



## **EYFS Policy (STATUTORY)**

Our vision is to be a school where pupils have a positive approach to learning. We aim for all pupils to leave Ladybridge well equipped for the future. At Ladybridge, all children join us at the beginning of the school year in which they are five. We aim to ensure that the transition from any pre-school or home setting to school is a smooth one. The Governors and staff at Ladybridge Primary Schools recognise the importance of Early Years Education as the foundation upon which children build the rest of their lives.

**Intent:**

Establishing strong foundations for every child is a fundamental aspect of our Early Years provision. Our Early Years curriculum is designed so that it is rich in wonder with memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge & independence, exploration, adventure and a real love of learning. We aim for our children to be confident, to believe in themselves and interact positively with others.

Our curriculum is inclusive, relevant and reflects our diversity ensuring that every child makes strong progress. We take into account our children's starting points and maximise opportunities for children to talk. The foundations for developing children's spoken language are established through high quality interactions, daily back and forth conversations, storytelling, role play, introducing new vocabulary, talking time, song, and promoting a language rich environment, where talk is encouraged.

We strongly believe that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult-directed and uninterrupted child-initiated play, alongside adult led learning, ensures the best outcomes for children. A mixture of directed and free choice activities are planned and children's choices are carefully monitored through high quality interactions and provision enhancements, to ensure a balanced provision. Daily 'challenges' are used to consolidate and embed learning.

Warm and positive relationships between staff and children, consistent routines, and strong relationships with parents are crucial. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

**Implementation:**

We implement all of the statutory requirements of the EYFS framework, and actively safeguard and promote the welfare of all of our children (see also Safeguarding policy).

We prioritise a language rich environment through songs, nursery rhymes, stories and quality interaction time to maximise opportunities for pupil talk. Children are encouraged to become early readers through enjoyment of books, song, poetry, real life 'hooks' and experiences linked to them, and the systematic teaching of phonics. The use of talking baskets and the explicit teaching of key vocabulary help children learn new vocabulary frequently. The use of a whole class floorbook supports children's memory around previous learning and extends their vocabulary.

We want our children to become confident mathematicians through direct teaching and exploration, who can apply what they have learnt to real life experiences.

We have developed our outdoor learning environment to enable our children to investigate the world around them, children spend time outdoors come rain or shine. They develop their exploratory and sensory experiences in a range of areas, for example; our mud kitchen, understanding the world zone, water area and sandpit. They are encouraged to strengthen their core muscles through physical play on the climbing frame, bikes and exercise. We also have a range of outdoor games to support

teamwork. Our outdoor learning environment is adaptable in order to reflect children's interests and cover all areas of the EYFS curriculum.

The children are supported to learn to work together, manage their feelings and ask questions through adult-facilitated play.

The curriculum is taught through themes and concepts which are enriched with classroom enhancements, trips and visitors. Themes are supported by high quality key texts. These are chosen carefully to encourage children's speech, language and communication development, and following the children's interests. A significant number of pupils enter school with delayed speech and language, and as a result of this children are screened with the WellComm assessments, for personalised intervention. All planning is flexible and responsive to children's needs, so plans can be changed and adapted dependent on their interests. Children who are at risk of falling behind are identified as part of our 'Notice & Focus' group, and are provided with daily support and interventions.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We have strong partnerships between home and school. Parents receive the 'Reception Reporter' half-termly to inform them of what their child is learning and to explain how they can support this at home. Parents also receive a 'Weekly Overview' to inform them of the learning taking place during that week. Parents enjoy using 'Seesaw' and 'Class Dojo' to engage in their child's learning journey and see photos of the children, during the school day. Parents are also invited to stay and play sessions, which are well attended.

As part of the learning and teaching process, children are assessed in relation to their progress towards our EYFS curriculum and the Early Learning Goals. These judgements are made on the basis of observations and in depth knowledge of the children. Ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

### **Impact:**

Our curriculum and its delivery ensure that children, from their own starting points make outstanding progress. Many children in our early years, arrive with lower starting points than national. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Children are confident, happy, independent and develop a sense of themselves before transitioning into Year One.

Children develop their characteristics of effective learning and are able to apply their knowledge to a range of situations, making links and explaining their ideas and understanding. Children are confident to take risks. Children can articulate their successes and failures, as children in EYFS are encouraged to be resilient.

We believe our high standards are due to our carefully planned environment, outdoor learning opportunities, enriched play-based curriculum, quality first teaching and the rigour of assessment. Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard.

