



**Ladybridge
Primary School**

**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. 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 any pre-school 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:

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. We take into account our children's starting points and maximise opportunities for children to talk. We strongly believe that play is an integral part of learning and this is at the heart of our early year's curriculum.

We believe that the correct mix of adult-directed and uninterrupted child-initiated play ensures the best outcomes for children. A mixture of directed and free choice activities are planned and children's choices are carefully monitored through 'rainbow challenges' to ensure balanced provision. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

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 new EYFS framework, and actively safeguard and promote the welfare of all of our children.

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, real life 'hooks' and experiences linked to them and the systematic teaching of phonics. The use of talking baskets (floor books) and 'the fab 5' help children learn new vocabulary frequently.

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 our mud kitchen, water area and giant sandpit. They are encouraged to strengthen their core muscles through physical play on the climbing frame, bikes and trampolines. 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 topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully from the children's interests, they reflect our diversity and encourage children's speech, language and communication development. All planning is flexible and responsive to children's needs, so plans can be changed and adapted dependent on their interests.

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 enjoy using 'Seesaw' and 'Class Dojo' to engage in their child's learning journey and our stay and play sessions are consistently well attended.

As part of the learning and teaching process, children are assessed in relation to their progress towards 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. Most children in our early years, arrive with much 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 and discuss their successes and failures.

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 Foundation Stage has its own framework and is therefore treated as a separate key stage. At Ladybridge Primary School the two EYFS classes are commonly referred to as Reception.

The EYFS is based upon four principles:

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

The Early Years Framework

At Ladybridge we follow the Early Years Framework September 2021. We adhere to the Educational Programmes set out in the EYFS framework to support children's activities, learning and experiences. Planning and assessment are based on the seven areas of learning and the Early Learning Goals (ELGs). The framework ensures consistency between EYFS and the Key Stage 1 curriculum.

The Seven Areas of Learning

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 'Letters and 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.

<u>Playing and exploring</u> Finding out and exploring. Using what they know in their play. Being willing to have a go.	<u>Active learning</u> Being involved and concentrating. Keeping on trying. Enjoying achieving what they set out to do.	<u>Creating and thinking critically</u> Having their own ideas. Using what they already know to learn new things. Choosing ways to do things and finding new ways.
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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. The revised 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 curriculum maps, 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. From the data 'notice & focus' children are monitored and targeted within provision and interventions. Baseline assessments of each child are carried out within the first four weeks of September. Parents are kept informed of their child's progress through formal parents' evenings, informal chats, Class Dojo and access to the 'Seesaw' portfolios.

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 one interactive stay and play session per term.
- 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

'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. 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.

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.
- An EYFS profile, end of year report and 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