



Bramcote Hills Primary School



Early Years Foundation Stage Policy

Aims and Intent

At Bramcote Hills Primary School, our aim for our Early Years Foundation Stage (EYFS) is to provide a happy, safe, and nurturing environment where every child feels confident, valued, and supported. Children will develop an understanding of key knowledge and skills. Our aim is to foster curiosity, resilience, independence, ambition, and integrity—laying the foundation for transition in year 1 and future success.

We are committed to cultivating an inclusive environment where supportive relationships enable all children to flourish, regardless of background, circumstance, or need. We work in partnership with parents and carers to develop independent, enthusiastic learners who thrive and reach their full potential.

Our EYFS curriculum is underpinned by our whole-school **SPARK curriculum**, which informs all learning experiences and provision. This prioritises the following features:

- Stimulating
- Purpose
- Aspirational
- Relevant
- Knowledge

It is the starting point for delivering our whole school **Bramcote Beliefs**.

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation
- We believe in having high standards
- We believe in developing and knowing children as individuals
- We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability
- We believe in being inclusive so that all children can thrive
- We believe in working in partnership with our community and other schools

Children begin their learning journey in EYFS by developing physically, verbally, cognitively, and emotionally, while also forming positive attitudes towards school and a lifelong love of learning.

Our four '**Learning Powers**'—**resilience, reciprocity, resourcefulness, and reflectiveness**—are modelled, taught, and embedded across all aspects of provision. These values equip children with the strategies to become confident, adaptable, and independent learners.

By following children's interests and individual needs, we ensure that learning is meaningful, engaging, and developmental, enabling all children to take the next steps in their learning journey.

Our curriculum aims to ensure children become:

- **Reflective and creative thinkers**, curious about the world around them
- **Secure and confident learners**, who enjoy coming to school and build new knowledge from what they already know
- **Skilful communicators**, who connect with others through language and play in a vocabulary-rich environment

This demonstrates how we promote the **Characteristics of Effective Learning**

Our EYFS curriculum is designed to:

- Recognise children's prior learning from home and previous settings
- Treat every child as a unique individual
- Create a strong sense of community and belonging
- Deliver an ambitious, engaging, and challenging curriculum
- Provide purposeful, stimulating continuous and enhanced provision
- Promote positive attitudes to learning and behaviour
- Promote an early understanding Disability, Equality, Inclusion and Belonging
- Encourage community involvement and strong partnerships with families
- Ensure assessment drives planning and timely intervention
- Develop children's independence, confidence, creativity, and critical thinking
- Promote kindness, manners, and respect for others' differences
- Enable children to reach their full potential and achieve the Good Level of Development
- Equip children with the readiness for Year 1 and beyond
- Support ongoing professional development for all staff

Implementation

Our EYFS curriculum is firmly rooted in the principles of the EYFS Statutory Framework and tailored to meet the needs of our school community. It is language-rich and designed to lay strong foundations in communication, emotional wellbeing, and essential learning skills.

Children have the best start in life building the foundations for communication and language, personal and social and physical development.

Staff prioritise high-quality interactions, spending time playing, observing, and engaging with children to model language, embed key concepts, and extend thinking. We offer a balance of structured teaching and child-initiated learning through continuous and enhanced provision, adult-led sessions, and 'adaptive' planning.

Our curriculum:

- Is unique to BHPs and reviewed regularly to reflect the needs of each cohort
- Progressively builds knowledge and skills, beginning with prime areas and moving to specific areas as children are ready
- Is delivered through a combination of indoor and outdoor learning. With an open plan setting which encourages **independence** and **choice** in their learning and fosters **cooperation**, **sharing**, and **communication skills**. Also our holistic, hands-on

Forest School sessions that foster children's growth across all learning areas and particularly powerful in nurturing, independence, confident and curiosity.

