



Early Years Foundation Stage Policy

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School Vision, Values and Aims

Our school vision, values, aims and motto are rooted in the Church of England's Vision for Education; Deeply Christian, Serving the Common Good and the biblical teaching of;

“Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself” (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Mark 10.14: Let the children come to me
Responsibility	Colossians 3.23: Whatever you do, work at it with all your heart
Compassion	Colossians 3.12: Clothe yourselves with compassion, kindness, humility, gentleness and patience
Perseverance	Deuteronomy 13.6: The Lord your God goes with you; he will never leave you or forsake you

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one other

To seek enjoyment in our work.

To show patience with one other

To show love towards one other

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one other

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one other

To have confidence

To encourage one other
To support and challenge one other
To believe in one other

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Introduction

Early childhood is the foundation on which children build the rest of their lives. At Leckhampton C of E Primary School we recognise and value the important role that the Foundation Stage plays in preparing children for their future learning and development.

‘Every child deserves the best possible start in life and 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, July 2020)

All children are unique. Practitioners invest in building trusting relationships with children and families within an enabling environment which provides children with the security to develop into resilient, capable, confident and compassionate learners.

Learning opportunities reflect children as individuals who develop who learn at different rates and in different ways. No limits are placed on children’s learning and our inclusive approach enables every child to thrive as they access our progressive curriculum.

The Leckhampton Early Years curriculum creates strong foundations for learning. Our bespoke, progressive curriculum is relevant to our children at Leckhampton. Through a clear understanding of our school’s context, pupils are supported through all areas of learning to develop the cultural capital they need to become successful and compassionate learners. All learning and interactions take place within the context of the School’s Vision, Values and Aims which permeate every aspect of school life.

EYFS Curriculum Rationale

The following principles, developed by the Senior Leadership Team are key drivers for the school.

Our curriculum;

- recognises the importance of working in partnership with parents from the earliest opportunity.
- recognises that every child is unique.
- responds flexibly to pupil’s needs and interests.
- builds secure foundations so that pupils can confidently face the challenges of the KS1 curriculum.
- ensures that the characteristics of effective learning are skilfully interwoven into the provision
- promotes high quality talk in the classroom.
- incorporates opportunities for exploration.
- provides engaging, meaningful and challenging learning opportunities.
- encourages independence, resilience and confidence.
- provides clarity for teachers and teaching partners.
- is designed to provide children with the opportunity to learn both inside and outside of the classroom environment.

Through the curriculum we aim to ensure pupils;

- build positive relationships with all members of the school family.
- have access to a high quality enabling classroom.
- are confident and able to talk about their learning and what this means for them
- are able to read independently, understand what they are reading and are developing a love of books through access to high quality texts.
- are able to write independently and do so for a range of purposes. They enjoy writing and sharing

- their work with others.
- begin to develop the mathematical knowledge and understanding required to become fluent and confident mathematicians.
- begin to understand scientific information, processes and methods. They are curious and excited by scientific concepts and use their knowledge to begin to explain, predict and draw conclusions.
- begin to explore the concepts of equality, rights and responsibilities.
- begin to develop a sense of time and place, both local and national.
- are introduced to pieces of art, music and architecture which influence and inspire. Through this, pupils begin to develop their own artistic talents.
- begin to understand how design and technology affects our lives each and every day.
- develop a curiosity as to how “things” work, which in turn leads to them designing and making their own “things”.
- enjoy physical activity and begin to understand the importance of leading a healthy lifestyle.
- know how to keep themselves safe and share worries. They feel good about themselves, inside and outside.

Our Early Years Foundation Stage Curriculum is built around “Development Matters - Non-statutory curriculum guidance for the early year’s foundation stage”. The curriculum intent (or plan) is thematic, ambitious in content and has been developed in consultation with subject leaders and the leadership team. Children are introduced to essential knowledge which will prepare them for the curriculum at Key Stage 1. This essential knowledge has been carefully selected and sequenced so that children are able to remember what they have been taught. Through the enhanced learning provision, children are able to practice new skills and embed new knowledge so that they build accurate and secure early concepts.

Implementation

Clear and concise long term plans progressively introduce new concepts and ideas and allow for pupils to revisit these so that knowledge and understanding is embedded.

