Laindon Park Primary School & Nursery

Early Years Foundation

Policy
2021/2022

Approved by:	Board of Trustees	**Date:** 21.10.21
Last reviewed on:	October 2021	
Next review due by:	October 2022	

Aims of the Early Years Foundation Stage Curriculum

- To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world

- To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point

- To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future

- To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being

- To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes

- To provide a curriculum which provides equal learning and development opportunities for all the children

- To create a partnership with parents to support and enhance the development of the children.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021

The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 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:
- Personal, social and emotional development
- Communication and language
- Physical development

The prime areas are strengthened and applied through 4 specific areas:
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The specific areas are:
- Mathematics
- Literacy
- Understanding the World

- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards age appropriate learning milestones (Development Matters statements), the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Play policy

We believe that play, both indoors and outdoors, are the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways.

Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving age appropriate learning milestones and then the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:
- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

Planning, recording and assessment

Topics are planned so that children will experience activities within each topic as they progress through the EYFS. Topic planning takes place on a half-termly basis. The long term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. In addition, children experience aspects of the National curriculum throughout the day e.g. mental and oral work, guided reading, shared reading and writing, as well as phonics, using the letters and sounds materials as appropriate.

Nursery teachers plan and assess using an 'in the moment' planning format whereas reception teachers work towards a more formal style of learning as the year progresses.

Pupils are assessed using the Early Years Outcomes; these are used as an on-going tool to plot progress. Development Matters (age appropriate assessments) are completed and related to short term planning. The Early Years outcomes are completed at the end of the Reception year. Staff completing the outcomes document will attend moderation meetings both internally and externally.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the online learning journey (Tapestry).

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents' evenings are held twice a year. Parents' Evening is an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time.

Parents are encouraged to contribute to their child's learning journey by:

- adding things to the child's reading record book
- recording their thoughts about observations using tapestry
- sharing events which happen at home
- Adding tapestry observations

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.

Progression

There are clear expectations for progression. Children working within the later phases EYFS work for longer periods on more formal adult led activities and they work in larger groups than the children working within the earlier phase of the ages and stages. The children working in the later stages are expected to play and learn with less adult support then that of the children working at the earlier stages. During the summer term the children will be prepared for moving into their new Reception Class and Year 1 class.

Equal Opportunities

Aims

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability
- To ensure that all the children feel secure, included and valued
- To establish feelings of respect and trust with all children and their parents or carers
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children

During the school visit, we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people.

These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is 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.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking about the effect of having too many sweets and the importance of brushing our teeth.
The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.