



Early Years Foundation Stage Policy

Adopted: September 2021-2022

Aims

- To develop positive relationships with parents and carers, to build a strong partnership in supporting their children's learning and development.
- To provide a broad, balanced, relevant and creative curriculum with a solid and strong foundation in the three prime areas of learning, and the four specific areas of learning.
- To provide high quality learning experiences that correspond to each child's developmental stage through careful observation, assessment, and that guide children towards the achievement of the Early Learning Goals at the end of the EYFS.
- To provide a happy, safe and stimulating environment, one in which provides challenge, and promotes a positive attitude to learning.
- To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.

Introduction

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. We believe that early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

At Lowerplace Primary School, children join us at the beginning of the school year, following their fourth birthday. The children are placed in two classes RA and RB and work together in the early years unit. Within the early years unit there are three class teachers, and four teaching assistants.

At Lowerplace Primary School, we endeavour to provide high quality early learning experiences that uphold and demonstrate the four key principles outlined in the EYFS statutory framework:

- 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 the individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn **in different ways and at different rates**.

Learning and Development

At Lowerplace Primary School, we follow the aims and objectives set out in the Early Years Foundation Stage Curriculum. We recognise that all areas of learning and development are important and interconnected.

We ensure that the children receive a balance of adult led and child initiated activities, giving them the best chance of obtaining a good level of development at the end of Reception.

There are seven areas of learning and development that are split into two important and interconnected sections – prime and specific:

The ‘prime’ areas of learning and development are:

- **Communication and language:** - Listening, attention and understanding - Speaking
- **Physical development:** - Gross motor skills - Fine motor skills
- **Personal, social and emotional development:** - Self-regulation - Managing self - Building relationships

The ‘specific’ areas of learning and development are:

- **Literacy:** - Comprehension - Word reading - Writing
- **Mathematics:** - Numbers - Numerical patterns
- **Understanding the world:** - Past and present - People, culture and communities - The natural world
- **Expressive arts and design:** - Creating with materials - Being imaginative and expressive

As well as the seven areas of learning, we ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring-**children will have opportunities to investigate and experience things, and ‘have a go’.
- **Active learning-** children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Creative and thinking critically-** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

At Lowerplace Primary School, we support all children to become independent and collaborative learners. We provide a broad and balanced curriculum that enables each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

We plan challenging but achievable activities, and experiences to extend children’s learning based on the early years outcomes. We use exciting themes, as a vehicle of interest to encourage the children and their parents to develop key questions based on something that they want to find out about within a topic. We then use these key questions to plan from the children’s interests.

Children share in daily phonics, reading, writing and mathematics sessions. At all times, the characteristics of effective learning (playing and exploring, active learning and creating and thinking critically) are considered in our planning and teaching in order to meet each child’s needs.

We ensure that children’s next steps are met in our weekly planning, and also respond to their social and emotional needs as well as their achievement inside and outside of school.

Assessment

As part of our daily practice, we observe and assess children's learning in order to ensure that future planning and teaching reflects identified needs. All our observations are recorded in the children's individual online 2simple learning journeys and include teacher, parent and child voice. Learning journeys contain a wide variety of evidence that we share with parents at each parent consultation meeting.

Learning journeys contain a wide variety of evidence that we share with parents at each parent consultation meeting. We encourage all parties to contribute to discussions, assessment and children's learning journeys. Parents have access to WOW slips throughout the year, whereby they can record their own child's significant learning moments outside of school. Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support.

At Lowerplace, ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. EYFS staff interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child. We undertake a summative assessment of the level of each child's development at certain stages. These are:

- **Reception Baseline Assessment** – a short assessment which is taken within the first six weeks of a child starting reception year.
- **The EYFS Profile** – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate. If a child's progress in any of the prime areas gives cause for concern, we will discuss this with the child's parents/carers, and agree how best to support the child.

We provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, we will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Teaching and Learning

At Lowerplace children in the EYFS participate in whole class, small group and individual activities, with increasing times as the year progresses, in order to accommodate children's needs and stretch their learning.

The early years education that we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;

- It offers a structure for learning that has a range of starting points, content that matches the need of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

Our ultimate aim is to help and guide the children to become independent, enquiring and evaluative learners. We follow children's interests, in order to fully engage them in taking charge of their own learning. Through play, our children explore and develop learning experiences, which help them make sense of the world.

The Learning Environment

At Lowerplace Primary School, we recognise that the environment plays a key role in supporting and extending children's development. We always make sure that the learning environment inside and outside is planned effectively, to meet the requirements of all areas of learning.

We ensure that the classroom is well organised into clearly defined areas, which allows the children to explore and learn securely and safely. We encourage children to engage in purposeful, challenging activities with or without the presence of an adult.

The pupils in Reception Class have their own outdoor area and have many opportunities to work in the outdoors. Being outdoors offers opportunities for exploring and learning things differently to when pupils are indoors. The children can explore, use their senses and be physically active and exuberant. The children have access to sand, water, climbing equipment, bikes, writing opportunities, mud kitchen, construction and role play.

Parents as partners

We pride ourselves on having outstanding relationships with parents and other parties. We recognise that parents are children's first and most enduring educators, and we value the contribution they make. We recognise the role that parents have played, and their future role in educating the children.

We hold stay and play sessions for children and their families in the summer term, to give them the opportunity to spend time with their teacher, before starting school. We also invite parents to an induction meeting. We offer parents regular opportunities to talk about their child's progress including access to the children's learning journeys.

We have an 'open door' policy whereby we have daily discussions with parents regarding their children. We encourage parents to talk to the child's teacher if there are any concerns and hold parents meetings during the Autumn and Spring term, to discuss the child's progress. We actively encourage parents to take part in their child's learning experiences including stay and play sessions, early morning work, themed weeks, Christmas productions and assemblies.

We 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.

Safeguarding and Welfare

At Lowerplace School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

At Lowerplace Primary School, it is important to us that all children in school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children (More information can be found in the school's safeguarding policy).

We promote a healthy lifestyle by providing fresh fruit for the children daily, and encourage them to make healthy choices about what they eat. School dinners are also provided for free for all children in Reception, Year One and Year Two. We cater for those children who have special dietary requirements.

We promote the good health of children in the EYFS, including the promotion of good oral health. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

Inclusion

At Lowerplace Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in different ways, at varying rates. We value the diversity of individuals within the school and treat children fairly regardless of race, religion or abilities.

We believe that all our children matter. We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of our children. 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 cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We use a wide range of teaching strategies based on children's learning needs and use resources which reflect diversity. We monitor children's progress and take action to provide support as necessary. We focus on removing barriers to learning and aim to identify any learning difficulties at an early stage.

Transition

At Lowerplace Primary School we recognise that starting school can be a difficult time for young children; we therefore plan this time carefully to support children to settle into their new class quickly and happily.

During the summer term children are invited in to attend stay and play sessions with their parents, in order to develop familiarity within the setting and with the practitioners. We also hold an induction meeting, and parents are offered a home visit.

We have a good relationship with our feeder nurseries and we visit the children in their nursery prior to starting with us in September. When the children join us in September, the children spend the first week attending morning or afternoon sessions, and then full time sessions afterwards.

In the summer term, all our Reception children visit their new Year 1 teachers prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

Monitoring and review

It is the responsibility of those working with Reception pupils to follow the principles stated in this policy. The Headteacher and the EYFS co-ordinator will monitor the EYFS provision as part of the whole school monitoring schedule. This policy will be reviewed every three years or earlier if circumstances require it.