



## **Lindow Community Primary School**

### School Policies

Policy: **Early Years Foundation Stage (EYFS)**

Policy Type: **Statutory**

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Reviewed by: **Curriculum Committee**

Approved by: **Governing Body**

Next review date: **Annually**

## Policy: Early Years Foundation Stage (EYFS)

### Lindow Values

'Caring, learning and achieving together' are the core values that thread throughout our school. They are evident through play, planned activities, enhanced curriculum opportunities, our relationships with the children and our colleagues, in our desire to ensure that we help children become the best version of themselves. The values underpin our practice at all times.

### Lindow Lifeskills:

Children and parents are introduced to the Lindow Life Skills, passports and the associated vocabulary associated early in the Reception year. This is reinforced in school through the use of positive rewards on the Class Dojo system that are linked to specific Lindow Life Skills: for example-being articulate.

### Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Lindow Community Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life incorporating Lindow Life Skills.

At Lindow we believe that

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'* EYFS Statutory Framework 2021

The EYFS is based upon four principles:

2. A unique child – developing resilient, capable, confident and self-assured individuals.
3. Positive relationships – supporting the children in becoming strong and independent.
4. Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
5. Learning and developing – An acknowledgement that children learn in different ways and at different rates

## 1. A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies, dojo's and rewards, to encourage children to develop positive behaviour for learning. We want the children to develop perseverance and resilience and to recognise the power of 'yet'. The 'Lindow Life Skills' are entwined within our Early Years curriculum and are referred to in our Class Dojo reward system.

### 1.1 Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Lindow Community Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to

support the development of each child. Concerns are always discussed with parents/carers at an early stage. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary

To accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

## 1.2 Safeguarding and Welfare

It is vital to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

*'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. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.'* EYFS Statutory Framework 2021

At Lindow Community Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021 and Ofsted. We understand that we are required to:

- keep children safe and well.
- safeguard children;
- ensure the suitability of adults who have contact with children;
- promote good health;
- manage behaviour;
- maintain records, policies and procedures.

## **2. Positive Relationships**

At Lindow Community Primary School we recognise that children learn to be strong and independent from having secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Teachers and Teaching Assistants prioritise the well being of the children in their class and quickly form strong relationships. The Lindow Life Skills help to focus children developing a good self esteem, challenge themselves and celebrate perseverance. Aiming to be the best version of themselves.

### **2.1 Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Inviting children and their parent or carer to regular preschool sessions (Lindow Ladybugs) prior to starting school in September that promotes the Prime Areas and Lindow Life Skills.
- Sharing a 'getting ready for school' leaflet (co-written with preschool professionals) that promotes development within the Prime Areas- 'I spy Mud Pie' and 'Talking Toucans'.
- Talking to parents about their child before their child starts in our school-invitation for all parents to a 'New Parent' Meeting in June before starting in September;
- Preparing a resource pack of relevant information including a 'Welcome to Lindow' booklet, helpful advice leaflets and a questionnaire;
- The children have the opportunity to spend time with their teacher before starting school during 3 transfer 'stay and play' sessions;
- New parents are invited to stay and share a coffee whilst meeting and talking with existing reception parents;
- The class teacher visits as many preschool settings as possible to observe children, discuss children with key workers and play with children;
- Inviting all parents to a 'Curriculum Evening' during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- Encouraging parents to talk to the child's teacher if there are any concerns. The Class Dojo system enables a quick, direct link to the class teacher.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Written interim information is shared and discussed. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play transition sessions, class assemblies, school visits, Christmas Nativity, open afternoons, mystery reader, parents talking about their jobs, helping on 'Welly Wednesdays', Mothers' Day assembly, Fix it Fathers' Day Friday, Den building with dads.
- Regular updates on the Class Dojo story sharing achievements and information linked specifically to Reception Class.
- Sharing Home Challenge sheets that make links to learning between school and home.

- A written communication available in-home school diary as well as the acknowledgement that parents can ring or email school to contact the class teacher;
- Ensuring availability every morning before school starts by being on the school playground at 8:50am;
- By providing a quiet and confidential area where parents are able to discuss any concerns.

### **3. Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that allows children to lead their own play ideas. Early Years practitioners are able to reinforce, consolidate and challenge where appropriate. Effective learning builds and extends upon prior learning and following children's interest through play. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences and are aware of children's next steps in progress. Supportive resources, wider opportunities and first-hand experiences are considered and planned for.

