

# EYFS Policy



## Lingdale Primary School and Lingdale 2 year old provision

**'Working together  
to be the best that we can be'**

**This policy was written during the Summer term 2020.**

**It was presented to Governors on ...**

**It is due to be reviewed during the Summer term 2022**

**Lingdale Primary School**  
**Lingdale 2 year old provision**  
**Early Years Foundation Stage Policy**

## **Rationale**

The teachers, support staff and Governors of Lingdale Primary School are committed to providing high quality education in the Early Years Foundation Stage. Early childhood is the foundation on which children build the rest of their lives.

At Lingdale we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in its self, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year.

## **Values**

Lingdale Primary School provides a safe, caring, happy and stimulating environment where our children are nurtured and feel secure and valued. We set high expectations and are committed to life long learning where every learner can succeed and achieve their dreams. Children deserve the best start in life and support to fulfil their potential. At Lingdale Primary, as early years practitioners we aim to use a holistic pedagogical approach as we believe it is important to pay attention to children's physical, personal, social and emotional wellbeing as well as cognitive aspects of learning.

Our EYFS places great importance on developing the children's personal and social skills to ensure they are happy and confident learners. Communication and language is also at the centre of everything we do to ensure children can talk about their experiences and share their ideas. Children are provided with a wide range of activities and experiences in a safe, happy and caring environment that enables them to make progress in their development and learning. We provide opportunities for the children to meet and overcome challenges, make decisions and work co-operatively with each other and adults.

## **We aim to:-**

- Make our school open and welcoming and a central part of the local community.
- Ensure all children have their Human Rights met and respect the rights of others
- Create a safe, environment where all are valued.
- Actively promote healthy lifestyles.
- Give all our children an excellent, enjoyable and rich curriculum.
- Give our children a voice so that they can be part of their own learning.
- Provide opportunities for them to aspire to their dreams.

## **The Foundation Stage**

The Foundation stage will begin after children have had their second birthday. Children will be entitled to attend our 2 year provision for 15 hours each week from 8:30 to 11:30 each day. (Monday to Friday)

The Foundation Stage curriculum begins from the term after the child's third birthday and ends at the end of the reception year, regardless of when the child's birthday falls. At Lingdale Primary School, children attend Nursery and they move into full time education when they begin Reception - in the September of the year in which they become five.

## Learning and Development

In EYFS at Lingdale Primary, we use The Early Years Foundation Stage profile handbook and have designed our own curriculum to support us in our work in both Nursery and Reception. It sets out the seven areas of learning and development and the characteristics for effective learning around which we plan and assess our activities to support the children's development. The 2 year old provision will be planned based on the EYFS curriculum but children will have free choice which will inform planning. The provision aims to focus on the prime areas of learning.

We aim to ensure children learn skills, acquire new knowledge and demonstrate their understanding through the seven areas of learning and development. We aim to ensure children thrive in the three prime areas of Communication and Language, Physical Development and Personal, social and Emotional Development throughout 2YO and Nursery and use these as stepping stone foundations to aid the children as they develop skills in 4 specific areas:

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

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programmes (Development matters, skills and processes which are required to be taught to young children) are set out in the "Statutory Framework for the Early Years Foundation Stage" document (Department for Children Schools and Families, 2012.)

We use these seven areas to plan your children's learning and activities. We know that children learn by playing and exploring, being active, and through creative and critical thinking and we plan lots of activities to support this both indoors and outside. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; creativity, enquiry; and problem solving. We use a thematic approach to engage the children and working in partnership with parents encourage independent, happy learners who thrive in school and reach their full potential.

We follow the Read Write Inc synthetic phonics scheme in EYFS through to KS1.

All children in Nursery also follow the BLAST speech and language programme and those children which are identified as needing extra support access BLAST2 in Reception.

### Learning through play

At Lingdale, we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

### Organisation

Our 2 year old provision will be staffed by a room leader and a teaching assistant.

The Nursery children are taught by a qualified teacher and a teaching assistant.

The Reception children are also taught by a qualified teacher as above.

Additional volunteers or NVQ students often support EYFS staff.

