



The Laurels
PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY

The Laurels Primary

September 2020

“Play is the highest form of research” Albert Einstein

Aims

At The Laurels, we believe a strong and successful start is important for all pupils regardless of background. To do this, we use four guiding principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

We are also guided by our school's core values:

Resilience

- First hand experiences, play, talk and an engaging environment are the main ways through which young children learn about themselves, other people and the world around them.
- Children need opportunities to take responsibility for their own learning by making choices, enjoying success and feeling safe to make and learn from mistakes.

Reflection

- Teachers should support and extend children's learning through purposeful observation, evaluating activities and by appropriate interaction.
- Effective practice requires teachers who have a secure understanding of child development and the ability to plan, deliver and evaluate a broad, balanced and relevant provision that meets the legal requirements of the Early Years Foundation Stage document and the needs of the individual.

Responsible

- Opportunities will be given to celebrate the achievements of every child.
- High expectations for behaviour are established through positive praise, adults as role models, 3D PSHE and our school rules. Ready, Respectful, Safe.
- Teachers will work in partnership with parents/carers, who are their child's first educators, to share knowledge and expertise.

Curriculum

The statutory framework for Early Years can be found here

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf.

Children are learners from birth and develop and learn in a variety of ways and at different rates. We look carefully at the individual children, consider their needs and interests, their stages of development and use all of this information to plan a challenging and relevant curriculum in an enabling environment.

Literacy skills underpin academic success in every subject, so we follow the recommendations of the EEF research:

- Language provides the thinking and foundation of learning and is prioritised. Adults have a vital role in modelling effective language and communication. We extend children's vocabulary through a range of contexts including shared reading, storytelling and explicitly extending children's vocabulary.
- We develop early reading through a range of approaches including storytelling, phonics activities and singing and rhyming activities to develop phonological awareness.
- Writing is physically and intellectually demanding. We provide a wide range of opportunities to communicate through writing and develop children's motivation to write. We support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Characteristics of Effective Learning

The Characteristics of Effective Learning underpin learning and development across all areas of the Early Years curriculum and support the child to become an effective and motivated learner. These skills are assessed throughout the year in all areas of learning:

Playing and exploring – engagement (Links to our school value of responsible)

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation (Links to our school value of resilience)

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking and having their own ideas (Links to our school value of reflection)

- Making links
- Choosing ways to do things
- Having their own ideas

Routine and Expectations

The children are expected to arrive punctually and well equipped for the day. Children have the opportunity to share breakfast at school to maintain energy levels and mental performance throughout the day. A self-service fruit station is on offer throughout the morning for when children are hungry or thirsty.

A typical day runs as follows:

- 8.30 – 8.45 Breakfast, self-registration and adult-initiated activities. The children choose tasks linked to their next steps which are provided by the teacher.
- 8.45 – 9.40 Children participate in focused literacy, numeracy or other tasks.
- 9.40 – 10.00 English Input
- 10.00 - 11.30 Extended learning session. During this session the children can be engaged in activities led by an adult or self-initiated activities (chosen by the children themselves). The children have supervised use of the Early Years playground. The interplay between adults and children is a continuum, with the adults making constant decisions about the level of formality, structure and dependence that will promote the best possible learning.
- 11.30-11.50 Daily phonics session with the class teacher and teaching assistant, then story and singing.
- 12.15-1.15 Lunchtime
- 1.30 – 1.45 Maths input
- 1.00 – 1.30 Registration and adult led tasks.
- 1.45 – 2.25 Free-flow. During this session the children can be engaged either in activities directed by an adult or self-initiated activities. Again, the children have the full use of the classroom, the courtyard and playground.
- 2.30 – 2.45 Whole class session for celebration, sharing, reflection and planning for future learning. Children can be collected between 2.45 and 3.00pm.

The timetable does change to allow time to complete learning journeys and accommodate the needs of the class.

Health and Safety/Welfare Requirements

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/29931DFE-00337-2014.pdf

as well as our school Safeguarding, Child Protection and Health and Safety policies which are available from the school website and the office.

- We promote the good health of the children and take appropriate action when the children are ill, taking necessary steps to minimise the spread of infection. Advice for when a child is sick can be found on the school website.

