





Early Years Foundation Stage Policy

Author / staff lead: Miss H Johns

Abstract: This policy sets out the structure for the school's Early Years Foundation Stage(EYFS) and provides information on how both the statutory and non-statutory frameworks are delivered.

Approved by:	Mrs M Young Chair of Governors	
Approved by:	Mrs J Watson Headteacher	
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What is Early Years Education?

The Early Years education provision at Lent Rise covers nursery education for children 3 years or older, and the final year of the Foundation Stage, more commonly known as the Reception Year.

Our Early Years department provides high quality care and learning opportunities, which build on a child's previous knowledge and cater for their individual, present and future needs.

We follow the Early Years Foundation Stage Statutory Guidance and Curriculum.

Early Years Foundation Stage curriculum

There are seven areas of learning and development that must shape educational programmes in Early Years settings.

This is further broken down into three prime areas and four specific areas.

Three prime areas

Crucial for igniting children's curiosity and capacity to learn:

- **Communication and language** - Developing skills to express themselves and to speak and listen in a range of situations.
- **Physical Development** - Providing opportunities for children to be active and interactive, developing co-ordination and awareness of healthy choices.
- **Personal, Social and emotional development** - helping children to develop a positive sense of themselves and others.

Four specific areas

The prime areas are strengthened and applied through:

- **Literacy** - encouraging children to link sounds and letters and begin to learn to read and write.
- **Mathematics** - providing opportunities to develop numeracy skills, and understanding of shape space and measures.
- **Understanding the world** - guiding children to make sense of their world through exploration and observation.
- **Expressive arts and Design** - enabling children to explore a wide range of media and materials as well as expressing themselves through a variety of different activities.

The foundation stage curriculum also expresses the importance of learning and development opportunities that stimulate the Characteristics of Effective Learning, which move through all areas of learning. We support children to develop these skills throughout the day.

They are:

- **Engagement** (developed and applied through playing and exploring)

- **Motivation** (developed and applied through active learning)
- **Thinking** (developed and applied through creating and thinking critically)

LRS curriculum

Intent - At Lent Rise School our intent is to deliver a curriculum that supports our pupils with skills for life. We want all our pupils to be equipped for learning and to develop thinking skills to enable them to make good choices and to reflect and reason. Our pupils will work with ambition in a safe and secure environment and will be prepared for life's journey.

Implementation - Our curriculum is planned to ensure aspirations and ambition for all our pupils. The pupils will learn how to be resilient and effective learners. They will embed creativity, learning through a wide variety of skills; ensuring the pupils develop healthy minds and bodies. The pupils will learn through our Learn Reach Shine values in order to develop their character and curiosity.

Impact - Through the curriculum the pupils will become courageous learners, demonstrating success and perseverance. They will be happy learners with inquiring minds. They will be eloquent and articulate; showing an interest and understanding in the world around them. Their experiences will prepare them with hope and confidence for the future.

Positive relationships and pastoral care

In the Early Years Department our aim is to ensure that all pupils can work in a caring and secure atmosphere which encourages learning and personal, social and emotional development. We believe that pupils need to feel safe and secure, both physically and emotionally, when they are in school. At Lent Rise children learn in an environment that is conducive to learning and in which they feel valued and respected.

We also support children to become strong and independent learners through positive relationships. At Lent Rise we recognise that children learn to be strong and independent learners and this can be developed through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

In the reception year, a child's teacher is the allocated 'Key Person' to each child in their class, they are supported by a team of highly qualified and experienced Teaching Assistants. In nursery, all staff have nominated 'key children', who they work closely alongside to support the child and their family.

Where a particular child has been identified with a Special Education Need and is supported with differentiated allocated provision, an additional key worker may also be named. This is to ensure that the individual needs of the pupils and

parents are met fully at all times. Please see our Key Person Policy for further information.

We monitor each child's academic and pastoral welfare, the class teacher or child's key worker is always the first point of contact but there are always members of the Senior Leadership Team available to parents, although we appreciate an initial contact being made by email or phoning the office in order to arrange a mutually convenient time for a meeting. We value the strong links between home and school and in our Home School Agreement and Parent Partnership Agreement.

Transitions and parents as partners

At Lent Rise we try to make the transition from home to school comfortable for both the child and parent. Once parents have formally accepted a place for their child in either nursery or reception then we send them a welcome pack. This contains a 'profile' for them to complete informing us about their child so that the staff know as much as possible about each child before they formally start, this helps with both planning and assessment procedures.

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, and will continue to have, in educating their child. We value our parent partnership with regular contact and an open door policy so that parents and carers can actively participate in their child's education.

Nursery settling-in

The first week of each term is allocated as a settling-in / transition week for new pupils.

The parents of children starting in nursery will be invited in for some settling in sessions. It is important that a child has spent some time in the nursery before their actual starting day; this will help them to feel a little more settled and confident about their new environment. Children will be shown around the area where they will be based and also where they will, play, eat and hang their coat.