- Integrates highly effective phonic teaching ('Monster Phonics') An enhanced systematic synthetic phonics scheme. It teaches phonics in a comprehensive structured progression whilst providing additional multi-sensory support to make learning memorable and engaging.
- Incorporates mastery approach to maths (based on 'White Rose') Maths begins with focused sessions using manipulatives, stories, and games and is then embedded in daily routines, role play, construction, and outdoor learning.
- Prioritises daily phonics and maths lessons, supported by opportunities to apply skills in continuous provision.
- Develops children's writing skills and transcriptional fluency which begins with strong foundations in communication and language. We prioritise high-quality interactions between adults and children, creating a language-rich environment where children are encouraged to speak in full sentences and orally compose their ideas. There is a clear and intentional focus on early writing as both a tool for communication and transcription. The development of spoken language and vocabulary is embedded in daily routines and continuous provision, with a strong emphasis on oral rehearsal. These approaches help children to internalise language structures and confidently express their thoughts before putting them to paper.
- Focusses on handwriting which is taught explicitly, beginning with gross motor activities that build the strength and coordination needed for mark-making and shape formation. As fine motor skills develop, children are introduced to correct letter formation using 'letter families', which group letters with similar movement patterns. This systematic approach supports muscle memory and consistency. Handwriting is taught in line with the *Monster Phonics* scheme, ensuring progression and alignment with children's phonics learning.
- Includes adult-led teaching in other curriculum areas, for example: Understanding the World, Art, Design and Technology, Music, Physical Development, and E-safety. Linked to whole school 'Depth Maps', which clearly defines objectives, sticky knowledge and vocabulary across the subjects.
- Promotes, through ongoing, well-planned continuous provision, the opportunity for children to explore and learn in all 7 areas of learning through play and exploration. The environment encourages independence, promotes critical thinking, creativity, collaboration, and builds on children's previous learning through open-ended resources.

Our approach to **assessment and intervention** is robust and continuous. Staff use daily observations and formal assessment points to shape learning. The online learning journal **Tapestry** enables real-time feedback and engagement with families. Children requiring additional support are identified early, with swift, targeted interventions and close collaboration with external specialists where needed. We adopt an approach where we identify '**focus children**' to personalise learning, track progress, and impact on planning. Progress is rigorously tracked through three assessment checkpoints annually, alongside ongoing observations and six phonics assessments. Planning is continuously adapted to ensure all children make strong progress.

Partnerships with families are integral. We engage parents through learning journals, home contributions, enrichment invitations, and supportive events.

Our setting provides a comprehensive induction program to support each child's smooth transition into our care. We recognise that starting in a new environment can be a significant step, and our induction process is designed to ensure children feel safe, valued, and secure from the outset. Through a series of settling-in sessions, children are gradually introduced to

the setting, staff, and daily routines at a pace suited to their individual needs. During this period, we work in partnership with parents and carers to gather important information about each child's interests, preferences, and comfort strategies. Clear rules and routines are introduced in a consistent and age-appropriate way, helping children understand expectations and develop a sense of structure. This nurturing approach fosters emotional wellbeing, builds trusting relationships, and creates a strong foundation for lifelong learning and development.

We also prioritise **professional collaboration**, sharing best practices with other settings and staying current with research and training.

Child-Centred Development Every child receives a high-quality, developmentally appropriate education that nurtures curiosity, confidence, and resilience, laying a strong foundation for lifelong learning. BHPS EYFS focusses on developing children's executive functioning skills to enable children to have positive learning behaviours and good routines.

Inclusivity & Equity We are an inclusive, equitable early years environment where all children—regardless of background or ability—can thrive socially, emotionally, and academically. We promote equality of opportunity with the children, develop an early understanding of key protected characteristics and also acknowledge that some children may need additional provision in order to feel included.

Balance of Holistic and objective Learning Focus Through a play-based, child-led and a skills and knowledge based approach, our EYFS fosters holistic development, supporting communication, physical coordination, personal well-being, and foundational literacy and numeracy skills.

Safeguarding & Well-being Through robust safeguarding practices and prioritising emotional well-being, BHPS EYFS ensures a safe, nurturing environment where children feel valued and empowered to learn. BHPS EYFS follows the whole school child protection policy and recognises that safeguarding is everyone's responsibility.

Professional Practice & Training We strengthen professional practice by providing clear guidance, promoting reflective pedagogy, and supporting continuous staff development to enhance early years provision.

Impact

The impact of our EYFS curriculum is evident in children who are confident, curious, and ready for the next stage of their learning journey. They leave EYFS with secure foundations in all seven areas of learning, and strong emotional and social skills.

Children demonstrate:

- A love of learning, supported by strong self-belief and perseverance
- Respect for others, celebrating diversity and demonstrating empathy
- Ambitious vocabulary and the ability to express their ideas clearly
- Resilience, problem-solving skills, and a collaborative mindset

Measurable Outcomes Evidence of Year 1 readiness, strong parent partnerships, and consistent progress in all prime and specific areas of learning, as evidenced by our ongoing assessment and monitoring. Our outcomes consistently exceed national averages in terms of children achieving a **Good Level of Development (GLD)**. Beyond data, we measure

impact through the development of **happy, well-rounded individuals** who embody our school values and are well-prepared to thrive in Year 1 and beyond.

At Bramcote Hills, we are "**Making the future better for all.**"