### **The Early Years Framework**

Our EYFS provision adheres fully to the statutory Early Years Foundation Stage Framework, ensuring that every child develops a secure foundation and enjoys the best possible start to their education. Planning and assessment are rooted in the seven areas of learning and the Early Learning Goals (ELGs), supporting a positive and progressive transition into Key Stage 1. We use a **Long-Term Overview** to set out key themes, concepts and learning intentions for the year, alongside a **Curriculum Overview** that outlines the expected skills and knowledge for each term. From these, we create **Curriculum Maps**

that ensure coverage of learning across each half term, enabling all children to thrive and make strong progress.

#### **Our EYFS seeks to provide:**

- **Quality and consistency**, so that every child makes strong progress, and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity and anti-discriminatory** practice, ensuring that every child is included and supported.

#### **Our EYFS practice is shaped by the four principles:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with **teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” within the EYFS Framework). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

#### **The Seven Areas of Learning**

“All areas of learning and development are important and inter-connected. Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children’s curiosity and enthusiasm.”

The Educational Programmes (as detailed in the EYFS Framework and referred to within our Curriculum documentation) are embedded for each area of learning to extend children’s learning and development, and to guide planning and assessment.

#### **PRIME AREA: Communication and Language (CL)**

- Listening, Attention and Understanding
- Speaking

Outcomes cover important aspects of language development and provide the foundations for literacy. There is a strong emphasis on children developing competent speaking and listening skills.

#### **PRIME AREA: Personal, Social and Emotional Development (PSED)**

- Self-regulation
- Managing self
- Building relationships

Outcomes focus on children learning how to work, play and cooperate with others. They cover important aspects of personal, social, moral and spiritual development including a focus on personal values and an understanding of self and others.

#### **PRIME AREA: Physical Development (PD)**

- Gross motor skills
- Fine motor skills

Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children developing physical control, mobility, awareness of space and manipulative skills in the indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active lifestyle.

#### **SPECIFIC AREA: Literacy (L)**

- Comprehension
- Word reading
- Writing

Outcomes focus on developing early reading and writing skills. Phonics is taught daily in a systematic fashion following 'Unlocking Letters & Sounds'. Pupils are taught to blend for reading and segment for spelling.

#### **SPECIFIC AREA: Mathematics (M)**

- Number
- Numerical patterns

Outcomes focus on achievement through practical activities and the use of relevant language, to enable pupils to develop a deep understanding of fundamental mathematical ideas.

#### **SPECIFIC AREA: Understanding the World (UW)**

- Past and present
- People, Culture and Communities
- The Natural World

This area of learning encourages pupils to develop the skills of enquiry and experimentation as well as broadening their knowledge and understanding of the world in which they live.

#### **SPECIFIC AREA: Expressive Arts and Design (EAD)**

- Creating with materials
- Being imaginative and expressive

This area of the framework focuses on the development of children's imagination and their ability to communicate and express ideas and feelings in creative ways.

#### **Characteristics of effective learning**

The characteristics of effective learning describe behaviours children use in order to learn. These underpin all seven areas of learning and help pupils prepare for transition into Year 1.

<b>Playing and exploring</b>	<b>Active learning</b>	<b>Creating and thinking critically</b>
Children investigate and experience things, and 'have a go'.	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Observation and Assessment**

Assessment of pupils is ongoing through formal and informal observation. Staff keep notes from some adult led activities, record the learning process through floor books, and any photographic evidence is recorded and shared using 'Seesaw' portfolios, or Class Dojo. The EYFS framework clearly states that "multiple sources of written or photographic evidence are not required, and teachers should not record unnecessary evidence". "When assessing... practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence". Teachers use the curriculum overviews, Development matters and Birth to 5 matters as guidance for typical progress and next steps. Teachers record data each half term and this is discussed with SLT at pupil progress meetings. Baseline assessments (RBA) of each child are carried out within the first four weeks of September. The analysis of this data provides staff with information, which is used to plan next steps and promote future learning experiences. Parents are kept informed of their child's progress through formal parents' evenings, informal chats, Class Dojo, access to the 'Seesaw' portfolios and end of year reports.

The Reception Baseline assessment is always taken in the first six weeks in which a child starts with us in EYFS. The EYFSP (Early Years Foundation Stage Profile) is completed for every child at the end of EYFS. The EYFSP results are submitted to the Local Authority.

### **Parents as Partners**

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Inviting parents to a welcome meeting in the summer term before their child starts school.
- Visiting school again with their child during the summer term before they start school in September.
- Informing parents about our curriculum by sending home a half termly 'Reception Reporter'.
- Inviting parents to interactive stay and play sessions/information sessions.
- Celebrating individual progress and achievement by giving parents access their children's learning on 'Seesaw'.
- Promoting a love of learning both at home and at school by sharing experiences on 'Seesaw' and Class Dojo.
- Conducting workshops for parents and carers to enable them to be familiar with the teaching methods used in school, to make it easier to emulate them at home.
- Keeping in touch regularly via Class Dojo.
- Inviting parents to a whole class assembly, where the children share some of the things that they have been learning.
- Providing a detailed end of year report, sent home in July.
- Operating an 'open door' policy, whereby parents/carers can come and discuss concerns and developments in an informal manner.

