	Ensure boxes and baskets are not overloaded.	Boxes checked for cracks	M	MC/HP	

	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes.	Provide low storage for boxes. Adults to oversee manual handling and model safe techniques.			MS/GS Continuous	
Slips and trips	Staff and children Children trip or slip on toys left on the floor	Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff to check areas and ensure children are tidying resources away.	M	MC/HP MS/GS Continuous	
Scissors	Staff and children Children cut themselves or others	Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut. Make it clear to the children that you don't use the scissors to cut hair or each other's clothes. Model to the children how to use scissors and walk with them safely.	Children using scissors to be monitored.	M	MC/HP MS/GS Continuous	
Open shelves, role play structure	Staff and children Children climb the shelves or hang of it causing shelves to fall	Talk to the children about the open shelves and how to use them safely. Encourage the children to find an adult if a child is using the shelves incorrectly.	High expectations of behaviour.	M	MC/HP MS/GS Continuous	
Loose parts	Staff and Children	Any children who are likely to explore putting things into their mouths are identified and	High expectations of behaviour.	M	MC/HP	

	Choking	<p>given greater supervision in this area</p> <p>Children encouraged to follow a no consumption rule in this area.</p> <p>Model to the children how to use the loose parts safely.</p>			MS/GS Continuous	
Construction area	<p>Staff and Children</p> <p>Fingers pinched when joining materials.</p> <p>Materials thrown and hitting others</p> <p>Choking</p>	<p>Explain to the children that equipment need to be used for its purpose and not thrown</p> <p>Model how to join pieces together safely.</p> <p>The children will be provided with space to use the construction materials.</p> <p>The children will be reminded and encouraged to be aware of other children around them.</p>	High expectations of behaviour.	M	MC/HP MS/GS Continuous	

Outdoor Activities

Hazard	Who might be harmed and how?	Existing Controls	Additional actions required to reduce the risk further	Risk Level (H, M, L)	Action by whom/when ?	Done date
Items brought from home including medicines and harmful objects.	Children and Staff	<p>Areas checked daily when setting up to ensure no harmful items including medicines are available to the children.</p> <p>Adults to remove any items brought in from home by the children and returned to parents at the end of the day.</p> <p>Parents contacted if harmful items are brought</p>	<p>Continuous checking during tidy up times.</p> <p>Thorough cleaning at the end of the school day.</p> <p>Monitoring of areas when interacting with children.</p>	M	All staff to monitor.	

		into school.	<p>All staff are aware that no items from home are to be used in classroom areas.</p> <p>All medication is recorded and stored away in locked medical cabinets in classrooms.</p>			
Construction area	<p>Staff and Children</p> <p>Fingers pinched when joining materials.</p> <p>Materials thrown and hitting others</p> <p>Choking</p>	<p>Explain to the children that equipment need to be used for its purpose and not thrown</p> <p>Model how to join pieces together safely.</p> <p>The children will be provided with space to use the construction materials.</p> <p>The children will be reminded and encouraged to be aware of other children around them.</p>	<p>High expectations of behaviour.</p>	M	All staff to monitor	
Crates and planks, cable reels	Staff and children	<p>Slips, trips or falls.</p> <p>Knocks from falling or moving blocks.</p>	<p>Children have a safety talk prior to using the equipment and agree how to use it safely.</p> <p>Daily reminders are given about assessing the risk in their play.</p> <p>Weather conditions to be considered when accessing the equipment.</p> <p>Area to be monitored to ensure surroundings are clear and surface is flat.</p> <p>All equipment is checked regularly to look for damage.</p>	M	All staff to monitor	

Riding on and being a passenger on the bikes	Staff and children	Knocking other children, clothing trapped in moving parts, bikes tipping.	<p>Involve children in safety talks about using the scooters in the bike area.</p> <p>Make sure children do not wear scarves in the garden to avoid tangling in wheels.</p>	M	All staff to monitor	
Scooting around the bike area	Staff and children	<p>Knocking into other children, scooters tipping/sliding.</p> <p>Clothing trapped in moving parts</p>	<p>Wheels to be kept on hard surface area to avoid muddy/slippy wheels.</p> <p>Wheels to be in a segregated area away from the rest of the outdoor area.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	M	All staff to monitor	
Contact with soil	Staff and children	<p>Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials.</p> <p>Normal childhood experience.</p>	<p>Soil should be checked for contaminants daily, before play. This is part of the daily checklist</p> <p>Children follow the no consumption rule in this area.</p> <p>Not using manure or any chemicals on the garden or surrounding areas.</p>	M	Staff setting up to monitor	
Water	Staff and children	Stagnant water, consumption/ absorption of contaminants	<p>Water containers are emptied at the end of each session/ day so they do not go stagnant.</p> <p>Water containers are emptied regularly and check for contaminants.</p> <p>Children are encouraged to follow a no</p>	L	All Nursery staff to monitor	

			<p>consumption routine in this area.</p> <p>Children are made aware of the hazards of stagnant water.</p>			
Wet/dirty clothes	Staff and children	Children get cold	<p>Children wear aprons in water play.</p> <p>Children to change into spare clothes if too wet- parents are asked to supply.</p> <p>Coats to be worn in the rain.</p>	M	<p>All staff to monitor</p> <p>Parents</p>	
Sand and water	Staff and children	Slipping on sand and water on the floor.	<p>Ensuring sand play and water play are in their own designated area of the space.</p> <p>Sand and water play- under cover to protect from weather.</p> <p>Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.</p>	M	All staff to monitor	
Sand play	Staff and children	Sand flipping up into eyes.	<p>Talk to the children about playing together in the sand and use the rhyme – ‘the sand stays down low or out you go’- high expectations of behaviour.</p> <p>Staff monitor behaviour in the sand pit.</p> <p>Monitor the number of children playing in the sand pit and regulate if necessary.</p>	H	All staff to monitor	

Slipping on loose sand around the pit	Staff and children	Children slip and injury themselves on loose sand surrounding the pit.	<p>Adult to model how to empty sand from shoes, into the sandpit.</p> <p>Adults to monitor and clear the build-up of sand around the pit.</p> <p>Teach children to sweep up the sand at the end of a session to limit risk.</p>	M	All staff to monitor	
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To assist with the prioritising of suggested areas for improvement, the following High / Medium / Low risk rating is used:

Low = aimed at other issues where failure to do so is not critical

Medium = aimed at meeting good practice to reduce injury or enforcement

High = aimed at reducing significant or formal enforcement action