

Lunsford Primary **School**



Early years foundation **stage policy 2022**

Ratified 24/1/2022
Review

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 Bruckin. Mrs Corner works with the children for one morning each week.

Aims

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 on which to develop into independent lifelong learners.

We will encourage children to develop independence within a safe nurturing and enabling environment to support children in building relationships through the development of social skills such as co-operation and sharing; and also to help each child recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

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

The Curriculum

Reception follow the updated curriculum as outlined in the 2021 Early Years Foundation Stage (EYFS) document, which is available on the school website or to download at:

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90262/eyfswf.pdf)

This clearly defines what we teach. The following policy details the specifics of our setting.

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 three prime area of learning:

- 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

There are 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

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. 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.

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.

Inclusion

Our whole school ethos, as well as that of the 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.

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

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)'.

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, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child in reception has a 'Learning Journal' in which we record our observations and keep samples of the children's work. Tapestry is the online journal which we use to track children's observations.

Our children's knowledge, skills and understanding will continue to be tracked throughout the foundation stage and assessed against the ELGs to establish an end of foundation stage achievement and learning profile for each child in preparedness for their transition to key stage one. Observational evidence and samples of children's work throughout the school year will be used to assess children.

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. 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.

Children in reception make use of the whole school facilities, such as the hall, ICT suite, library 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 assemblies and to using the infant playground.

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.

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, simple homework activities and by sharing assemblies and whole class activities.

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 journals. 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.

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.

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.