## **Inclusion & Equal Opportunities**

We value and celebrate the diversity of individuals within our school. All children are treated fairly whatever their race, gender, religion or ability. Interventions or additional support is put in place where necessary to support pupils with specific needs. We aim to meet the needs of all pupils by:

- Planning opportunities that build upon and extend children's knowledge and experience.
- Ensuring that more able pupils are challenged and encouraged to achieve their full potential.
- Supporting children with additional needs (SEND)
- Using a wide range of teaching strategies based upon children's learning needs.
- Using resources which reflect diversity and are free from discrimination and stereotypes.
- Monitoring children's progress and taking action to provide support as necessary.

## **Children for whom English is not their home language**

We find out as much as we can about a child's prior language experience and any education experienced elsewhere. Parents/Carers will be our starting point. We know that, and share with parents/carers, a child's home language development will help them learn English. Parents/Carers and any bilingual support available will be asked to share what their child knows and understands in order to help assess the child.

## **SEND**

Ongoing observations and assessments allow staff to identify any special educational needs a pupil may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period could be a cause for concern and must be monitored. The SENDCo will be involved in assessing pupils of concern and advice may be sought from other agencies. For example, Speech and Language Therapy Service, Ladywood outreach or an Education Psychologist. Children with high levels of additional needs are supported in EYFS.

## **Safer Eating**

In line with statutory requirements, our EYFS promotes safer eating practices to ensure the health and well-being of all children. We encourage a positive snack time environment, where children are supervised while eating, in class. Staff are paediatric first aid trained, and children are taught good hygiene practices, such as washing hands before eating. We also ensure that dietary needs and allergies are carefully managed, with clear communication between parents and staff to accommodate any specific requirements. Parents are also regularly provided with advice for healthy options for their child's school snack. Lunch times are supervised by a paediatric first aider and children have food appropriately cut/chopped, to minimise the risk of choking.

## **Health**

- Pupils access the free-flow indoor/outdoor area, during the school day.
- Pupils use the 'daily mile' track, when necessary.
- Pupils take part in a weekly PE lesson.
- See Personal Development policy for further information.

## **Reception to Year 1 Transition**

Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. As well as providing valuable learning experience in themselves in Reception, we believe that it is important that these experiences also prepare the children for their move into Year 1. Year 1 then build on the principles and approaches encouraged in the EYFS.

At Ladybridge we implement the following:

- Reception and Year 1 teachers meet to discuss the individual needs of each child in July.
- The Early Years Profile data of each child are passed on to the Year 1 teachers to enable them to make plans for the year ahead.
- Reception children visit their new Year 1 class and teacher in July for a variety of activities.
- The Year 1 classroom is arranged to reflect the provision that the children have experienced at the end of Reception.
- Reception children transferring into Year 1 suggest items/routines (for example, the signing in pebbles) to take with them into Year 1.
- During the autumn term of Year 1 elements of the EYFS are maintained for continuity.

### **First Aid**

All Reception staff are qualified in paediatric first-aid and there is a first-aid box stored in a central location (see School Health & Safety Policy for further details, which also includes procedures for administering medicine).

If children hurt themselves at any time during the school day, this is recorded on the electronic CPOMs system. Parents/carers will be informed immediately of any serious injury or cause for concern.

If a child arrives at school with a significant existing injury, this information is also logged onto CPOMs and discussed with the parent.

### **Risk Assessment**

Each year (or as required) a detailed risk assessment is made of all indoor and outdoor areas, resources and equipment. This is modified throughout the year, as required.

### **Security and safety procedures**

- Children are only sent home with adults known to staff or an older sibling with signed consent. (A record is kept of friends/family that have been nominated and can be identified with confirmation of the password provided by the parent.)
- Parents are required to provide school with a password for collection purposes.
- Children are never left inside or outside on their own.
- The outdoor areas are checked daily for hazards.
- Outdoor play structures undergo an annual inspection.
- Both outdoor gates (off the Reception outdoor play area) are locked. (Labelled keys are kept on hooks, by the exterior door in each classroom for emergency exit).
- The classrooms' external doors are locked, unless supervised outdoor play is taking place.

### **Confidentiality**

Details of children and families remain confidential and will only be shared with authorised staff.

### **Monitoring**

It is the responsibility of all Early Years Foundation Stage staff to follow the principles in this policy. There is a named Governor responsible for the Early Years Foundation Stage. The Head Teacher and Early Years Leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.