We encourage parents and children to visit on at least three occasions before the first day (free of charge) the length of these visits can vary but will be agreed with the nursery lead beforehand.

We encourage parents to stay for as long as they feel necessary for the first visit, however they need not feel obliged to do this and may leave soon after saying goodbye to their child. At the second visit we would encourage the parent to say goodbye to their child and explain to them they will be back to pick them up later.

These visits give parents the opportunity to ask any questions and find out a bit more about how their child will be spending their day and the daily routine as well as getting to know the staff. These visits are an important part of the child's settling in process, it is a time when relationships with staff and parents can be built and the child can feel that they can start to build trusting relationships, within a safe and secure environment.

On their first day parents may want to stay a while to see that their child is settled and happy, Parents are invited to telephone the room at any point during the day to check that all is well.

Reception settling-in

Parents of children starting reception are invited to a meeting with the Early Years Phase Leader and all the staff where a presentation is given outlining all areas of the Early Years department. The parents receive an information pack to take away and absorb in their own time. We ensure that there is time for parents to ask questions and chat to the staff.

We have good links with all local pre-schools and work in partnership with them to facilitate smooth transitions for children in to Lent Rise. Our own pre-school offers the closest links to our reception classes, providing familiarity, continuity and coherence through the sharing of information and regular co-working. **Please note that children at Lent Rise Nursery do not automatically secure a place in our reception cohort, see our admissions policy for further information.**

During the first few weeks of reception the children have a staggered entry to school which does not coincide with entry times for other pupils. This helps settle the children in comfortably and happily.

Both nursery and reception staff are accessible to the parents for discussions prior to children starting at Lent Rise. They can go through any queries relating to the child's schooling or Special Educational Needs. In this manner excellent communication strategies are embedded between home and school prior to the child entering school.

How children learn

Children develop and learn in different ways and at different rates. We have a team of dedicated and professional early years teachers, early years educators and teaching assistants who plan and work closely together to provide a high-quality curriculum. We work as a team in partnership with the child, parents and carers, the wider school, other settings and external agencies to ensure the needs of each child are met physically, emotionally and academically.

Throughout our Early Years Department we believe in the importance of play and that through play children explore and develop learning experiences, which help them make sense of the world.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

'Statutory Framework for the Early Years Foundation Stage'. April 2017.

Through play children practice and build up ideas, they learn self-regulation skills and understand the need for rules. Play offers the opportunity to think creatively alongside other children as well as independently. It encourages communication with others as children investigate and solve problems. It also enables children to express fears or re-live anxious experiences in controlled and safe situations. For this reason, in the EYFS

we implement each area of learning and development through planned, purposeful play and through a mix of adult-led and child-initiated activity.

A child involved in their own learning process will at first imitate an experience then internalise the experience and then they will involve themselves in the activity in question. We use this idea as a base for many of our teaching sessions as the teacher will introduce and explain a new concept or idea, the class and individual will be involved and asked to repeat and join in with practical activities based on the initial idea and then the child will carry out their own interpretation or activity. This gives each child the opportunity and the experience to become confident in their own time and enhances their self-esteem throughout the process.

Aims of Lent Rise Early Years department

Our aim is to introduce all children to the same broad learning experiences whilst allowing them to settle in to the structures and expectations of school life. We hope to provide all children with a sound start to their academic learning whilst allocating opportunities for children to develop their own growth and understanding. We provide all children with appropriately differentiated learning experiences, which will in turn provide them with equal learning opportunities based on their current and future learning needs. We aim to stimulate imagination and learning through exciting teaching and learning styles as well as technological appropriates and experiences.

Requirements

Children are required by law to attend full time school from the term after their fifth birthday. At Lent Rise we have one admission point during the reception year which is September. Therefore we enrol all children with their fifth birthday in that year from the September because we feel that it important for children to have a whole year in their reception classes so that they are all given the same opportunities during their first introductory year at school.

Please see our nursery admissions policy for further information on nursery admissions.

Observation, planning and assessment

Planning in the EYFS follows long term planning based around themes. The EYFS teams use these plans, and the EYFS weekly timetable, as a guide for weekly provision and to ensure good curriculum coverage. However, planning also responds to the needs (achievements and interests) of the children and this will be indicated on weekly planning.

We differentiate our planning and teaching to support the needs of individual children. This occurs mostly in our teaching of Literacy and Maths where needs and abilities vary greatly. We also differentiate all other curriculum areas where appropriate or necessary.

Observation and formative assessment:

At Lent Rise we hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practice.

Staff achieve this through:

- Observing children as they interact during both child initiated and adult focused activities,
- Learning from parents what a child does at home.
- Recording observations in each child's online Learning Journal so development judgments can be made.
- Considering ways to support children to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in our care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Observations are completed using the platform Tapestry, they are a routine of daily tasks and play an important part of planning, teaching and learning. These are shared with parents to support in developing home-school links.

