



## EYFS Policy (STATUTORY)

<b>Other Information:</b>	
See statutory framework for the EYFS (2017)	

## Ladybridge Primary School

### Early Years Foundation Stage Policy

#### Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. *The Early Learning Goals* set out what is expected of most children by the end of the Foundation Stage. *The Development Matters* are the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the Early Learning Goals by the end of the EYFS. Key Stage 1 (National Curriculum) starts at the beginning of Year 1.

At Ladybridge, all children join us at the beginning of the school year in which they are five. Children joining our school have been to a range of pre-school settings within the community, and we continue to build on what our children already know. We aim to ensure that the transition from home to school is a smooth one. Ladybridge is an inclusive school, where we offer a rich and stimulating environment, in which the children can reach their full potential. 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.

The school is committed to following the four EYFS principles:

- A unique child
- Positive relationships
- Enabling environment
- Learning and development

#### Aims, Ethos, Principles

The Statutory Framework for the Early Years Foundation Stage states that *‘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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’*

In the light of this philosophy the aim of the Reception classes at Ladybridge is to provide our children with a **stimulating and challenging environment** to try to give them the best possible start to their career at Ladybridge Primary and to begin the process of becoming active learners for life.

In **partnership** with the family and carers we aim:

- to provide a happy, caring, safe and stimulating environment for learning, which meets the individual needs and interests of our children and enables them to achieve and thrive.
- to develop warm and secure relationships between children and adults.
- to provide a high quality curriculum in line with current Early Years Foundation Stage guidance.
- in partnership with parents to develop the moral and social values of our children.
- to encourage active learning through first-hand experiences, both in indoor and outdoor play, and through verbal and non-verbal communication.
- to encourage our children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- to value the cultural diversity within our school and community.
- to foster positive home-school links and share a common sense of purpose with parents/carers.

The Foundation Stage Curriculum is taught in an active and holistic way. Reception classes at Ladybridge are a place where we have a clear and structured approach to our teaching and learning.

### **Admission and Induction Procedures**

In the term preceding their joining Ladybridge, parents/carers are invited to an induction talk from the Head Teacher and Early Years Leader and visits to the classroom are arranged for new parents and children. Reception admissions are co-ordinated by the LA.

Children transferring from the Nursery to the Reception class visit their new teacher and class during the summer term. There is a staggered intake during the Autumn term over a 2 week period. Parents are asked to complete an 'All About Me' booklet, sharing relevant/valuable information about their child. All children receive visits from their individual class teacher/Key Worker at their nursery setting and/or at home.

### **Teaching and learning styles**

In the Foundation Stage, teaching and learning styles include whole-class teaching, small group-work and paired and individual work, which are all supported by on-going observations. The Foundation area is a semi-open plan double classroom, with two Teachers and two Teaching Assistants. This opens out onto a shared, outside enclosed area. The learning environments are divided into a variety of different areas, the outdoor mirroring the indoor. The children are able to move freely between these areas. The children also use both the hall and the Computing Suite on a regular timetabled basis. Each class has an interactive whiteboard.

In order to promote good Teaching and Learning in our school, we aim to:

- develop good relationships between home and school, so that children feel secure and develop a sense of well being
- use our good understanding of how children develop and learn to determine our teaching; therefore, we start from the needs of the child and plan the learning from assessments and observations
- provide opportunities for the children to learn through first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and communication skills, both inside and outside the classroom
- plan a curriculum based on the Early Years Foundation Stage Curriculum that supports the children to achieve the Early Learning Goals
- provide children with the opportunity to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- enable children to develop independence and self-management
- identify the progress and future learning needs of children through on-going assessments
- have clear aims and success criteria, to monitor and evaluate planning to improve what we do
- identify training needs of all adults working within the Early Years Foundation Stage.

