



Lawn
Primary
School

EYFS POLICY

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EYFS Policy

Contents

1. Introduction
2. Aims of the Foundation Stage.
3. The Early Years Foundation Stage Framework
4. Characteristics of Effective Learning
5. The EYFS Curriculum
6. Active Learning through Play
7. Planning
8. Assessment and Record Keeping
9. Parents as Partners
10. Admissions and Induction
11. Equal Opportunities
12. Special Educational Needs
13. Health and Safety Guidelines
14. The role of the EYFS leader.
15. The role of the Headteacher
16. The role of the Governors

1. Introduction

At Lawn Primary School the term Early Years Foundation Stage refers to the provision given to the children in our reception classes who enter school from September of the academic year in which they will turn five years old. Within this policy the term “setting” is used to refer to this provision.

The term “practitioner” refers to the members of staff working with the children within the setting. As stated within the Early Years Foundation Statutory Framework the ratio within our Reception classes cannot exceed 30 children to 1 teacher.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage and it is the responsibility of practitioners working within the EYFS setting to implement it.

2. Aims of the Early Years Foundation Stage

Early Years education is holistic, it encompasses all areas of learning and development and is the foundation on which all future learning is rooted and built upon.

At Lawn Primary School we believe that all children deserve the best possible start to their school life both emotionally and intellectually in order to enable them to reach their full potential.

We do this by:

- Helping children to understand that others may have beliefs, cultures and opinions that are different from their own and supporting them to develop care, respect and appreciation of others.
- By recognising the importance of play to support children's learning.
- Providing experiences, which challenge, stimulate, excite and motivate to learn.
- Providing experiences, which reflect children's personal interests and build on their existing knowledge and understanding in order to extend their learning and development.
- Providing effective learning opportunities both inside and outside.

3. The Early Years Foundation Stage Framework.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape good practice within Early Year settings;

- 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.
- Children develop and learn in **different ways and at different rates**.

4. Characteristics of Effective Learning.

The Characteristics of Learning refer to how children learn, how they tackle new situations, whether they learn from mistakes, whether they are resilient, take risks etc. They underpin everything that happens in the EYFS classroom. At Lawn we pride ourselves with knowing each child very well and understand how they learn and their preferred styles. Thus whilst also referring to the 4 guiding principles above we can plan for and provide learning opportunities for individual children in which the children feel safe, stretched and challenged, help children to see links in learning and take risks.

The Characteristics of Learning are as follows;

1. Playing and Exploring
 - Finding out and exploring
 - Using what they already know in their play
 - Being willing to have a go
2. .Through Active Learning
 - Being involved and concentrating

- Keeping on trying
- Enjoying achieving what they set out to do

3. Creating and Thinking Critically

- Having their own ideas
- Using what they already know to learn new things
- Choosing ways to do things and finding new ways

5. The EYFS Curriculum.

The curriculum in EYFS at Lawn Primary School is a challenging and exciting one based around the seven areas of learning.

The three Prime areas are:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

The children are also supported in the four Specific areas, through which the three prime areas are strengthened and applied.

The Specific areas are:

1. Literacy; Reading and Writing
2. Mathematics; Number, Shape, Space and Measures
3. Understanding of the World; People and Communities, Technology, The World
4. Expressive Arts and Design; Exploring and Using Media and Materials,
5. Being Imaginative

During the school day some of the areas of learning will be covered in isolation and thus specific times of the day and specific Teaching and Learning activities will be devoted to them. However the areas of learning are also interlinked which allows us to provide a rich and stimulating curriculum throughout the day that is holistic and enables the children to make links between what they are learning and to build upon skills and knowledge already mastered.

6. Active Learning through Play./ Structured Learning Activities

In the EYFS we recognise that children learn most effectively when they are active. Therefore we strive to provide the children with meaningful first hand experiences in which they can explore, think creatively and be active participants in their learning both physically and cognitively. Children learn most effectively when they are active and having fun.