Children are supported to make links in their learning, consolidate and deepen their understanding through regular opportunities for exploration and play. The classroom and outdoor space is a flexible learning space which adapts regularly to meet the changing needs and interests of pupils. Teachers tailor their approaches and the structure of sessions to meet pupil’s individual needs. Modelling and scaffolding are integral parts of the teaching and learning sequence. The concept of “I do, we do, you do” is evident and ensures new skills and concepts are practiced and embedded long term.

Given our ambitious EYFS curriculum, there are key features which we would expect to see in every lesson;

- Teachers know what they need to teach and how to teach it.
- the provision of a stimulating learning environment which provides engaging, meaningful and challenging learning opportunities and responds flexibly to pupil interests and needs.
- clear, progression in learning of skills and knowledge, taught through a themed approach, which enables the children to make links in their learning and learn at a deeper level.
- Highly skilled EYFS practitioners who apply their pedagogical knowledge and understanding of how children develop and learn, which is reflected in the high quality learning experiences children receive.
- the inclusive approach to meeting the needs of all learners, so no limits are placed on children’s learning.
- potential barriers to learning are quickly identified and overcome through targeted scaffolding, interventions and resources

- A focus on independence and self-regulation supported by a positive approach to behaviour;
- opportunities for children to reflect on their achievements in relation to their learning and experiences within the school day and over an extended period of time, thereby enabling the children to become more reflective and self-evaluative learners.

Impact

- The learning environment is dynamic and changes regularly to meet the needs of pupils. Where resources are used, they are skilfully chosen to enhance the learning and are always relevant.
- Pupils are independent, curious and confident learners. Through high quality, responsive provision, they achieve well. They are supported to produce high quality work which reflects their individuality and creativity.
- Taught knowledge, subsequent skills and vocabulary is embedded. This prepares them exceptionally well for Key Stage 1.
- Pupils are curious, resilient and compassionate learners. Their words and actions demonstrate the school's values in actions.
- Pupils are confident and are committed to achieving their goals. They are active members of their classroom and begin to understand the impact they can make on others as they become older.

The Statutory Framework for the Early Years Foundation Stage

The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to five (September 2021). Development Matters in the Early Years Foundation Stage provides a framework for the teaching and learning within the Foundation Stage (July 2021). Our Leckhampton Foundation Stage curriculum, based on the Development Matters document, is an ambitious curriculum which has been developed to meet the needs of our Leckhampton children and prepare them for the next stage of their learning in Key Stage 1.

The Early Years Foundation Stage Curriculum consists of seven (three prime and four specific) areas of learning and development, which all interrelate.

The Prime Areas of learning build children's capacity to learn, form positive relationships and thrive. These are:

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

The three Prime areas are strengthened and applied through the four specific areas of learning. These are:

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

Through our Leckhampton curriculum, we actively promote characteristics of effective teaching and learning:

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

Planning

Long term planning creates a framework which gives structure and coherence to the EYFS over the course of the year, ensuring that the curriculum is broad and balanced. The framework clearly identifies the progression of key knowledge, skills, vocabulary and understanding and is a point of reference which guides teachers in developing their medium term plans. Its clear progression ensures that there are opportunities for the re-visiting of skills and knowledge in order for them to become embedded. The long term planning is shared with families via the School.

Medium Term Planning is based upon the EYFS long term overview and identifies the learning for a term across all areas of learning in more detail. The medium-term planning identifies the intended learning outcomes for children and demonstrates how the learning will take place. The learning objectives are used as a starting point to develop relevant and stimulating activities. The objectives are used to assess whether children know more and can remember more.

Short Term Planning is based on the medium term planning and develops flexibly in response to the children's interests and needs.

Learning through Play

'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.' (Statutory Framework for EYFS 2017, section 1.8)

Learning through play and practical hands on experiences underpins our approach to teaching and learning in the Early Years. Through exploratory play, children are able to practise and learn new skills and revisit prior learning and experiences at their own level and pace. Children are supported in their independent learning by the adults who model, observe, facilitate and extend children's learning through offering encouragement, clarifying ideas and asking open questions. This process enhances children's ability to develop their language and communication skills, think critically and ask questions. The provision of safe, but challenging environments support and extend learning and development. Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections and come to new and better understandings and ways of doing things.

