

Laburnum Primary School

Early Years Foundation Stage (EYFS) Policy



Updated by: Head Teacher

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1. The Laburnum School Mission

This policy is set within the context of our school vision: **CARE: Challenge, Achieve, Respect, Effort**

At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year.

Children are accepted into our Nursery (Apple Class) the term after their third birthday. Entry into our Reception (Beech Class) is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

Laburnum Primary School manages the admission of children to the Nursery Class. Admission to the Reception Class is managed by the Local Authority and therefore, all parents and carers must apply to Central Bedfordshire Council for a place at Laburnum Primary School. Transfer from Nursery is not automatic or guaranteed. Admissions criteria are applicable (please refer to our admissions policy).

We are a 'one form entry' school taking a maximum of 30 children into our Reception Class. Our Nursery is able to accommodate up to 60 part-time children and offers parents and carers the option for flexible sessions across the week.

3.1 Funding

Every Nursery child aged three and four is entitled to 15 hours' free childcare. To qualify for the full 30 hours of free childcare, each parent (or the sole parent in a single parent family) will need to earn, on average, the equivalent of 16 hours on the national minimum wage per week (for full information on this refer to <https://www.childcarechoices.gov.uk/>).

3.2 Opening times:

Reception children attend five days per week from 8:45am to 3.30pm. Every child in Reception is entitled to government funded free school meals through, our school meals provider. Children may bring a packed lunch if they prefer.

Nursery:

Parents and carers, who are not eligible for 30 hours of entitled child care, but would like more than 15 hours, are able to pay for additional sessions.

- Morning session: 8.45am – 11.45am
- Lunch session: 11.45am – 12.15pm
- Afternoon session: 12.15pm – 3.15pm

At Laburnum, we offer lunch time sessions, where the children can either bring in a pack lunch from home or order through Dolce, our school meals provider.

Please contact the school office for additional costing for increased teaching and lunchtime sessions.

4. Curriculum

Our early years setting shares the broader intent set out in our school 'Curriculum, Teaching and Learning Policy' and follows the curriculum as outlined in the 2021 Statutory framework for the Early Years Foundation Stage.

At Laburnum Primary School, we have a strong focus on a 'Play Based Curriculum'. Both classes work closely together to successfully operate a free flow system. We strongly believe that outdoor play is equally as important as indoor play.

Play Based Curriculum:

- We deliver learning for all 7 areas of the Early Years Curriculum through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.
- Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world.
- It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration.
- Play is a vital component of children's lives. It is an important way skills are developed and practised.
- Play is essential for physical, intellectual, linguistic, emotional behavioural and social development.

At Laburnum Primary School, our practice is shaped by the four guiding principles set out in the EYFS framework, which are integrated into our practice and therefore not addressed in isolation. These include:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

The EYFS framework has 7 areas of learning and development, which shape our educational programme, they are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

These 7 areas of learning are underpinned by the 'characteristics of effective learning'.

These are:

- playing and exploring - *children investigate and experience things and 'have a go'*
- engagement and 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, making links between ideas, and develop strategies for doing things

4.1 Planning

Planning is seen as a continuous process. Learning intentions are identified and supporting experiences and activities are planned. Adults observe children's responses to these activities and use this knowledge to promote and extend learning. There is a continuous cycle involving planning, observing and assessing.

At Laburnum Primary School, all of our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to indoor and outdoor environments that are set up in discrete areas of learning with planned continuous provision. Effective planning is informed by observations of the children to ensure that effective learning builds and extends upon prior learning and follows children's interest. . Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners are expected to focus strongly on the 3 prime areas throughout their learning journey.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and engaging experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, taking advice from the school SENDCo (Special Educational Needs and Disabilities Coordinator), linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult-initiated and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities in preparation for the transition to more formal learning in Year 1.

The children have free access to both the indoor and outdoor classrooms. Both classrooms are organised to offer access to the seven areas of learning and are designed to give the children first hand experiences and independence to choose the resources and materials that they need for their play.