In the EYFS setting at Lawn Primary School the children have opportunities for Self Initiated Play but for the majority of the time the children are engaged in Focused Learning Through Play. We are mindful that whilst the activities need to be fun and engaging they

are also based upon clear learning objectives. This happens both inside and outside. These play activities support the children to discover, explore, investigate, develop their personal interests and areas of curiosity and help to make sense of the world around them as they begin to understand specific concepts. When the children are engaged in play it is the role of the practitioner to build upon, to question, to challenge and take the learning forward. It is also the role of the practitioner to add an enhancement to play by adding props or setting a task /challenge. In the EYFS classroom, the most effective enhancement during play is the adult, who will be moving learning forward and talking to and questioning the child, thus also developing communication skills.

Activities, which are play based, are also set up in order to allow the children to apply their newly acquired knowledge and demonstrate new skills thus giving opportunities to practise and consolidate. In EYFS at Lawn Primary School we refer to our provision as “Learning Activities.”

During the day the children will be involved in specific whole class/group lessons of Phonics and Numeracy. They will also have carpet sessions for Circle Time, Discussions and Story.

The children will also be engaged in structured activities either in small groups or on a 1-1 basis with a practitioner which cover all the areas of the curriculum

7.Planning

Our Long Term plan is based upon the EYFS framework which sets out the Early Learning Goals that need to be worked towards and covered throughout the academic year. Our Medium Term plans are formulated by all our EYFS practitioners and the termly topics are decided upon with the children’s interests and stage of development in mind. These plans then inform our weekly planning. The weekly plan is flexible and can change on a day to day basis as it is also determined by our observations and assessments of the children and thus need to reflect and respond to the children’s interests, needs and level of development.

8.Assessment and Record Keeping.

Assessment in the EYFS at Lawn Primary School is of the upmost importance and is ongoing throughout the whole day. Effective Assessment of the children is conducted in many ways.

We use planned and focused assessments of a child’s learning and individual needs. We also use practitioners’ observations of children from both adult focused activities and play. The observations are recorded in many forms; post it notes, narratives, photographs, Ipad. All practitioners working with the children carry out assessments which are invaluable as they inform us of the children’s level of development, needs, interests, and learning styles.

We also assess the children by engaging with them in their play and through talking to them whilst busy at their Learning Activities.

In addition we ask that parents fill in “Wow” slips which record things a child has done at home. We find these particularly interesting as we get a “snapshot” of the child in their home setting which also feed into our understanding of the whole child.

A record of each child's progress in all areas of their learning is updated and tracked using O'Track.

We use a software called "2 Simple" on iPads on which we record the children's day to day learning. This takes the form of photographs, videos and narrative. A profile of each child is then built up over the year and the programme can inform us of gaps in a child's learning and indeed our teaching. The profile can be shared on a regular basis with parents via E.Mail to inform them of their child's level of development and next steps. The 2 Simple software has replaced The Learning Journey Books.

We continuously monitor and assess each child's development using the Early Years Foundation Stage Profile. The judgements made are based upon the evidence gathered from all the different types of assessments that we use in order to get a "best fit" picture of the child. This is updated once a term on O'Track and allows us to plot the progress that each child is making in all areas of learning and to plan for each individual's needs and next steps.

Baseline Assessment is carried out within the first 2 weeks of children entering the setting which informs us of each child's starting points. Within the first few weeks we also assess the children's language development using a speech and language assessment tool. Children who are highlighted as needing speech and language intervention will work with our Teaching Assistants on a specially designed programme twice a week.

9. Parents as Partners.

At Lawn Primary School we recognise the importance of establishing positive relationships with parents, as highlighted in the EYFS Framework. We endeavour to share information about the children and encourage the parents through dialogue and "wow" slips to share information with us. We believe that an effective partnership between home and school will have a positive impact on the children's learning and development.

Regular whole school newsletters are sent home. In addition a Fortnightly Foundation Stage Homework Note is sent to inform the parents of the concepts in mathematics, sounds in phonics and topic activities that the children have been learning and how they can help at home.

An evening meeting is held during the Autumn term for parents to attend in which the practitioners explain how phonics (Phase 2 and 3) is taught and how the parents can support their child at home when learning to read. A subsequent meeting is held in the Spring term to inform parents how we consolidate this learning and how they can help and support their child become fluent readers.

