



EARLY YEARS FOUNDATION STAGE POLICY

Approved by the Governing body in May 2021

Next review – May 2024

Signed copies are in the school office

This policy is written in line with the requirements of:

- Statutory Framework for the Early Years Foundation Stage (EYFS Reforms March 2021)
- Guidance Development Matters September 2020 - Non Statutory curriculum guidance for the Early Years Foundation Stage

This policy should also be read in conjunction with the following policies:

- Behaviour policy - appendix: EYFS Specific
- Equality policy
- Safeguarding & Child Protection Policy
- Assessment policy
- Teaching & Learning Policy
- EYFS Personal & Intimate Care Policy

Statement of Intent

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A child's experiences in the early years have a major impact on their future life chances. A secure, safe and happy childhood is important and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years education, they want to know the provision will keep their children safe and help them to thrive. The Statutory framework for the Early Years Foundation Stage (March 2021) provides that assurance.

At Lovelace Primary School, we value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. Therefore our policy has been developed in conjunction with the EYFS Statutory framework and EYFS Development Matters 2021 to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly
- **Partnership working** between practitioners and parents
- **Equality of opportunity** and anti discriminatory practice, ensuring that every child is included and supported

Our EYFS practice is based on seven key features of effective practice

1. **The best for every child** - all children deserve to have an equal chance of success
2. **High-quality care** - the Lovelace pupils' experiences are central to the thinking of our EYFS team
3. **The curriculum**: what we want children to learn based on secure knowledge of child development and planning to develop children's language skills
4. **Pedagogy**: helping children to learn by providing an enabling environment alongside purposeful interactions with children
5. **Assessment**: checking what children have learnt, and identify where a child might need extra help
6. **Self-regulation and executive function**; focus children's their attention, regulate their behaviour and be resilient
7. **Partnership with parents**: regular updates on their child's progress and share ways they can support

Lovelace EYFS Educational Programme

Play is essential for children's development, building confidence as they learn to explore, relate to others, set their own goals and solve problems. We plan our curriculum by reflecting on the different rates at which the children are learning and adjust our practice appropriately. We follow the children's interests and fascinations to create engaging first hand experiences where children are motivated to build upon and extend their knowledge and skills. The three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas and make links between ideas and develop strategies for doing things

The seven areas of learning in Development Matters shape our curriculum. There are three 'prime areas' and four 'specific areas'. The three Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Language and communication is central throughout all areas of our practice.

Prime Areas are fundamental, work together and move through to support development in all other areas

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

Specific Areas include essential skills and knowledge for children to participate in society

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

The Learning Environment

The learning environment both in the classroom and in the outdoor environment is set up in discrete areas of learning with planned continuous provision. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. These interactions will expand children's language and vocabulary. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1. For example, in our Nursery and Reception classes children will enjoy story time in small groups and experience a range of high quality books to ignite the lifelong interest in reading. In the Reception Year the children will have a daily direct focus teaching including phonics sessions that support them in becoming confident readers. The curriculum in our EYFS fits within the 'Lovelace Bigger Picture' of being Smarter, Healthier and Happier as they progress through the KS1 and KS2 National Curriculum.

Welfare

At Lovelace School we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. It is important to us that all children in the school are safe. We aim to educate children on boundaries and rules 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 and promote the physical and psychological well-being of all children. All staff are suitably qualified and are CRB vetted. (See Whole School Safeguarding Policy) "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 understand that we are required to:

- promote the welfare and safeguarding 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

Positive Relationships

At Lovelace Primary School we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We encourage all parents, as their child's first role models, to 'be the person you want your child to be'. We expect all parents to understand and follow our 'Expectations of Success'

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:

- Offering an appointment where parents can discuss their child individually with the class teacher prior to starting school.
- Providing an induction talk to parents before their child starts school and advice on how to support children through their transition into Reception or Nursery. On the website, there are specific transition videos and slideshows all about the school for parents and their children to share.
- Encouraging parents to talk to the child's teacher or if there are any concerns.
- Offering at least two parent/teacher meetings or open sessions per year.
- Sharing observations and photos of significant steps of progress using the online system and the children's Learning Journey and valuing the ongoing contributions to this from parents for example sharing children's achievements from home.
- Compiling reports for parents at key points of transition, detailing progress and achievements.

