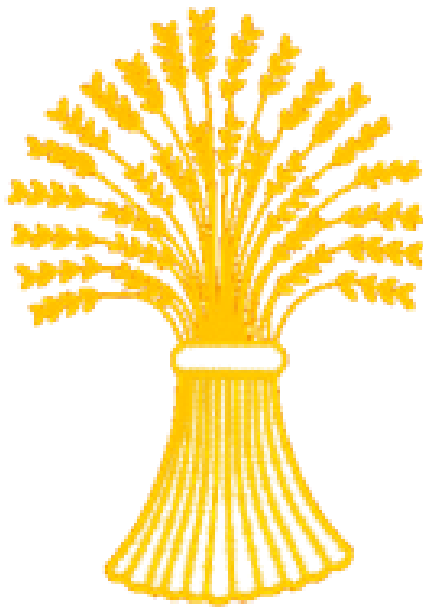


# **Lunsford Primary** **School**



## **Early Years** **Foundation Stage** **Policy 2024**

Ratified: 06/02/2024

Approved by:

Review by:

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## Aims of the Early Years Foundation Stage

At Lunsford Primary School we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations, so as to develop into independent lifelong learners. We ensure that children access a broad and balanced curriculum that gives them the knowledge and skills needed for good progress through school and life.

We encourage children to develop independence within a safe, nurturing and enabling environment, with high quality teaching and learning experiences so that no child gets left behind, and all make good progress. Every child is included and supported through equality of opportunity and anti-discriminatory practice. We support children in building relationships through the development of social skills such as co-operation and sharing; and also in helping each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals. We build close working relationships between staff and parents/carers, to ensure the needs of the children are met, and that learning experiences are shared and embedded.

Our high expectations enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that children are kept healthy, safe and emotionally secure so that they can achieve the knowledge and skills they need to acquire, in order to show school readiness for entry into Year 1.

## Legislation

This policy is based on statutory requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) (revised January 2024)

## Structure of the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have one full time reception teacher, Mrs Pring, and one full time teaching assistant, Mrs Benton. Mrs Webb works in her role as an additional teaching assistant 3 days a week. Mrs Regan works with the children for one morning each week when undertaking PPA cover duties. All children are expected to attend full-time once the transition period in September has been undertaken. In exceptional circumstances, and in agreement with the Headteacher and SENCO, there may be some instances when a child attends on a reduced timetable until they turn 5. Our full-time hours are 8:30 until 3:00, with a lunch break from 11:45 until 1:00. We offer a structure for learning that has a range of starting points and unlimited availability for development. This will be through a wide range of new, exciting and challenging experiences that will give children the opportunity to consolidate, explore and deepen their skills, knowledge and understanding, alongside their existing experiences (cultural capital).

## The Curriculum

Our Early Years Reception Class follows the curriculum as outlined in the latest EYFS framework (2024), which is available on the school website or can be downloaded at:

[Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Statutory_framework_for_the_early_years_foundation_stage_for_group_and_school_providers.pdf)

We also use Development Matters (revised 2021) to help children meet the expected requirements of the EYFS framework, within each of the seven areas of learning. This is available on the school website or can be downloaded at:

[Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/development-matters)

### The EYFS is based upon four principles:

- A Unique Child – every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – children learn to become strong and independent through positive relationships with their practitioners.
- Enabling Environments - children learn and develop well in an enabling environment, with stimulating resources in both outdoor and indoor spaces.
- Learning and Development – children develop and learn at different rates, and their practitioners foster the characteristics of effective early learning

### A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates, and we plan and act on their next steps. We value and respect all children and families equally. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Positive relationships**

We recognise that children learn to be strong and independent from secure, nurturing relationships, and we aim to develop caring, respectful and professional relationships with the children and their families. We strive towards building a strong sense of belonging and are sensitive to each child's needs, feelings and interests.

### **Enabling environments**

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. Our inside and outside learning areas promote rich learning experiences through play and playful teaching, and we support children to take risks and explore. We value all people, cultures and communities.

### **Learning and development**

All of our learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The seven areas of learning are well resourced and easily accessible for the children in both the indoor and outdoor learning environments. The practitioners teach children by ensuring there are challenging and playful opportunities linked with the EYFS areas of learning. We also acknowledge and reflect upon how children learn, linking with the characteristics of effective learning, and discussing this with the children in review sessions.

