

# EYFS Policy



## Lingdale Primary School and Lingdale 2 year old provision

**...to be the best that we can be.**

**This policy was written during the Summer term 2018.  
It was presented to Governors on 20<sup>th</sup> August 2018.  
It is due to be reviewed during the Summer term 2020**

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

### **Early Years Foundation Stage**

*'Children develop quickly in the Early Years and practitioners aim to do all that they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of a the child to provision which enables them to develop their personalities, talents and abilities.'*  
*Development Matters EYFS 2012.*

### **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 / Mission Statement**

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.

### **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.

### **Our Foundation Stage Promises**

- We will take turns and share.
- We will speak kindly to each other.
- We will look after our toys and books.
- We will treat our friends gently.

### **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 in the afternoons and they move into full time education when they begin class 1 – in the September of the year in which they become five.

### **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 each afternoon and share an activity with them.

## **Organisation**

Our 2 year old provision will be staffed by a room leader and a teaching assistant – Miss Schumm and Mrs Hoffman.

The Nursery children are taught by a qualified teacher and a teaching assistant – Mrs Jones and Miss Shumm.

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

Additional volunteers or NVQ students often support EYFS staff.

The 2 year old provision will be planned based on the EYFS curriculum but children will have free choice which will inform planning.

During the morning session in 2 Year Olds, children have free flow time between the classroom and the outside area. 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.

## **Learning and Development**

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).

The curriculum is organised into areas of learning.

The Prime areas of learning are:

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

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive art and design

All children in Nursery also follow the BLAST speech and language programme.

## **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 Reception 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 for long term planning in the EYFS.

### **Medium Term Planning**

We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified. Topic webs 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.

## **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. EYFS staff use 2 Simple – Build a profile to record all their evidence and Learning journals.

### **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. This is also now stored digitally using Tapestry. We plan for observational assessment when undertaking our medium and short term planning.

### **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.

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. 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.

### **Learning through play**

*"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."*

"Early Years Foundation Stage",

Department for Children, Schools and Families, 2012

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.

### **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, reading area, writing area/Mark making self selection shelves, Maths area, topic display table, listening centre, creative, malleable, 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 from Nursery to Reception**

This is usually seem-less, 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

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.

**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

**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**

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.

**Child Protection**

Please refer to Child Protection Policy.

**Safeguarding, Health and Safety**

Please refer to Safeguarding, Health and Safety’ Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training). Additional reference should also be made to the EYFS risk assessments.

**Monitoring and Review**

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

This policy was presented to Governors in Summer term 2018  
It will re reviewed during the Summer term 2020.

Signed ..... Chair of Governors  
Date .....  
Signed ..... Head teacher  
Date .....