As the children mature, the balance of play based activities to practitioner led activities gradually shifts more towards adult led activities, in preparation for Year 1.

An Enabling Environment

The Reception learning environment is attractive, welcoming, stimulating and exciting. It is a place where children feel secure and are positively challenged to develop their independence, resilience and confidence as learners. The flexible classroom work space adapts regularly to meet the changing needs and interests of the pupils. Outdoor learning complements and enhances the learning in the classroom and is central to our provision as it gives children the freedom to explore on a larger scale, use their senses and be physically active.

Assessment, Recording, Reporting and Monitoring

Reception Baseline Assessment (RBA)

The RBA is a statutory assessment which aims to provide a starting point to measure the progress schools make with pupils between reception and the end of primary school. It consists of an assessment of early mathematics and literacy, communication and language. It takes place as a one to one assessment with the class teacher, within the first six weeks of a pupil starting in reception. The RBA forms one part of the initial teacher assessment, with teachers also using the Foundation Stage Development Matters document to create a baseline assessment for each child, from which subsequent progress can be measured throughout Reception.

Teacher Assessment

On-going formative assessment is at the heart of our practice. Throughout the year children's performance is assessed in the seven areas of learning and development within the Foundation stage, as well as the characteristics of effective learning. Assessments are based upon what children are doing in their day-to-day activities. Judgements are based on systematic observational evidence gathered from a wide range of learning and teaching contexts. Judgements are regularly recorded using the school assessment tool 'Target Tracker' and significant next steps of progress are documented in the children's learning journeys. Observational assessment is used to identify learning priorities and to plan relevant and motivating learning experiences, in order to take the child's learning forward.

Both at a year group and class level, the attainment and progress of each group is carefully scrutinised by the SLT and Governing Body. Practitioners are supported in their moderation of children's attainment by SLT. Termly Action Plans are set at year group and class level in order to maximise progress for groups of learners. The attainment and progress of groups of children is at the heart of the scrutiny and provision is altered according to the identified needs.

At the end of the year, each child's level of development against the Early Learning Goals is recorded as Emerging or Expected. Progress and attainment information is shared with Parents at Parents Evenings throughout the year and through a written report detailing their child's attainment at the end of the Foundation year.

Assessments are moderated throughout the year in EYFS team meetings and through ongoing professional dialogue. Judgements are moderated with Key Stage 1 teachers and practitioners from other settings.

Transition to Year 1

The end of year attainment and progress information relating to each child is discussed with the Year 1 Teacher, to support the planning for learning in Year One. A key feature of this discussion is a description of the characteristics of learning which have been assessed through observations which take place throughout the Foundation Stage. The children make additional visits to Year 1, in order to familiarise themselves with their new Teacher and Teaching Partner (TP) and with their new learning environment and curriculum. This supports the children as they experience the transition process for the first time within school. Where a child is judged as likely to benefit from additional support during transition, an enhanced transition is planned which takes account of individual needs.

Staffing

The Foundation Stage classes each benefit from the support of a full-time TP. The TP's support the work of the Teachers and are fully involved in the teaching and assessment of the children to secure the very best outcomes for all children. Planning, Preparation and Assessment non-contact cover for the class teachers is provided by qualified teachers in order to ensure consistency of learning within the classes. Additional support in School from children's families is always warmly welcomed as it enables additional learning opportunities to be offered to the children on a regular basis.

Links with Pre-school Settings

Children attend many different pre-school settings prior to starting school. We have close links with our main pre-school providers and liaise closely with all settings as part of the transition process. We strengthen links with our geographically closest pre-school settings by inviting pre-schoolers to events such as sports mornings and the Nativity. Liaison with all pre-school providers supports the process of allocating children to classes.

Induction

Upon allocation of a school place, the School's EYFS Lead liaises with all pre-school settings to learn more about each child as an individual. Children are subsequently allocated to one of the classes which reflect a balance of different ages, genders and additional needs. Care is taken to ensure where possible, that children are placed within a class group where they know someone from their pre-school setting. When twins join the School, we engage in a discussion with families to determine the most suitable allocation to classes.

