

LEAVENING COMMUNITY PRIMARY SCHOOL



Early Years Foundation Stage Policy

Chair of Governors: James Robinson

Head Teacher: Sian Mitchell

Staff Member: Sian Mitchell

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Link Governor: Jan Lomas

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“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. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, Department for Education 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Leavening Community Primary School, children join the Nursery class in the term after their third birthday. They are offered up to 22 hours (15 hrs free nursery provision) per week over 3.5 days including paid lunch provision and care. The Nursery class is a community Governor led Nursery class and is open to children who will go on to enter other local schools.

Children join the Reception class in the year that they turn five. There are very flexible induction arrangements, which meet individual needs and help every child to make a positive start to life in our school and in partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – supporting the children in becoming strong and independent.
- **Enabling Environments with teaching and support from adults**– where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Developing** – an acknowledgement that children learn in different ways and at different rates.

A Unique Child

At Leavening Community 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 individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

All children and their families are valued at Leavening Community Primary School. Children are treated as individuals within the school and do not discriminate against children because of ‘differences’, and have equal access to all provisions available. All children at Leavening Community Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our schools. In our schools we believe that all our children matter. 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. In the EYFS 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 and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Careful observation of their self-initiated and adult-led activities, which provides a foundation for our planning;
- Use of a wide range of teaching strategies based on children's learning needs;
- Provision of a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Provision of a safe, supportive and stimulating learning environment in which the contribution of all children is valued;
- Use of resources which reflect diversity and are free from discrimination and stereotyping;
- Monitoring children's progress and taking swift action to provide support as necessary

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

"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."

Statutory Framework for the Early Years Foundation Stage 2021

At Leavening Community Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 (new version effective from September 2021). We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We are committed to meeting all of these requirements.

Positive Relationships

At Leavening Community Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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 do this through:

- Talking to parents about their child before their child starts in our school and nursery class
- The children have the opportunity to spend time with their teacher before starting school and nursery during 'Come and Join in' mornings and Transfer days
- Inviting all parents to an induction meeting during the term before their child starts school and nursery
- Encouraging parents to talk to the child's teacher if there are any concerns
- Encouraging parents to contribute to the individual Learning Journals kept for their child through our online 'Tapestry' system
- A formal meeting for parents of children in the nursery and reception in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress with the teacher
- A report for parents on their child's attainment and progress at the end of nursery and/or the Foundation Stage. There is also an opportunity to come to a meeting after these reports have been sent home if the parents wish it.
- Developing good relationships with all children, interacting positively with them and taking time to listen to them
- Staff in nursery and EYFS/ KS1 classes meet with the feeder pre-school settings to share good practice and discuss current issues. Where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Day etc.;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS practitioner in nursery and teacher in reception acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

Enabling Environments

At Leavening Community Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long-Term Plan and Medium-Term Plans (MTPs), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTPs in response to the needs (achievements

and interests) of the children. This will be indicated on weekly planning. The planning in nursery follows the EYFS framework and is led by the children's interests.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. We use next step planning in both the nursery and the reception class to ensure next steps are personal and focussed. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways, mainly using our online tool of tapestry and used to inform the EYFSP. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. The parents are given the opportunity to discuss these judgements with the teacher and are encouraged to complete a feedback sheet.

The Learning Environment

The EYFS reception classroom and nursery 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 classroom is set up in learning areas, where children are able to find and located equipment and resources independently. Both EYFS settings have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all the areas of learning.

Learning and Development

At Leavening Community Primary School, we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our schools. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in the rest of our schools. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

- The identification of the progress and future learning needs of children through observations;
- The good relationships between our schools and the settings that our children experience prior to joining our schools.

Areas of Learning

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. 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.

These three areas, **the prime areas**, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Early Years providers must also support children in **four specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Through careful assessments and observations, including information provided by parents, children's development levels are assessed.

Planning and guided children's activities will reflect the different ways that children learn. At Leavening Community Primary School, we support children in using the three Characteristics of Effective Learning. These are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'

Through play our children explore and develop learning experiences, which helps them make sense of the world. They practise and build up skills, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creativity and Critical Thinking** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Health and Safety

At Leavening Community Primary School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2021, at Leavening Community Primary School we undertake:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Leavening Community Primary School, a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the morning session.
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

Transition

Into Nursery

Prior to the child's 3rd birthday parents and the child are invited to look around the setting and speak at length to the Early Years practitioner and Head teacher to ensure they know about school procedures and any concerns they may want to express. Children are invited to attend 'taster' sessions with parents and phased entry into Nursery is available if required.

From Pre-school /Feeder settings

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 any concerns they may want to express.
- Children are invited to a number of visits prior to starting their reception class, allowing the children to feel secure in the new environment.

- If required members of staff from Leavening Community Primary School make links to feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

From Reception to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). The Year 1 teacher is given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.