During the morning session in 2 Year Olds, children have free flow time between the classroom and the outside area. During afternoon sessions, the 3 and 4 years olds have this free flow. The outside area is seen as an extension of the classroom and incorporates equipment that mirrors the different areas found within

the classroom. The children are encouraged to treat the area as they would the classroom. The area is used daily and is planned and organised by the EYFS staff.

## **Planning**

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in EYFS at Lingdale are involved in this process. There are three stages of planning the curriculum:

### **Long Term Planning**

The Development Matters document is used as a framework to inform our long term plans in the EYFS.

### **Medium Term Planning**

After each assessment point, the 'headlines' are identified for the new term. We address particular aspects of the curriculum in more detail. We include links between areas of learning and development and opportunities for ICT. We identify learning objectives, activities and experiences for each area of learning and development and base them around a particular theme, which is usually through texts. Thematic plans are shared with parents and children at the beginning of each term. They are used to assess prior knowledge and understanding and to enable the children to have an input into the direction of the topic.

### **Short Term Planning**

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. Our weekly plans are organised by noting next steps and new learning and activities, resources and experiences are planned in the areas of characteristics for effective learning; playing and exploring, active learning and creativity and critical thinking.

## **Assessment**

At Lingdale we undertake Assessment for Learning. Children are assessed by the class teacher on entry to Foundation Stage and their progress is tracked throughout their time in EYFS. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development needs.

At the end of the Foundation stage, children are assessed using the Foundation Stage profiles which are a legal requirement. The children will not know they are being assessed as this takes place through activities set up in the classroom and outdoor area. Assessment of this kind enables children's individual needs to be met and Special Educational needs that may occur. All staff who interact with children contribute to the assessments.

### **Formative Assessment**

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. Each child has an individual Early Years Foundation Stage (EYFS) Profile Journal/file in which this evidence is stored.

### **Summative assessment**

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against the 17 Early Learning Goals. It summarises children's progress towards the early learning goals. It is completed at the end of each term (6 term year) by the class teacher. The teacher also undertakes in-house and local cluster group moderation.

## **Record keeping**

Children have a Learning Journal, which has a record of observations from Child Initiated Learning. Photographs, observations, photocopies and pieces of work will be added to the book to provide an informed view of the child to support assessments. Simple observations of key moments in a child's learning and development are made and practitioners note down the language used by the children and any key notes which demonstrate the child's understanding/progress. These are recorded in the children's learning journals. Each child's learning journal should be individual to them and show progress throughout their time in EYFS. Parents are invited to add to the journals through providing their own observations if their child has done anything amazing at home or by commenting on the one's staff send home.

As children progress into Reception, they then have an individual mark-making book, which is used to record any adult-led drawing/writing and recorded maths work. Children also have a RWInc book which they use in adult led focused sessions.

Practitioners also use floor books to record any experiences and events that happen in the provision that all children have engaged in. These are made up of pictures and adult led activities that the whole class has contributed towards and are used to show curriculum coverage and enrichment. Later in Reception, these floor books are used to show the children's enquiry and they contribute towards the making of them.

## **Monitoring**

Teaching and learning in Communication, Literacy and Mathematical development is monitored by the English and Mathematics coordinators termly in each class, through lesson observations, pupil interviews and whole school work sampling. Curriculum leaders of other subjects monitor the other aspects of the EYFS curriculum. The EYFS leader and SLT monitors teaching and learning across the Foundation Stage each year and analyses the EYFS Profile data in conjunction with the Head Teacher.

## **The Learning Environment**

*"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."*

(Early Years Foundation Stage -Department for Children, Schools and Families, 2012)

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside; children have the freedom to move between the areas throughout the school day.

The learning environment is divided into a variety of different areas: role play, book corner, writing zone (moveable), maths area/loose parts, investigation table, listening centre, ICT, creative, malleable, funky fingers, phonics, sand, water, outside, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

## **Transition**

### **Preparation for EYFS**

At Lingdale, we want all our children and their parents to have a happy and supported transition into Nursery. We have close links with the local pre-school providers and our own 2 year old provision. The EYFS leader oversees our 2 year old provision and liaises closely with other providers during the period prior to the child entering nursery. We recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We aim to build strong links in order to benefit and enhance the development and well being of each child. During the weeks prior to their child starting nursery, parents and children are involved in a range of activities:

### **Home Visit**

The nursery teacher and teaching assistant visit all children in their home before they start nursery, if this has not already happened as the child started 2YO provision. They take with them a copy of a book for children to keep and suggest activities parents can do with their child. This is an opportunity for staff to see children and play with them in their home setting and for parents to share with staff any information or concerns they may have.