Children are invited into School for `taster` sessions in the Summer Term to experience life as part of a Reception class. Children attend as part of a smaller group of 15 children and are able to get to know their Class Teacher and TP and familiarise themselves with the classroom and playground settings. Information meetings for parents are held by the Head Teacher as part of the induction process at the time of the taster sessions.

In addition, Parent Consultation Meetings are held in the Summer Term which is an opportunity for families to confidentially share additional information about their child's interests and needs with the

class teacher on a 1:1 basis, as well as providing an opportunity for families to ask questions about the transition to School. This enables closer relationships to be built with families prior to the children starting School.

Admission in September is on a half day basis for approximately the first fortnight. Children initially attend in groups of 15, for a combination of morning/lunchtime or afternoon sessions. Thereafter the groups are combined into three class groups of 30 children, with full-time schooling starting in approximately Week 3 of the Autumn Term.

The short phased induction enables:

- children to feel secure in their new environment and gradually build up to full-time attendance;
- practitioners to get to know the children individually and establish good relationships with the children and their families;
- children to develop positive relationships with a smaller number of peers
- children to experience a range of activities over a two-week period within a small group
- the Foundation Stage staff to carry out accurate and detailed baseline assessments of the children

Safeguarding

‘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 EYFS 2021)

It is crucially important to us that all children in 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 are encouraged to take risks, whilst being supported to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We follow the School’s Child Protection and Safeguarding Policy and the Early Years Foundation Stage Statutory Guidance (2021).

Partnership with Parents

We recognise that parents are the child’s first and most enduring educators. Through working closely with parents we recognise the positive impact this has on the quality of the relationships for everyone involved in supporting the child and the subsequent effectiveness of our provision. Working in close partnership with parents enables us to plan the most relevant learning experiences for the children. We develop this by:

- offering 1:1 Parent Consultation Meetings in the Summer Term, prior to starting School with the child’s class teacher.
- encouraging parents to visit the classroom during ‘Open Classrooms’ where families are invited to look at different aspects of the child’s learning with their child.
- encouraging families to approach the teachers to share information or discuss concerns at the first opportunity.

- outlining the Reception curriculum to parents through the Summer and Autumn Term Induction meetings, and ensuring parents understand the value of supporting their child's learning at home.
- encouraging parents to look at the school's website, twitter and class Edmodo account where key events and highlights of the children's learning are shared.
- encouraging parents to complete the home/school admissions booklet and home to school agreement.
- supporting parents by sharing 'A Guide to Preparing for Reception' booklet and a curriculum overview, informing parents of the learning that will be taking place at school.
- involving the parents in the sharing of songs and rhymes, supporting their child in recognising early sounds, supporting early reading through sharing the reading books and wordlists sent home and through carrying out early learning Maths activities.
- inviting parental comments on reading progress in home/school Reading Diaries.
- participating in termly parents' evenings.
- being given opportunities to offer feedback through parental questionnaires and feedback meetings with the Senior Team.
- inviting parents to accompany children on educational visits.
- encouraging parents to help in school; the adjacent class to their child's own.
- encouraging parents to contribute to their child's learning journey e.g. through the sharing of 'WOW Vouchers'.
- welcoming parents to their child's first Collective Worship and carol singing.
- inviting the parents to a 'Welcome Service' at St Peter's Church, where the children are welcomed within the wider community.

Special Educational Needs and Disabilities

Children are supported through a curriculum which is adapted to meet their individual needs. We aim to identify and minimise any barriers to learning and participation at the earliest possible opportunity, in order to foster a love of learning so that children thrive.

Within the classroom every teacher is aware of each child's needs through daily ongoing assessment.

Where a child is not progressing as expected or is experiencing difficulties in the classroom, the class teacher will contact the family to discuss their concerns. Following this discussion, targeted interventions may be implemented to support the child with the specific area of concern. Should concerns remain, the school will involve the Inclusion Lead/SENDCO for more specialist support and guidance. Parents are involved at every step of the way.

This policy should be read in conjunction with the following:

- The SEND Policy
- Behaviour Policy
- Child Protection Policy