We encourage parents to get involved with their child's learning and send home books, sounds and words for the children to share and read at home with them. We also send a fortnightly maths challenge home, which is based upon the mathematical concepts, being covered in class. This is optional "homework" but it gives the parents an insight into how they can help and support their child's learning. The parents are invited to come into school a few times during the term on an informal basis where they can become involved in their child's learning. These sessions will be based around phonics, reading and maths. Hopefully these sessions will give the parents an insight into a typical school session and help them to understand how they can help their child at home.

Parents are invited to attend a parent's evening in the Autumn term and again in the Spring term. They receive an end of year report, which informs them of their child's level of development and the progress they have made.

Parents are invited to a topic assembly, which is led by the children and is a lovely opportunity for the children to share what they have been learning.

Parents are also invited to get involved with school life. Parents come in to help with reading, playing games, art and craft activities. Parents also come into help with visits to the library and to accompany us on educational visits.

We strive to create a warm and friendly environment in the setting where parents feel comfortable and at ease to come and discuss any concerns they may have and to share information with us about their child. We operate an open doors ethos.

10. Admissions and Induction.

Lawn Primary School provides full time education in the Reception Year.

Prior to the children starting school in September they come for three visits in the previous summer term. During these visits the children meet the practitioners and familiarise themselves with the setting. They also meet the other class members.

Their parents accompany the children during the first visit. This provides the parents with an opportunity to meet the practitioners and begin that home/school partnership in a relaxed atmosphere.

These visits are important for the practitioners to develop an understanding of each child's needs so that transition is a smooth and happy one.

The children are given a pack to take home containing activities and a booklet for the parents which will support them with transition and explains how to make your child "school ready".

Where possible, the practitioners also go to visit the children in their pre-school setting or home environment during the summer term.

In the last term in EYFS the Year 1 teachers meet with the EYFS practitioners and discuss each child's development against the Early Learning Goals in order to support a smooth transition to year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of every child.

11. Equal Opportunities.

At Lawn Primary School we value all of our children as individuals irrespective of ethnicity, culture, religion, home language, background, gender or ability. In EYFS we plan a curriculum that meets the needs of the individual child and support them at their own pace ensuring that we deliver inclusive practice.

12. Special Educational Needs.

Please see Special Educational Needs Policy

13. Health and Safety

- The classroom is checked every day for hazards and any found are removed.
- The children are taught to carry scissors safely.

- The outside classroom is checked daily for hazards and any found are removed.
- The children are taught to use the equipment outside in a safe manner.
- The children are encouraged to drink water regularly during the day. The children's water bottles are stored in a way that make them easily accessible to the children throughout the day. They are refilled with fresh drinking water if required.
- Fresh fruit is available for the children to eat when they wish at a snack table in the classroom. The children may take a piece of fruit out with them during morning playtime if they prefer.
- The children are taught to wash their hands after visiting the toilet and before they eat.

14.The role of the Foundation Stage Leader.

- To provide leadership within the EYFS setting.
- Help colleagues to develop their expertise.
- Keep up to date with new developments at local and national level, through attending network meetings, training courses and reading new material, and to communicate these developments to colleagues.
- Monitor the planning of provision in the EYFS
- Monitor and evaluate standards of learning in the EYFS
- Manage the financial resources made available to the EYFS

15.The role of the Headteacher.

The Headteacher has the responsibility to:

- Monitor the provision of the EYFS Framework.
- Read and provide feedback regarding the policy written by the EYFS leader.
- Spend time judging the effectiveness of provision in the EYFS
- Meet with the EYFS leader / EYFS practitioners to discuss the long term plan and any changes to provision.

16.The role of the Governors.

The Governors have the responsibility to:

- Monitor the provision of the EYFS Framework.
- Read and provide feedback regarding the policy written by the EYFS leader.
- Spend time judging the effectiveness of provision in the EYFS
- Meet with the EYFS leader / EYFS practitioners to discuss the long term plan and any changes to provision.