Specific teaching strategies / opportunities:

- **Phonics** teaching follows the 'Bug Club' phonic scheme. It aims to build children's speaking and listening skills in their own right, as well as to prepare children for learning to read by developing their phonic knowledge and skills.
 - In Nursery, we teach phase 1 - which focuses on listening and hearing different sounds in the environment and on oral blending and segmenting of the different phonemes (letter sounds) in words. Reading in Nursery is about exposure to vocabulary and language patterns, engaging with quality texts and developing a love for books. We do this through reading and retelling stories, joining in with stories and talking about the pictures and the story.
 - In Reception, we then introduce the letter graphemes and focus on segmenting and blending for reading and writing. When ready, children bring home reading books that are matched to their phonic knowledge. These are decodable books which consolidate the phonics taught in the classroom.
- **Mathematical opportunities** are everywhere in Early Years everyday practice. Children have lots of important mathematical experiences every day and we build upon these.
 - In Nursery, we focus on building essential foundations for counting. We do this by looking at:
 - noticing skills;
 - sorting and classifying;
 - subitising (instantaneously recognising the number of objects in a small group without the need to count them) – enables children to make comparisons between quantities – and is the foundation for calculation;
 - pre-counting skills;
 - comparison - an essential part of gaining sense of number in the real world.;
 - classification – which helps children make sense of things around them and is a prerequisite to meaningful number work;
 - pattern – children will notice patterns within their experiences and will begin to make links;
 - learning about shapes and size;
 - we focus on knowing and understanding numbers up to 5 in Nursery.
 - In Reception, we build upon these mathematical skills and knowledge with the support of the White Rose programme of learning. Alongside this we are currently following in the NCETM Mastery of Number programme. We focus on developing a deep understanding of numbers to 10 (and recognition of numbers beyond this).
- **Theraplay** sessions create an active, emotional connection between the child and practitioner, resulting in a changed view of the self as worthy and lovable and of relationships as positive and rewarding.

5. Assessment

At Laburnum Primary School, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the beginning of their Foundation Stage learning journey:

- When a child reaches the age of 3, parents and carers are invited to attend a progress check alongside the community nurse. This nurse will review the child's progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.
- Parents/carers and children are invited into the setting shortly before they start. This visit is an opportunity for children to meet their new teachers, parents to ask questions and find out more about Nursery and for teachers to find out more about the family and previous experiences of the child
- Within 6 weeks of starting Reception Class, all children will complete a national baseline assessment to provide an on-entry assessment of pupil attainment.
- Children will also be assessed on formal entry to the school, for strengths and areas of development in key areas of learning. These baseline assessments allow us to identify patterns of attainment within the cohort in order to inform our planning for groups and individual children.

Whilst they are learning and developing at Laburnum Primary School:

The observation and assessment of children's learning helps to:

- inform planning,
- ensure obstacles to learning are identified and responded to,
- provide an all-round picture of the child's development and provide information which can be used to evaluate the quality of curriculum provision.

Evidence of children's progress and achievement is collected through:

- questioning and interaction
- observations, both formal and of a targeted child
- samples of work/learning outcomes
- talking to parents and colleagues and 'Wow Cards'
- adult led activities

At the end of their Foundation Stage learning journey:

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and form a key part of their transition to Year 1.

6. Working in partnership with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

Parents and carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Even though each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs, it is the class teachers who are responsible for all children. Class teachers support parents and carers in guiding their child's development at home and discuss any issues as they occur. In addition, the class teacher, with support from the SENDCo (Special Educational Needs and Disabilities coordinator), helps families to engage with more specialist support, if appropriate.

We believe that when parents/carers and practitioners work together in early years' settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

At Laburnum Primary School we aim to develop this by:

- Outlining to parents/carers how the EYFS is delivered during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Operating an 'open door' policy, whereby parents/carers can come and discuss concerns and developments in an informal manner.
- Sharing progress throughout their journey via a 'Learning Journal' which is sent home at the end of Nursery and again at the end of Reception, and to use home observations on 'Wow cards' to record any special moments or achievements at home.
- Inviting parents/carers to help in the Nursery / Reception classes or other classes in the school and to accompany children on school visits.
- Discussing individual next steps and progress with parents/carers at parent/teacher consultation meetings in the Autumn and Spring terms.
- Providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and EYFS assessment scales.
- All parents will be invited to join the Friends of Laburnum School, which exists to facilitate social occasions so that families can get to know one another and feel part of the school, to raise money to provide extras that enhance the education of all children in school and to contribute to the ethos of the school by providing support for staff e.g. on special occasions by organising refreshments and making new families feel welcome.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy: https://www.laburnumprimary.co.uk/files/ugd/94278a_a12d2fce2dff4d129b9e2ef218c5565e.pdf

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Laburnum Safeguarding and Child Protection Policy
Procedure for responding to illness	See Laburnum Health And Safety Policy
Administering medicines policy	See Laburnum Managing Medicines and Medical Conditions Policy and Procedures
Emergency evacuation procedure	See Laburnum Health & Safety Policy Laburnum Emergency Plan
Procedure for checking the identity of visitors	See Laburnum Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Laburnum Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	See Laburnum Complaints Procedure

Key policies are available on our school website, with paper copies available from the school office on request.