

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 2021
It was presented to Governors in Autumn 2021
It is due to be reviewed during the summer term 2023

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-old 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

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.

Curriculum Aims and Intent

In EYFS at Lingdale Primary, we follow the 'Statutory framework for the early years foundation stage' 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:

Prime areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Lingdale, our delivery of the EYFS curriculum is based on a thematic approach and aims to provide a variety of opportunities for our children to develop as independent, resourceful, happy and positive learners. We want our children to have a desire to learn new things and challenge themselves each day. We work extremely hard with the children to develop their independent learning skills and their approach to challenge. We aim to create opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community.

There are four guiding principles that shape practice in our EYFS. These are:

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 be strong and independent through positive relationships.

Enabling Environments - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development - Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Implementation - how we teach what we teach?

Our EYFS children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that the Reception children have rigorous directed teaching in English, maths and phonics every day with circle time sessions to focus on PSED and their understanding of the world. We use questioning to encourage our children to query the world around them and through their own exploration they develop their independence, communication, creativity, and problem-solving skills.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and

outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive arts and design, as well as to promote sustained thinking and active learning.

We also have weekly focus children which document the initial observation (and assessment), the teaching and the outcome. Each child is a focus child once per term, three times a year, thus resulting in parents having the opportunity to contribute and consult with us in a structured way each term.

Planning is flexible to meet the needs and interests of our children. In order to ensure broad and balanced learning, practitioners plan adult-led targeted learning opportunities. To begin a new topic, an exciting 'hook' is planned to stimulate curiosity and engage our children.

Our curriculum is the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning - Play and Exploration, Active Learning and Creative and Critical Thinking.

Playing and exploring - Children investigate and experience things and are willing to 'have a go'
Active learning - Children try their best and persevere even when they face challenge
Creating and thinking critically - Children develop their own ideas both independently and in collaboration with others

Our learning environment is engaging and well organised; all resources are clearly labelled and accessible. Enhancements are made based on the interests of the children, the class topic or the learning and development needs of the children. The provision areas are regularly assessed and are adapted or changed to interest and excite the children.

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Children follow the rigorous and highly successful Read, Write Inc. program faithfully. We provide high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum.

There is an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Our pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during maths meetings where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help our pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Impact - how well do we know what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is recorded on Evidence Me and on focus sheets. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. There are 'checkpoints' to assess whether children are progressing at particular points throughout the academic year. This information is recorded on a tracking system.

With a system of focus children, a balance of child-initiated and adult directed activities and an engaging learning environment, our EYFS children are learning effectively all the time.

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. The outside area is timetabled for 2-year-olds from 9am to 10.15am. Nursery and Reception then use the outside area for the remainder of the day. 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

Our long term plans ensure coverage of the educational programmes and ensure a breadth of experiences, knowledge and skills throughout the year.

Medium Term Planning

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 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 assessments recorded on focus child sheets and on Evidence Me. Activities, resources and experiences are planned in the areas which incorporate the characteristics of effective teaching and learning: playing and exploring, active learning and creativity and critical thinking. Our short term plans are flexible to enable us to take advantage of spontaneous opportunities when they present themselves and the changing interests of the children.

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. There are 'checkpoints' to

assess whether children are progressing at particular points throughout the academic year. This information is recorded on a tracking system. 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 profile which is 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 observations, weekly focus child sheets, baseline assessments, 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) journal in which this evidence is stored.

Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school and will be completed within the first six weeks. It will provide a starting point to measure the progress schools make with their pupils between Reception and the end of primary school. The RBA is a short, interactive and practical assessment of children's early literacy, communication, language and mathematics skills.

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 adult directed/led and/or child initiated learning. Photographs, observations, photocopies and pieces of work will be added to the journal to provide an informed view of the child to support assessments. Focus sheets are also stored in the child's learning journal which document the initial observation (and assessment), the teaching and the outcome. If children are not a focus child then observations of key 'wow' moments in their learning and development are made and practitioners note down the language used by the children, and any key notes which demonstrate the children's understanding/progress. These observations are recorded on Evidence Me or paper-based evidence is stored in their learning journal. 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 will also have a RWInc book which they use in adult-led focused sessions.

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 monitor 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 including role play, book corner, writing zone (moveable), maths area/loose parts, investigation station, listening centre, ICT, creative, malleable, funky fingers, phonics, sand, water, outside, painting, 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 wellbeing 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.

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, 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 to provide many opportunities for parents to work in partnership:

- Termly newsletters to parents
- Early Word together programme
- 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
- Evidence Me observations
- 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. Nursery and Reception children have a 10-minute daily Golden Time with a choice of fun activities on offer; activities are decided by the children during group discussions.

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 the majority of staff are 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 2023.

Signed Chair of Governors

Date

Signed Head teacher

Date