Each child is assigned a Key Person. Parents/Carers are introduced to their child's Key Person. The Key Person's role is explained to the parent/carer. The Key Person, along with the Class Teacher/Teaching Assistant, will ensure that every child's learning and care is tailored to meet their individual needs.

### **Inclusion**

At Ladybridge we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children as they aim to achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We recognise that some children will require additional support and resources to assist or extend their learning.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge;
- experience and interests, which develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- ensuring communication between all professionals and the child's parents is strong so that a clear picture is gained of the child's learning and development.
- recording details of any specific assessment and provision in place for the child, and using this as a comprehensive record as a basis for discussion with parents/carers and to support planning for future learning.

P scales will not be used in Reception as they are an assessment tool designed for use at Key Stage 1. We will refer to the Development matters/Early Years Outcomes guidance.

'The EYFS Profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes.'

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

'Learning English as an additional language is not a special educational need.'

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. Children are encouraged to use their home language at Ladybridge. 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.

At Ladybridge we focus on the following when assessing children for whom English is not their home language:

- development in their home language;
- development across areas of learning, assessed through their home language; and
- development of English.

*'Within the EYFS Profile, the ELGs for communication and language and for literacy must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including the child's home language and English.'*

In order for children to grow in confidence and embed their learning, we provide an environment that reflects their cultural and linguistic heritage.

### **Play in the Early Years Foundation Stage**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore and discover within a safe and supportive environment. Play underpins the delivery of the Early Years Foundation Stage curriculum.

At Ladybridge, our children have the opportunity to think creatively alongside other children, as well as on their own. They communicate with others, as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. The children are involved with both group and individual play, some initiated by adults, some by the children. They learn through being active learners working with a wide range of resources. Through play children will develop intellectually, creatively, physically, socially and emotionally. It gives children the opportunity to take risks and make mistakes.

### **The Curriculum**

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals and Development Matters. The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals. There are seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, known as the *prime* areas, are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

The other four areas of learning are the *specific* areas. Through the specific areas, the prime areas are strengthened and applied. The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

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

Combining, where appropriate, the Early Learning Goals and Key Stage 1 National Curriculum, by the end of Reception/Foundation stage our children will be fully prepared for learning at Key Stage 1.

Teachers initially address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, they ensure that this more structured approach is in operation by the end of the Early Years Foundation Stage.

All Reception children have structured, daily phonics sessions. These begin in September and continue throughout the whole of the Reception year. The phonic sessions follow the guidance in the government document 'Letters and Sounds' and the phonic scheme 'Jolly Phonics' are in line with school policy.

The Early Learning Goals/Development Matters provide the basis for planning throughout the Early Years Foundation Stage. Our half-termly curriculum letters to parents identify the intended learning, with outcomes, for children working towards the Early Learning Goals, alongside the Development Matters statements and for those more able children working towards the National Curriculum this is based on a topic-based approach that supports the interests and knowledge of individual children. The weekly short-term planning consists of specific details of learning with focussed tasks and assessments.

### **Resources**

Each Reception class has their own classroom and a shared outside learning environment. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that our children come from and the wider world. We encourage our children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Within the learning environment there are also specific areas designated to quiet work and play, art, sand/water, construction and role-play. We aim to provide an environment that truly enables successful learning by all children in our care.

*‘Children must have access to a rich learning environment which provides them with the opportunities and conditions in which to flourish in all aspects of their development. It should provide balance across the areas of learning. Integral to this is an ethos which respects each child as an individual and which values children’s efforts, interests and purposes as instrumental to successful learning.’*

### **Assessment**

Assessments are based primarily on observation of daily activities and events. Observation is the most reliable way of building up an accurate picture of a child’s development and learning. We note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. To ensure our assessments are accurate, we take account of a range of perspectives including those of the child, parents and carers and other adults who have significant interactions with the child. We believe that adults with different roles have different insights.