The child then comes for a visit to the Nursery setting with a parent. Once children start nursery, we encourage parents to bring their child into the classroom and share an activity with them until they are settled.

### **Transition from Nursery to Reception**

This is usually seamless, as children in EYFS are used to working in both areas.

Before transition, a meeting is arranged with parents for them to meet new staff, to share information outlining the reception curriculum and to enable them to understand the value of supporting their child at home.

Things discussed include:-

- Classroom routines,
- The structure of the school day
- Special Educational Needs and Disabilities
- Drop off and collection of children
- Reading / RWInc
- School uniform
- School dinners
- Behaviour / Anti bullying
- Rewards and sanctions
- Our open door policy
- School Nurse

At this time, parents and children are encouraged to stay for lunch.

Transition meetings are held between teachers to discuss children's progress, and special needs or interventions.

### **Transition between Reception and Year 1**

This is carefully managed by staff from both classes. The Y1 teacher visits the children in reception and builds up a relationship. He/she will then read a story and/ or teach a lesson so that the children get used to a different adult. Children will then have a series of short visits to the new classroom to work with the new teacher before finally moving up.

## **Parents as partners**

We actively promote the partnership between families and professionals within the school setting and local area. We believe this helps the children to develop a positive image of themselves as confident, competent individuals and learners. 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. We communicate with parents in different ways provide many opportunities for parents to work in partnership such as:

- Termly newsletters to parents
- Early Word together program
- Proud clouds and wow moments sent home - contributions to journals
- Termly parent events e.g. craft mornings, stay and play, science days, teddy bears picnics
- Termly parents evenings
- Use of ICT to show key learning - tapestry/marvellous me
- Book and bagel sessions
- Support meetings - reading at home, maths at home.
- Facebook and school website used to show events and activities (with permission)
- Postcards from Dale (School mascot)

## **Work with other agencies**

EYFS staff work closely with a range of other agencies these include:-

- Surestart
- Portage
- Speech and Language therapists
- Physiotherapist
- Health visitors

## **Safeguarding and Behaviour**

### **Behaviour and Safety**

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school.

We operate reward systems and praise good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school behaviour policy and approach to discourage disruptive behaviours. The children are encouraged and praised for following the school rules; Be safe, Be ready and Be respectful.

### **Health and safety**

All safety measures are taken to ensure the safety of all children in the Foundation Stage. Special locks are installed on the gates and doors. We follow the school's 'Health and Safety' policy which all staff and students are familiar with. Within the Early Years Department all members of staff are currently trained in paediatric First Aid. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. A full health and safety policy is available in school. All medicines are kept in a locked cupboard at the school office or in the classroom if required and approved by parents/carers before administration of any medicines. No hazardous substances are used within the setting.

### **Safeguarding Children**

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant designated person within school. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in the school for parents to read if they wish. All staff follow the schools Safeguarding Policy and Procedures.

## **Equal Opportunities**

At Lingdale, we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information see Single Equality Scheme'.

## **Inclusion**

Care is taken to assess the needs of each child from 2YO provision and nursery age onwards. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/carers will always be informed if an outside agency is assisting us to support their child.

Children who are Gifted and Talented or who have special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio.

Provision Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The EYFS leader would discuss these targets with the child and his/her Parents/carers. Progress is monitored and reviewed every term. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see Special Educational Needs Policy.

## **Monitoring and Review**

The effectiveness of this policy will be monitored and evaluated by the Headteacher and EYFS leader, and will be reviewed on a biannual basis.

This policy was presented to Governors in  
It will be reviewed during the Summer term 2022.

Signed ..... Chair of Governors

Date .....

Signed ..... Head teacher

Date .....