Laurels Primary School (part of Durrington Multi Academy Trust)

- We ensure we have sufficient information about the medical condition of any child with long-term medical needs and we act on information about a child's dietary needs.
- We help parents to help their children by suggesting sunscreen, water bottles, sun hats, wellington boots etc
- We are a healthy school and our children receive free fruit and milk from the government. We ask that parents provide healthy fruit and vegetable snacks from home if they wish to provide their own.
- Children's behaviour is managed effectively and in a manner appropriate for their stage of development. The year group follows the whole school behaviour policy which is shared with parents and can be found on the school website.
- We ensure that adults looking after children are suitable to do so and that they have the appropriate qualifications, training, skills and knowledge; including an up-to-date understanding of safeguarding children issues and policies. Staffing arrangements are organised to ensure safety and to meet the needs of the children.
- Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose. Regular risk assessments are carried out in these spaces as well as for outings. Parental permission is obtained for outings and essential information and equipment is taken with us. We take accidents seriously and will phone home immediately if there has been a bump to the head.
- We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children may still have 'accidents' and have spare clothes for anyone who needs it. We ask parents to return any clothing their child has borrowed to ensure we have sufficient supplies.
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It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photos with their personal handsets. Members of staff do, however, use school iPads to take photographs and videos as evidence to support the regular observation assessment cycle in the EYFS which is stored in the Tapestry app. All parents are asked to state if they give permission for their child's image to be used and parents/carers are able to change their permissions by informing the school office.

Transition and Continuity

- The children are invited to visit the school for two 'stay and play' sessions in the term before they start.
- Some children also visit the school with their current setting.
- The children are also invited to visit the school with their parents for a fifteen minute meeting so class teachers can find out more about a child's individual skills, interests and needs.
- The Early Years Foundation Stage Leader and teachers visit the children in their pre-school settings to meet them in a familiar environment and to share a transition book with them.

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- The EYFS team meet up with other Early Years Professionals in after school meetings so that confidential information can be discussed without the children present.
- All children have the option to start full-time in September. Parents/carers and/or the school, may request part-time provision according to an individual child's needs.
- A '6 weeks in' meeting is held after the children have entered school to exchange general information about the children, curriculum, environment and local services.
- We also have parent teacher meetings after the first half term so we can discuss each child's progress with their parents and review their targets.
- We also have a transition programme for the children when they leave Reception and enter Year 1.

Parent partnership

- Parents are invited to share special achievements in their child's life through the Tapestry app. The school will also share accomplishments with parents in the same way.
- In the Autumn and Spring Terms, parents will receive their child's Individual Development Plan which includes learning targets for each area of the curriculum. The parents will also have the opportunity to discuss these plans at a parents' meeting.
- A report summarising the children's achievements in the EYFS will be sent home in the Summer Term and parents are able to make an appointment to discuss this in more detail.
- Much of the time, contact with the parents is on a daily basis and there is an on-going exchange of information at home-time or in the home-school contact book. We have an open door policy for parents wishing to discuss urgent matters.
- Parents are encouraged to read to children before they can read, then to begin reading with children as soon as they can; and
- Parents are invited to workshops to learn how to read and talk about books with their children effectively

Assessment and Recording

- Initial assessments are carried out during the first 6 weeks of a child's time in school to ascertain a child's starting points, also called a baseline. This is done by observing the children's skills whilst they are engaging in their chosen activities.
- Ongoing assessment is an integral part of the learning and development process. Children are observed daily in their activities and teachers respond to enable the children to make progress towards the early learning goals. This could be through modelling, questioning or adapting provision.
- Observations and assessments are used at weekly planning meetings to identify learning priorities and to plan relevant learning experiences and meaningful provision.

- Data is analysed regularly to identify groups of children requiring intervention/challenge and to enable the EYFS team to reflect on provision and practice.
- At the end of the Reception year we summarise each child's attainment using the EYFS Profile. This is a written summary reporting the child's progress against the early learning goals and the assessment scales. The data from the end of reception assessments is sent to County Hall no later than 30th June of that year.
- Information about home activities is welcomed from parents/carers and contribute to the children's Early Years Profile in the summer term.

September 2020

To be reviewed: September 2021