During the final term in Reception, and no later than 30<sup>th</sup> June in that term, we complete the **EYFS Profile** for each child. This is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils’ progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

*‘The primary purpose of the profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS’.*

The primary uses of EYFS Profile data are as follows:

- To inform parents about their child’s development against the ELGs and the characteristics of their learning.
- To support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers.
- To help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

We record each child's level of development against the 17 Early Learning Goals as **expected** (achieved an Early Learning Goal), **exceeding** (achieved beyond an Early Learning Goal/beyond what

is expected) or **emerging** (not yet reaching/achieving an Early Learning Goal). We will refer to the exemplification material from the DFE when making these decisions.

As children do not necessarily achieve uniformly, we will judge whether the description within the ELG best fits the child's learning and development. We will take into account the child's strengths and weaknesses, therefore, looking at the whole of each ELG description, when making this summative judgement.

To judge whether a child's learning and development is exceeding the ELG, we will consider the following to ensure that we are confident that the child has moved beyond the expected level:

- consider the Key Stage 1 National Curriculum.
- refer to exceeding descriptors (sourced from the Tickell review) ; and
- discuss with Year 1 teachers whether to deem a child exceeding in any ELG.

The completed EYFS Profile will include a short commentary on each child's skills and abilities in relation to the **three key characteristics of effective learning**. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

At Ladybridge observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for each child. The observations are matched to the Early Learning Goals and Development Matters/Early Years Outcomes and are recorded as part of the Early Years Foundation stage Profile and Ages and Stages – Development Matters. This may take the form of photographs, examples of work or observations. All observations and evidence are kept in the children's individual Learning Journey.

### **Seesaw Learning Journey**

- At Ladybridge we use the on-line Learning Journey system, **Seesaw**, which allows staff and parents to access the information via a personal, password-protected login. Parents can only obtain access once they have been invited by an administrator.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parents are invited into school to look at their child's journal. Parents logging into the system are only able to see their own child's Learning Journey.
- Where images of other children appear on journals, written consent has been given by parents.
- Staff do not leave screens unattended when the Seesaw program is active. This prevents unauthorised access to the site.

In addition to their Learning Journey, each child also has their own Mathematics and Literacy book that records guided work throughout the year.

During the children's first half-term in the Reception class, the teacher assesses the ability of each child using school-designed initial assessment sheets. The results are analysed and we then use them to identify patterns of attainment within the cohort of children (baseline assessment). Targets are set for each child to work towards; they continue to be reviewed and set at the start of each term. We use this information to modify the teaching programme for individual children and groups of children. We share the initial assessment information with parents at the Parents'/Carers' evening in October. At the end of each term the children are assessed using the Classroom Monitor tracking system. Our children's Learning Journeys contain a wide range of evidence that inform our judgements in the end of year Early Years Foundation Stage results that are sent to the LA at the end

of the summer term. The Early Years Foundation Stage Profile and Learning Journeys are moderated each year by LA advisors and through half-termly internal moderation.

In July Parents/Carers receive an annual report on their child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. It also shares the child's attainment against the Early Years Foundation Stage Profile. Parents are offered a meeting to discuss their child's report, progress and transition to Year 1 in more detail.

### **Partnership with parents/carers**

Ladybridge recognises the vital importance of the active involvement of parents as a key partner in their children's learning and development. The Reception Year of a child's life is special. Our aim is to make the transition, for parents and children, into our school positive and supported. We encourage this involvement by the following procedures:

- an introductory meeting/open-evening which takes place in July before the children start their new Reception class.
- a parents'/carers' evening in Autumn and Spring Terms at which the teacher and parents/carers discuss the child's progress in private with the teacher.
- regular School Newsletters (sent home, on the notice board and available on the school website).
- a weekly overview of objectives/activities is available for parents/carers on a notice board (in the EYFS outdoor area) and on our school website.
- termly curriculum letters are sent to parents/carers informing them of the topics and specific objectives/areas of the curriculum to be covered with suggestion for how they might assist their child (also available on the school website).
- parents/carers are encouraged to talk to their child's teacher/Key Person at the start and at the end of the day (open-door policy).
- individual targets are set and sent home to parents/carers at the beginning of each term.
- at the end of each term parents/carers are requested to complete an evaluation sheet to inform the school of their child's progress.
- parents/carers are also encouraged to share their knowledge of their children and celebrate their child's achievements through the use of 'WOW stars'.
- a regular communication with home through the child's Reading Record diary.
- a weekly twitter feed is posted online.
- parents/carers receive a report on their child's attainments and progress at the end of the school year.

