

Laburnum Primary School



EYFS Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). This document also complies with our funding agreement and articles of association.

3. Structure of EYFS

At Laburnum Primary we cater for children aged between 3-5. We are a 'one form entry' school taking a maximum of 30 children into our Reception Class. Our Nursery offers parents and carers the option of flexible sessions across the week. Our pupils are dropped off and collected at the Early years gate with a hand-over from a familiar member of staff ensuring high levels of parent/carer liaison and very secure safeguarding of the pupils.

Nursery

Children can join our Nursery the term that they turn 3. We have three intakes each academic year. These are: September, January and April.

Children can stay for morning, afternoon or all-day sessions.

The sessions in the morning are 8.45 – 11.45 am.

The sessions in afternoon are 12.15 – 3.15 pm.

The full-time sessions are 8.45 – 3.15 pm.

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

Reception

Most of our children start full-time in the September of the academic year that they become statutory school age (aged five) and attend five days per week 8,45am to 3,30pm. There are very the occasional exceptions to this and in these situations, we work in partnership with families to ensure that each child has the best start to their education as possible.

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.

4. Curriculum

All our pupils are entitled to a knowledge-rich curriculum where knowledge is valued, specified, well-sequenced and taught to be remembered. Our curriculum is designed to take pupils beyond the limits of their personal experiences and the classroom. Our aim is to provide our youngest pupils with the tools that they need to establish a strong sense of identity and to feel empowered by the knowledge they have of the world around them.

We are aware that not all children begin school with the same knowledge, skills and experience. Therefore, our curriculum in the EYFS has been devised to focus on closing the gap that exists between children from very early on. It is ambitious in its content and is explicitly linked to learning in KS1 and KS2. The curriculum is a progression model, which begins in EYFS.

At Laburnum Primary, we have a strong focus on a Play Based Curriculum, alongside direct instruction and direct adult interaction. 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.

Our curriculum has been devised to encourage curiosity and to develop children's oral language, communication and comprehension through engaging, high-quality teaching and resourcing. We focus on enriching and widening children's vocabulary, so that they can confidently think, reason, argue, and participate in the important conversations in life.

Our EYFS curriculum ensures that the EYFS statutory framework (2021) is covered in its entirety. The framework includes seven areas of learning and development that 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.

These are:

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

The Early Years planning fits into our whole-school approach to curriculum design and provide children with both the substantive and disciplinary knowledge that they need to become confident, powerful and inquisitive learners. Much of the curriculum content provides consideration to transitions and allows for a smooth transition to Key Stage 1.

5. Planning

Laburnum Primary School prides itself on providing a quality learning experience for all Early Years pupils. We ensure our staff are all trained in Sounds-Write phonics, early maths and in specific areas to support the development of our youngest pupils with a particular focus on communication and language.

When planning for EYFS, our team, work in partnership with our whole school subject leads to ensure that we provide a secure foundation in Nursery and Reception that is then built upon year on year as children progress up through the school.

Our children are given the opportunities to work independently, in pairs, and in groups. During their day, children are able to explore the activities and resources on offer as part of learning through planned, purposeful play and exploration. Much of the learning is practical, allowing the children to develop both their understanding, social communication skills and their fine/gross motor skills.

Practitioners plan activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Practitioners 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 enjoyable experience.

Where a child may have a special educational need or disability, practitioners consider whether specialist support is required, 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.

6. Teaching and learning

Teachers in Early Years refer to the Laburnum Primary School teaching and Learning Policy when considering appropriate approaches to deliver content. In addition to this policy the Early Years team also ensure that the pupils receive opportunities to develop characteristics of effective learning that form a firm foundation for their future learning.

The EYFS Framework identifies the following characteristics of effective learning that are embedded into our provision in early years.

- **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, make links between ideas, and develop strategies for doing things.

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

The EYFS teaching is delivered through purposeful play and learning experiences, with a balance of adult led and child-initiated activities. We also ensure that the focus of resourcing in the continuous provision links to teacher led sessions. These are the activities and resources that children have access to consistently throughout the week, term, or year.

During child-directed time (continuous provision), the pupils have free access to both the indoor and outdoor areas. They may choose to engage with provision that has been carefully selected and prepared by staff who know the curriculum and the children well. Resources are selected for the wealth of learning opportunities they provide, and provision is designed to help children to develop the characteristics of effective learning. Children can engage with continuous provision independently, with peers or with an adult. Examples may include provision for construction, creative play, sand and water play, a reading area, mark-making, roleplay and small world play.

Our pupils learn through a careful balance of:

- formal carpet sessions,
- small group work,
- 1:1 work,
- child led play.

As children grow older, and as their development allows, the balance gradually shifts towards more adult led activities to help children prepare for more formal learning, in readiness for year 1.

7. Assessment and reporting

At Laburnum Primary School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and interactions with their peers. These observations are used to shape future planning and adult to child interactions. Staff capture WOW moments on class dojo and share these with families as well as each child having a Learning Journey book.

Parent consultation take place two times a year. During these meetings teachers or key workers describe the progress the pupil is making along with discussion on next steps.

At the end of the year, staff review pupil progress and provide parents and/or carers with a written summary of the child's development.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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 shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

8. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. The parent consultations and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We share progress throughout their child's journey via Dojo as well as a 'Learning journal' that is sent home at the end of the year.

Each child must be assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents are regularly invited into the setting for family learning events and these focus on core areas such as phonics, maths and reading.

All parents are invited to join the Friends of Laburnum School, which exists to facilitate social occasions, so families get to know one another and to 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.

9. Safeguarding and welfare procedures

In EYFS, we adhere to strict safeguarding protocols as set out by the whole school safeguarding policy.

We have additional guidelines in place for pupils that require intimate care and we work in partnership with the school nurse or health visitor to agree an intimate care plan which all staff follow and is reviewed/updated regularly in liaison with the parent/carer.

We promote good oral health, as well as good health in general, in the early years. The children learn about the importance of brushing their teeth and following a healthy diet.

10. Monitoring arrangements

This policy will be reviewed by the headteacher/principal and approved by the Chief Education Officer every three years.

At every review, the policy will be shared with the governing board.

APPENDIX I: List of statutory policies and procedure for the EYFS

STATUTORY POLICY/PROCEDURE	WHERE CAN IT BE FOUND?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy