



EYFS POLICY FOR LEIGHTON ACADEMY

Policy lead:	Mrs K Hughes
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Leighton Academy is part of The Learning Partnership.

EYFS POLICY

Vision

*Our Vision for the children at Leighton Academy is to **Work Hard and Be Kind**.*

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Leighton Academy this comprises of a Nursery and two Reception classes. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Aims/Objectives

At Leighton Academy we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'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.'

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- **Children develop and learn in different ways and at different rates.**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

EARLY YEARS FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and (sometimes) exceed the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

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, both in the EYFS and into Key Stage 1. These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

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

In Nursery, our primary focus is on the Prime Areas as a foundation for future learning, although we still plan for a child's development in the Specific Areas too.

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

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.

3. Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create long term plans based on a series of topics each of which offers experiences in all seven areas of learning and liaise with colleagues within the Early Years Foundation Stage and Curriculum Co-ordinators in school to ensure effective curriculum coverage and progression across all areas of learning.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

OBSERVATIONS AND ASSESSMENT

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute.

Observations of children's achievements are collated in their own personal, online 'Tapestry' Learning Journal. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments.

Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home.

When a child is in our Two-Year-Old Provision in nursery, their progress will be summarised between the ages of 2-3 years in the form of the 'Two-Year-Old Progress Check'. This is a statutory requirement of the Early Years Foundation Stage. The aim of the Two-Year-Old Progress Check is to ensure that our two-year olds are on track with their development, to

identify their strengths and any areas they might require support with. Should a child require additional support at this time, we will of course, discuss this with parents in the first instance and refer to appropriate agencies such as Speech and Language Therapy with parental permission.

Our ongoing observations are used to inform assessments of children's progress against the EYFS Development Matters bands in Nursery. Children's progress is reviewed continually and more formally on a termly basis. If a child is deemed to be 'Not on Track', additional support will put in place to help the child catch up. We also use termly progress data to identify areas children are performing well in and areas for development and we will adapt our practice and provision to support this.

Throughout their time in the Early Years Foundation Stage, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

At the end of the Reception year, the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

SAFETY INCLUDING SAFEGUARDING AND WELFARE REQUIREMENTS

The safety and welfare of our children is paramount at Leighton Academy. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health including the importance of good oral hygiene.
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident. Children are also educated about the types of foods which promote good oral health and how to maintain good oral hygiene.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs.

Leighton Academy has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Leighton Academy. Backing up this policy is a dedicated safeguarding team which includes a Designated Safeguarding Lead. Staff have access to the 'CPOMS' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and some even exceed the Early Learning Goals.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated full time SENCO in school that supports us with any additional needs a child may have.

THE ROLE OF PARENTS/CARERS

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Transition to Nursery

- Holding information evenings before the children start Nursery.
- Conducting Home Visits to get to know nursery children and parents and to complete the child's 'All About Me' profile.
- Identifying and planning to meet any additional needs including health care needs.
- Carrying out a minimum of settling in visits including a 'Stay and Play' session to ensure children are familiar with their Key Person and the nursery environment.
- Being available to parents at drop offs and collection times.
- Welcoming parents/carers' contributions to Tapestry.

- Inviting parents/carers to regular Stay and Play sessions.
- Providing information about our Nursery Curriculum via our website.
- Providing information to support Home Learning.
- Giving parents/carers an Annual Progress Report detailing their child's progress, identifying strengths and next steps in learning and information on supporting home learning.

Transition to Reception

- Talking to parents/carers about their child's interests and needs during our introductory sessions in school;
- Being welcoming and approachable and having an 'Open-Door' approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews available on the website and highlight how they can support their child at home;
- Inviting parents into school for 'phonics and maths' evening session to demonstrate how we teach phonics and help them support their child;
- Providing parents with an end of year summary report detailing achievements and their child's EYFS profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

TRANSITIONS

From pre-school /feeder settings

- We usually carry out a home visit with parental permission.
- Parents/carers' are usually invited to a meeting to ensure they know about Nursery Policies and Procedures. are able to meet their child's Key Person and answer any queries they may have.
- Children are offered a minimum of 3 settling in visits. The first one is usually a Stay and Play Session where parents will remain with their child for a 1-hour period. Children are then offered an additional 1 hour and 2 hour visit on their own before attending their first 3 hour session.
- We recognise that every child is different, so additional visits are available if required.

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to visit to their reception class.
- Members of staff from Leighton Academy carry out home visits with parental permission.
- Members of staff may also visit the child's current setting. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are shared with Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a transition session towards the end of the school year in the Year 1 classroom with their new teacher to ensure that they are familiar and comfortable with their new teacher.

Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The quality of Nursery provision is evaluated by the Early Years Lead and data regarding children's progress is shared regularly with the Principal and Governing Body. Appropriate action is taken to ensure that Nursery children make the best possible progress through effective provision and practice.

The Early Years Lead is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Principal, Governing Body and Reception team as appropriate and any necessary actions are taken.

All adults in the Early Years Foundation Stage Team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy See first aid policy and medications policy
Administering medicines policy	See supporting pupils with medical conditions policy See medications policy
Emergency evacuation procedure	See health and safety policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy See child missing in education policy
Procedure for dealing with concerns and complaints	See complaints policy