### **4. Transition**

#### **4.1a From Pre-school /Feeder settings**

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Children are encouraged to attend 'Lindow Ladybugs' led by Rachel Pengelly and Sarah Duncan. Focus is on story-telling and developing the Prime Areas particularly Communication and Language.
- Parents are invited to a meeting to ensure they know about school procedures and have the opportunity to discuss any questions or concerns.
- During the summer term parents are encouraged to complete a questionnaire. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to three separate visits to their reception class. Two of these visits are without parents. During the final visit the parents are encouraged to stay and have an informal chat and coffee with existing reception parents.
- The Reception class teacher from Lindow Community Primary School makes visits to feeder settings. It is a chance to gain information in order to support the child's transition.
- Children requiring extra support can have additional visits regardless of their setting.
- TAC meetings arranged as required.
- Pre-school cluster meetings encourage local preschools to attend and work collaboratively with EY teacher.

#### **4.1b From Reception Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development or not.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

### **a. Baseline**

During the first six weeks of the Autumn term children are required to complete the statutory Reception Baseline Assessment on a 1:1 basis lasting approximately 20 minutes. The data will be used by the DfE as a progress measure against attainment in Year 6.

During the Autumn term the Early Years Professionals will observe and assess children against the areas of learning, age and stage of learning. This will be used to help plan next steps and possible interventions. Extensive data collection and assessments are not best use of practitioners time and there is no expectation to provide and collate large amounts of evidence to support judgements.

### **b. The Early Years Framework**

The teacher and teaching assistant provide the curriculum in the Reception class of up to a class size of 30 children. There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

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

During the first half term the priority is to ensure children have a good sense of well being, feel secure in their environment and have made good strong relationships with adults and peers. Throughout the year careful observations, discussions with children and teacher's professional judgement will determine children's level of development and their next steps. This ensures children continually make good progress.

Throughout the year the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carer and agree how to support the child.

*At Lindow Community Primary School:*

*'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'* EYFS Statutory Framework 2021

## 4.2 Provision

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

At Lindow we implement the requirements from the Statutory Early Years Framework, 2021

*'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.'*

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. At Lindow we support children to use the characteristics of effective teaching and learning. These are:

- **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

## 4.3 Early reading, phonics and developing a life-long love of reading

Reading in reception begins with picture books. This is to ensure the children are confident 'storytellers', can orientate texts, build a wide vocabulary and infer meaning. Once the children are familiar with letter sounds and mastered segmenting and blending they will be given books that match the phonics taught. These books are already organised into sets of phonic sounds so that they can be easily matched to children's knowledge. Early reading books are 100% decodable from the Big Cat Letters and Sounds and Phonics Bugs series and correspond to the different Phonic understanding which each child demonstrates. Alongside the phonic based books the children take home books that promote different reading strategies: using the picture clues, repeated phrases etc. These strategies are shared during whole class reading times, phonics, small groups.

Children are assessed on entry into reception: letter listening skills and sound recognition. Once this information is reviewed Phonic groupings are made swiftly and the appropriate starting points are planned for. The class are divided into two or three groups and are taught separately. The Letters and Sounds phonics programme is taught across KS1 daily. Rapids Phonics intervention is used where children may be falling behind/need consolidation.

A 'reading and phonics' workshop for parents in the Autumn term helps them to develop strategies for hearing their child read and highlights the importance of their role in consolidating work completed in school.

Using the 'Pathways to Write' planning documents ensures that children are hearing a range of genres, authors and subject matters across the academic year. Alongside this is opportunities to hear stories for pleasure, read and hear stories that link to a wider curriculum, non fiction and poetry. Children are immersed in a range of literature that is a thread for learning across each half term. Other programmes of work supplement this eg: The Christopher Winter PSED project and 'No Outsiders' RSE program.

## 5 Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## 6 Health and Safety

At Lindow Community Primary School there are clear procedures for assessing risk (see whole school risk assessment policy) that include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2021, at Lindow Community Primary School we undertake: 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. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

We ensure that:

- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept. The Early Years Teaching assistant is paediatric first aid trained.
- A health and safety policy and procedures that covers identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy alongside a lock down procedure
- A safeguarding policy is in place stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use. The class iPad is protected by a passcode and used for class purposes.
- Staff are expected to wear clothing that supports them in working at a child's level and playing and engaging with children at floor level.