Summative assessment:

At key points in the EYFS staff undertake summative assessment in which staff review children's progress. Many of these are shared with parents.

These comprise of:

- Induction baseline both in nursery and reception
- Termly reporting to parents on attainment and progress
- Transition to school report
- EYFS Profile at end of reception

At Lent Rise we carry out a baseline assessment on all children entering the setting both in nursery and in reception. In nursery baseline assessment comprises the prime areas of development and in reception, the prime areas of development and the specific areas of literacy and mathematics. This enables children's progress to be monitored for teaching and learning purposes but also enables judgments about the degree of progress an individual child has made during their time in the EYFS.

In the final term of the year in which the child reaches age five, we are required to complete the EYFS profile for each child and makes an informed decision about the child's progress towards achieving the 17 Early Learning Goals. This is recorded as emerging or expected. Our teaching staff have been trained in the procedures involved in the assessment process. These assessments will be carried out through observations and using the teacher's accumulated knowledge of the whole child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. These judgements are shared with parents, in the form of a report, at the end of the summer term.

The EYFS profile is also shared with Year 1 teachers so they can plan for individual children's needs and next steps.

Recording and reporting

Assessments are recorded formally and are reported appropriately throughout the year.

All teachers in the department record progress of each child through collections of work and formative assessment sheets. These are kept in individual Pupil Profiles and within an assessment folder.

Parents receive formal written reports during the Autumn, Spring and Summer terms. These outline achievements throughout all subject areas and general issues relating to a child's first year at school.

Parents are invited to discuss their child's progress during their first term of school, thus allowing a reporting back strategy to discuss initial assessment outcomes and from that we jointly set an initial target for each child. Moreover, this meeting initiates a foundation for the parent/school partnership. During the summer term there is the opportunity to discuss any issues raised from their final written report. Foundation Stage Profile Results are discussed and shared with parents at this time.

All staff are happy to discuss any queries with parents or guardians at any time throughout their time in Early Years.

ICT

We use ICT to support planning, teaching, learning and assessment.

In our reception classrooms we have an interactive table, access to class tablets and visualisers. Both classrooms also have interactive television screens.

Equal opportunities

We provide an equal opportunity for learning for all children in our care. We attempt to identify and provide for individual pupil needs as appropriate and we recognise and respect the cultural diversity within our classes. We aim to provide opportunities for all children to learn about the diversity of life and to provide the stimulus for individual respect as well as respect for all in our environment.

Resources

There are vast amounts of resources available in our department to enhance the learning and development of our children. We choose resources that will stimulate practically, imaginatively and intellectually. Many of our resources are clearly labelled with text and photographs for children to learn their purpose and to become aware of things around them. This also helps them to become independent learners as they are learning where resources are kept, how to access them and also how to read key words around them.

The organisation of the classroom also reflects the importance placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

Our classrooms provides the following areas:

- Small world tray for retelling stories
- Role play area
- Large and small construction

- Book corner with a range of fiction and non-fiction books
- Writing table with a range of writing resources
- Table top and small world toys
- Tablets
- Interactive whiteboard
- Malleable materials
- Musical instruments
- Painting and creative equipment
- Maths games and equipment
- Outside classroom - a safe, fenced area including a sand pit, water area, den, outdoor mark marking area, large painting easel, construction area and a range of outside toys.

Health and safety

Safety is a key component within our environment. We aim to make each child feel comfortable and safe within our care. We provide supervision at all times and the careful planning of activities ensures that practical care is always given. All the facilities needed for the care of our children are enclosed within the classroom environment.

Any medicines to be given to children are to be handed to the office along with a daily medicine form. Teaching Assistant staff will escort children to the office to administer medicines at the appropriate times stated by the parent. There are always two members of staff present during administration of medicines.

Please refer to our school Health and Safety Policy in addition to our Early Years risk assessment documentation for more information.

Collection of children

The safety of children is paramount at all times.

If a parent/guardian wishes to pick their child up at any time other than the end of the school day, the parent must alert the school office beforehand. The school office will alert the teacher and the teachers will escort the child to the office for collection at the appropriate time.

If any person other than the legal parental guardian is to collect a child from school at the end of the day it is of utmost importance that procedures are followed. The legal guardian must inform the class teacher of the name and relation of the person who is to collect the child, either by letter, orally or via the school office. The teachers will not allow a child to leave the school grounds with an adult other than their legal guardian unless notification has been given.

If the school were to find a child missing from the school grounds, the police would be called by a member of the Senior Management Team within minutes.

Admissions

Admission information can be found in the Lent Rise School Admissions Policy and the Nursery Admissions Policy, all of these are available on our website or at request.