Nursery: Report on the Characteristics of Effective Learning.

Reception: Report on attainment against the Early Learning Goals and Characteristics of Effective learning

- Arranging a programme of activities throughout the year that encourage collaboration between child, school and parents: Very Important Parent (VIP) Events, parent workshops, class assemblies, Sports Day, Nursery Sing & Sign, curricular area play sessions.
- Informing parents about the EYFS curriculum and class learning opportunities through Class Curriculum Guides, Lovelace Website and Newsletters.

All staff involved with the EYFS develop good relationships with all children, interacting positively with them and taking time to listen to them. In the nursery and reception classes EYFS teachers act as 'Key Person' to the children in their class, supported by the nursery nurses and learning support assistants.

Health and Safety

At Lovelace Primary School there are clear procedures for assessing risk in the EYFS environment or activities that may require further risk assessment. Practitioners carry out a daily risk assessment of indoor & outdoor areas. The fire and emergency evacuation procedure and policy is followed and practice evacuation is carried out termly. The EYFS adhere to the school's Health and Safety Policy and follow procedures for the administration and storage of medicines. The EYFS follows the Special Educational Needs Policy.

- A paediatric first aider works directly with the children in the EYFS at all times and a record of accidents and injuries is kept
- Parents should ensure that the school is made aware of all medical conditions, allergies and health conditions for their child and individual health care plans are written or any intimate care needs.
- Children's dietary needs are recorded and acted upon when required
- To keep hydrated, parents should ensure that children bring a bottle of water to school each day

- In hot & sunny weather where the risk of UV is high, parents should ensure that their child has sunscreen applied prior to arriving at school and bring a sunhat to wear.
- A snack of fresh fruit is provided each day for our children in the EYFS and milk for nursery children

Observation and Assessment

Accurate assessment is essential to high quality education and care. Our Early Years team has a good knowledge of child development. They notice what the children can do and what they know and have a clear understanding about what they want the children to know or be able to do. Professional dialogue between practitioners, photos and annotations provide us with knowledge of each child's learning journey. These observations enable us to respond to the children's individual learning needs and interests. It also informs our systems for tracking achievement and progress. Relevant learning opportunities and timely interventions are then planned to secure further progress.

Shortly after a child starts either at nursery or reception, entry data is collated across the 7 areas of learning. This is used to inform next steps for individual pupils and groups of children. At the start of the Reception year we complete the Early Years Baseline Assessment (EYBA) for each pupil. Achievement and progress data is collected termly. A termly phonic tracker is completed for Reception children. These are used to ensure that children 'keep up' not catch up. At the end of the Reception Year the Early Years Foundation Stage Profile is completed that shows a 'best fit' judgement of each Early Learning Goal to whether a child is at the 'emerging' or 'expected' stage of development. This is reported to parents and the Local Authority.

Effective Transition – from Pre-school/feeder settings

Our EYFS teachers meet regularly 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. We communicate with all feeder settings to discuss each child.

During the summer term prior to a child's entry into either the Nursery or Reception year there is a programme of transition events.

- A one to one meeting is arranged for each family whose child are beginning their learning journey at Lovelace either in YR or YN
- Lovelace nursery children and their parents transferring into YR are invited to a 'Stay & Play' session .
- Discussions between managers of pre-schools and Lovelace or between our nursery and reception classes take place to share child information.
- Each child attends 3 transition sessions and most will then start school full time. To meet the needs of all pupils, a longer period of attending part time might be appropriate, gradually increasing to a full time school day working within the statutory guidance for pupils when they become statutory school age.

Effective Transition from Reception Class to Year One

- All assessment data, class overviews, final work pieces are passed to the Y1 teacher
- The YR teachers meet with the Y1 teacher to discuss each child
- Each class will spend a morning in their new class in the summer term.
- Transition booklets are prepared for children who need additional support

Monitoring and Review

Monitoring and review This policy is monitored by the Head Teacher, the EYFS Team Leader and the Governing Body, and will be reviewed in 3 years, or earlier if necessary.

The Lovelace Early Years Foundation Stage Policy should be read in conjunction with the Lovelace School's Statutory Policies.

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters Sept 2020