### **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.

'The transition between the EYFS and Year 1 should be seamless. Year 1 teachers need to have a fully rounded picture of the attainment of each child in order to plan the curriculum. Year 1 teachers should be involved in EYFS Profile moderation in order for them to understand the judgements made by Early Years practitioners.'

At Ladybridge we implement the following:

- Reception and Year 1 teachers meet to discuss the individual needs of each child in July.
- an EYFS profile, end of year report and the Early Years Profile 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 teacher visits the Reception children each week for a short session during the summer half-term. The Year 1 teacher may share a story, carry out a short activity or observe the children in play during her/his visit.
- Reception children are encouraged to share their Learning Journey with their new Year 1 teacher.
- where possible, the Year 1 classroom is arranged to reflect the provision that the children have experienced at the end of Reception
- the 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 in each classroom (see School Health & Safety Policy for further details, which also includes procedures for administering medicine.)

If children hurt themselves during lesson time, this is recorded in the class Accident File. The member of staff who has treated the child will sign and the parent will sign at the end of the day. Parents/carers will be informed immediately of any serious injury or cause for concern. Accidents at lunch-time are recorded in the school's Accident Book and transferred to the Reception file after lunchtime for parents' signatures .

If a child arrives at school with an existing injury, this information is logged and signed by both member of staff and parent/carer.

### **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.

### **Fire Drill and Invacuation Drill**

When the fire bell rings, the children are told to stop what they are doing and walk to the exterior door. One adult will then lead them out and accompany them to the Key Stage 1 playground, where they will make a line and be counted. The second adult checks the toilets, cloakrooms and shared area. He/she will close the door and join the class. The register is brought from the office and the register is taken. (See School's Health & Safety Policy.)

Our children are trained to follow the prescribed safety procedures in the light of any threat to their safety from intruder/animal on site.

### **Security and safety procedures**

- Children are only sent home with adults known to staff and aged 16 or over. (A record is kept of friends/family that have been nominated and can be identified with confirmation of the password provided by the parent.)
- 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.

EYFS statutory framework:	Whole school policies that are particular applicable to address the specific aspect of EYFS
<b>SAFEGUARDING</b> Para 3.4: providers must 'have and implement a policy, and procedures, to safeguard children.' - Explain the action to be taken in the event of an allegation against a member of staff - Cover the use of mobile phones and cameras in the setting	- Child Protection (and Safeguarding) - Safeguarding, Disclosure and Barring - Managing allegation of abuse against staff - E-safety
<b>ILLNESS</b> Para 3.44: providers must also have a procedure for responding to children are ill or infectious, taking appropriate steps to prevent the spread of infection, and taking appropriate action if children are ill. The procedure must be discussed with parents/carers	
<b>MEDICINES</b> Para 3.45: providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines and for keeping information up to date.	
<b>EVACUATION</b> Para 3.55: providers are required to have an emergency evacuation procedure	
<b>VISITORS</b> Para 3.62: providers must have an agreed procedure for checking the identity of visitors	
<b>CHILD COLLECTION/MISSING CHILDREN</b> Para 3.73: providers must provide parents with details of policies and procedures, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting	
<b>CONCERNS AND COMPLAINTS</b> Para 3.74: providers must put in place a written procedure for dealing with concerns and complaints from parents/carers, and must keep a written record of any complaints and their outcome	