

Laburnum Primary School

Early Years Foundation Stage (EYFS) Policy



Updated by: Head Teacher

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1. The Laburnum School Vision

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 [2017 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).

Parents / carers will still need to apply to Central Beds 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 children and offers parents and carers the option for flexible sessions across the week.

3.1 Funding

Every 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 Dolce, our school meals provider. Children may bring a packed lunch if they prefer.

Nursery:

If you are not eligible for 30 hours of entitled child care but would like more than 15 hours, then you can pay for extra 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 lunchtimes 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 2017 statutory framework of the EYFS.

Laburnum Primary School has regard to the 'Four Themes' set out in Development Matters in the Early Years Foundation Stage (BAfECE/DfE, 2012). They will not be addressed in isolation as they are integrated into our practice.

These include:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 ~ *learning to be literate*
- Physical development ~ *learning to be active, precise and in control of movements*
- Personal, social and emotional development ~ *learning to learn and be part of a group*

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

- Literacy ~ *beginning an exciting journey of independent reading and writing*
- Mathematics ~ *learning to be numerate*
- Understanding the world ~ *learning to look at life*
- Expressive arts and design ~ *learning to use their senses and imagination*

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

These are:

- playing and exploring ~ *finding out and exploring, playing with what they know and being willing to 'have a go'*
- engagement and active learning ~ *being involved and concentrating, keeping on trying and enjoying achieving what they set out to do*
- creating and thinking critically ~ *having their own ideas, making links and choosing ways to do things*

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.

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 an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and follows children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. 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 enjoyable experience. Where a child may have a special educational need or disability, staff 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.

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 to help children prepare for more formal learning, ready for 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 'Letter and Sounds'. 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 as a beginning to read and write. 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:
 - 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;
 - subitising (instantaneously recognising the number of objects in a small group without the need to count them) – enables children to make comparisons between quantities;
 - 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 from White Rose programme of learning. We focus on knowing and understanding 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 processes. 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 is aged between 2 and 3, you will be invited to attend a progress check by the community nurse. Practitioners review their 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.

- Home visits are arranged for our Nursery children before they start. This visit is an opportunity for children to get to know their new teacher.
- During their first half term in Reception, on formal entry to the school, we assess the ability of each child, using the Foundation Stage Profile. These baseline assessments allow us to identify patterns of attainment within the cohort in order to inform our planning for individual children and groups of children.
- Within 6 weeks of starting Reception Class, all children will complete a national baseline assessment to provide an on-entry assessment of pupil attainment.

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:

- observations, both formal and of a targeted child
- questioning and interaction
- samples of work
- 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
- Exceeding expected levels or,
- 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.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or 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 supports parents and/or carers in guiding their child's development at home or discuss any issues as they occur. In addition, the

class teacher, with support from the SENDCo (Special Educational Needs and Disabilities coordinator), also 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 being 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 their child's 2-year journey, 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 interim report at the end of the Autumn and Spring term and 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-comers feel welcome.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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 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 And Safety Policy And Emergency Plan
Procedure for checking the identity of visitors	See Laburnum Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Laburnum Safeguarding 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.