### **Areas of Learning**

The EYFS is made up of seven areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The three prime areas of learning are:

- Communication and Language – Listening and Attention, Understanding and Speaking
- Physical Development – Gross motor skills, Fine motor skills
- Personal, Social and Emotional Development – Self-regulation, Managing self, Building relationships

The prime areas are strengthened and applied through four specific areas of learning:

- Literacy – Comprehension, Word reading, Writing
- Mathematics – Number, 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

### **Planning**

We link the Development Matters stages to our long-term planning, to ensure that children can develop effectively at appropriate levels and milestones. Our long-term planning can be found on the school website:

<https://primarysite-prod-sorted.s3.amazonaws.com/lunsford/UploadedDocument/6e79519a-5c11-47ea-a4f4-2ad7b2e810c4/yr-2023-2024-lunsford-primary-school-curriculum-map.pdf>

We provide a range of challenging, explorative and open-ended play-based activities and experiences in the different areas of learning, for the children to develop and learn effectively with strong levels

of interest. We also plan for teacher led tasks, small group tasks and some 1:1 learning tasks to take place, taking account of the different needs of children, and the ways in which children learn.

## Teaching and Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language. The staff value the children's play through review sessions afterwards, when the skills and learning are discussed with the class. We foster a strong sense of curiosity, energy and enthusiasm in all that the children do. Teaching, learning and play genuinely link together in Reception. Play is valued, purposeful and stimulating to develop the children's needs and interests. Spontaneous play is also celebrated, following the children's interests with a real sense of wonder for where the play will lead us. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, and ensure they have reached school readiness for their start into the Year 1 National Curriculum.

## Inclusion

Our whole school ethos, as well as that of the Early Years Foundation Stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures. 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 and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs.

## Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and the EYFS practitioners plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to show **engagement** through playing and exploring; show **motivation** through active learning; and to develop **thinking** skills by showing creativity and critical thinking. The three characteristics of effective learning are:

- Playing and Exploring – children investigate and experience things and events around them, they play with what they know and are willing to 'have a go' at new experiences.
- Active Learning – children concentrate with high levels of involvement, and they keep trying if they experience difficulties. They show enjoyment in achieving what they set out to do.

- **Creating and Thinking Critically** – children have and develop their own ideas, they can make links with their previous knowledge and prior understanding, and build on these experiences to develop better strategies for doing things.

At Lunsford Primary School all areas are delivered through a well-planned play-based approach, with a balance of adult led and child-initiated activities, which the children refer to as “Choosing Time” in class. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long-term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. We follow a topic based approach which allows flexibility to ensure that both children’s needs and interests are taken into account.

We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children’s progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies, such as the speech and language service, the educational psychologist and the bi-lingual support services amongst others. We adhere to the Equal Opportunity and Inclusion policies of the school.

### **Early Years Pupil Premium**

We will endeavour to identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child’s entitlement to extra funding in school. All extra funding we receive will be used to support areas in which we identify that the child will best benefit. We will track children’s progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

### **Assessment**

Within 6 weeks of schooling, and unless dis-applied, all children will take part in the Reception Baseline Assessment (RBA), administered by the class teacher. This will take place when positive relationships have been built between the child and the class teacher, and when the child has settled well into the school routine, so as not to put any un-due stress on them. The outcomes of this are shared with parents/carers in the Autumn Term Parent Evening session.

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play, their engagement and understanding of adult led activities, through discussions with parents and carers and through talking to the children. There is now no statutory requirement to keep written and photographic evidence of the each child’s learning in the historical format of a learning journal. Instead, as Early Years practitioners, we should be able to draw upon our knowledge of the child to assess where they are working at. In recognising each child’s strengths and achievements, we can then plan for their next steps in learning. However, every child in Reception has weekly tasks in maths and English, which are recorded in their maths and English books. Each child also has an online learning journal, which we use to share both whole-class based learning experiences, along with some individual child-based learning outcomes and experiences with our parents and carers.

Throughout Reception the children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)'. This data is inputted onto Target Tracker in line with the rest of the school, at the end of Terms 2, 4 and 6. By the end of Term 6, children are assessed against the Early Learning Goals in all 17 areas of learning, in which their progress at the end of Reception is deemed as either at Emerging or Expected levels of development. Expected levels are judged to be age-appropriate, emerging levels means the children are not yet reaching the expected levels. It is at this point in time that the EYFS profile is now complete, and after some moderation within school internally (with Year 1 and SENCO), and some moderation with collaboration schools as needed, the results of the EYFS Profile are then shared with parents/carers in the End of Year report for each child. The EYFS profile data is also submitted to the local authority. Children who have been assessed as working at Emerging levels will be able to continue working on and consolidate their acquirement of the ELGs on their entry into Year 1, over their first term of schooling.

## **Transitions**

At Lunsford Primary School we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

Reception hold a meeting in the summer term before the children start school to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. All parents are offered a home visit prior to their child starting school. This gives children the security of meeting with their teachers in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In the summer term Reception children have the opportunity to meet with their teachers in their classroom.

In Reception there is a two week settling in period to ensure that children have the time to become secure and familiar with the new routines before starting school full time. For the first week children attend school in the mornings or afternoons only.

At the end of Reception children have the opportunity to meet with their new teachers in their classrooms prior to starting Year One. Some children who we think may find the transition more challenging are offered social stories on their new class, and also have access to some extra visits if needed. At the end of each school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year. The Reception teacher will share the ELG outcomes with the Year 1 teacher, so they are aware of assessments as Emerging or Expected for each child.

Children in Reception make use of the whole school facilities, such as the hall, library, playgrounds and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children when they start school. Throughout the Reception year, when children are ready they are gradually introduced to whole school activities such as infant and whole school assemblies, and also using the infant playground for a designated morning break time in the Summer term.

## **Partnership with Parents**

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers, either in person or via the online Tapestry learning journal.

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children.

Parents are encouraged to join in with their child's education from the very start of their school journey. In Reception, parents are encouraged to support children's learning through completing reading records, working together on simple homework activities and by looking at and talking about learning experiences shared on Tapestry for their child. At times, we may contact parents to assist with reading or home learning, if we feel this is not being done on a regular basis with their child. We also have numerous Stay and Play sessions for family members to come and take part in child-initiated learning, along with phonic based workshops, and some collaborative Forest School sessions. Other shared parent sessions may also take place throughout the school year, such as sharing assemblies and specific calendar events.

At Lunsford Primary School we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. Formal parents meeting are offered in October and March, where parents have the opportunity of speaking with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's learning in English and maths books. Parents are always welcomed to discuss their children informally at the end of the school day.

## **Health & safety and safeguarding**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Framework (2021) and we adhere to the school's safeguarding policy.

Lunsford has rigorous safeguarding policies and procedures that are used to identify anyone at risk of harm or radicalisation, this sets out a clear procedure for reporting any concerns from minor to major. All staff are regularly trained in SCB Safeguarding, which is updated in a regular basis. The school has rigorous checks when employing members of staff, ensuring that they have the relevant qualifications and DBS are checked. All DBS checks are updated in a rolling basis as required.

Both of the class teaching assistants are first aid trained, with Mrs Benton holding the Paediatric Level Qualification (PFA), along with other staff members within the school. Healthcare plans are put into place for children as needed, in discussion with the SENCO.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. In Reception, we comply with the infant class size legislation and have at least 1 teacher per 30 children.



We are a healthy school and our children under 5 receive free milk. All children have access to fresh water and free fruit from a Government scheme. Reception children who stay for lunch are eligible for free school meals or can choose to bring in a healthy packed lunch. Lunchboxes are monitored and parents will be politely remind about healthy contents if needed. We are a nut-free school, which also applies to hazelnut-chocolate spread.

Our Reception classroom has access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques and throughout the year we plan cooking activities to give children experiences of a range of healthy food.

Through discussion with our Reception children, and in line with Development Matters and the Early Learning Goals, we also promote the importance of physical activity, learning about making healthy food choices, understanding the needs of our bodies in terms of rest and sleep patterns, discussing oral healthcare, and helping children to start thinking about their well-being, emotions and mental health through mindfulness and yoga activities.

The Site Manager has overall responsibility for maintaining a safe outside learning environment. Adults within Reception will let them know if anything needs attention, and will remove things if deemed unsafe.

### **Monitoring Arrangements**

This policy will be reviewed and approved by ..... every ..... At every review, the policy will be shared with the Governing Body.