

# Lockington CE VC Primary School



## Early Years Foundation Stage (EYFS) Policy

**March 2023**

Date Policy Formally Agreed By Governors:	15.03.23
Date Policy Becomes Effective:	15.03.23.
Review Date:	Autumn 2026
Person Responsible for Implementation and Monitoring:	EYFS Leader (Kimberley Peacock)

## **1 Introduction**

This policy outlines the organisation and management of the Early Years Foundation Stage (EYFS) at Lockington CE VC Primary School. It has been written with regard to the requirements of the Early Years Foundation Stage Statutory Framework (2021),

It is written within the context of our mission statement:

‘Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.’

It has also been written in the context of our school’s Christian vision, rooted in the teachings of Jesus:

‘Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven’ (Matthew 5:16).

It has been developed in consultation with school staff and governors. This policy should be read in conjunction with the school’s ‘Early Years Foundation Stage Progression Maps’.

## **2 The Nature of the Early Years Foundation Stage**

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage).

“The EYFS is a distinct and important phase in education. It places an equal priority on supporting children’s social and emotional development, and their learning. The early years are the crucial time for developing children’s enjoyment of learning, their engagement and motivation. It’s an important time for children to develop their ability to persist and show gritty determination.” (Working with the revised Early Years Foundation Stage: Principles into Practice, Julian Grenier).

Learning through play is an important part of the Early Years Foundation Stage. Children learn best from activities and experiences that interest and inspire them. Using children’s interests as a starting point, we provide children with active play experiences in which they can explore and develop their learning, helping them make sense of the world. They have opportunities through play to think creatively and critically alongside other children and on their own.

Children are able to practise skills, build upon and revisit prior learning at their own pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. It is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between, ‘child initiated play’, which is controlled, and adult-led activities is very important to us.

As a Church of England school, we recognise and value the way in which child initiated play enriches our appreciation and gives us a different lens through which to engage pupils in our Christian distinctiveness.

### **3 Aims**

At Lockington School we believe children need a safe and nurturing place where they can play and learn together. It is through this environment that children learn about respecting other people, co-operating and sharing.

The Statutory Framework for the Early Years Foundation Stage (Early Adopter version, 2020) states that four guiding principles should shape practice in early years setting.

These are:

- every child is an 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 with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time;
- children benefit from a strong partnership between practitioners and parents/carers;
- children develop and learn at different rates.

Using The Early Years Foundation Stage Statutory Framework (2021) as a basis, we aim to:

- give each child a happy, positive and fun start to their school life, in which they can establish solid foundations on which to expand and foster a deep love of learning;
- offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out, along with their own, individual experiences;
- enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- encourage children to develop independence within a loving, secure and friendly atmosphere;
- support children in building relationships through the development of social skills such as co-operation and sharing;
- help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals;
- support children to access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life;
- provide quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- provide a close working partnership between staff and parents and/or carers;
- ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.

### **4 Teaching and Learning**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Our Teaching and Learning Policy defines the feature of effective teaching and learning within our school. Features that relate to EYFS include:

- partnership between parents and teachers, so children feel secure and develop a sense of well-being and achievement;
- teachers understanding of how children develop and learn and how this affects their teaching;
- the range of approaches used: first-hand experiences, clear explanations, appropriate interventions and extending and developing play and talk, or other means of communication;
- the carefully planned curriculum that helps children work towards Development Matters Ages and Stages and EYFS Goals
- the provision of activities that build on and extend children's interests and develop their intellectual, physical, social and emotional abilities;
- encouragement to talk about their learning and develop independence;
- well-resourced and planned indoor and outdoor space;
- identification of progress and future learning needs through observations;
- good working relationships with local feeder settings prior to joining school.

## 5 Early Years Foundation Stage curriculum planning

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

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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:

- Communication and Language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

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

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring:** children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- **Active Learning:** children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make

decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically:** we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Activities and experiences are planned for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Planning is sequential. A long-term curriculum map provides a yearly overview; all areas of learning are covered. Medium term plans set the learning intentions for the half term and cover all areas of learning. These intentions are set out with close links to the KS1 curriculum: Class 1 is made up of Nursery, Reception, Year 1 and Year 2. Phonics, through the Essential Letters and Sounds Scheme, is delivered daily. White Rose maths sessions are also provided daily. Two PE sessions are delivered weekly for Reception children along with their peers in Year 1 and 2.

## **6 The use of technology**

Computing enhances our Early Years Statutory Framework wherever appropriate. Children use computer programs and programmable devices to support and enhance their learning: When considering its use, we take into account the following points:

- Any decision about using computing in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons.
- Computing should be used if the teacher and/or the children can achieve something more effectively with it than without it.
- Teachers should use their judgement about when ICT tools should be used.

We use Purple Mash, Tux paint, Phonics play and many other Early Years sites to support lessons when appropriate.

## **7 Cross-curricular links**

Spiritual, Moral, Social and Cultural Development: The teaching of the Early Years Statutory Framework offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons and our 'Christian' values. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in nursery

and reception, the children develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

## **8 Differentiation**

We recognise that we have children of differing ability and age in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups; and
- providing specialist support where individual children have particular gifts or talents.

## **9 Special Educational Needs and Disabilities and More Able Pupils**

Appropriate adjustments will be made for pupils who have special educational needs. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupils needs will be provided for, in line with the schools' policy on SEN. More able pupils will be given opportunities and tasks to maximise progression and development.

## **10 Equal Opportunities**

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In the Early Years Foundation Stage we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues and adapting resources where necessary. The teaching of the Early Years Foundation Stage is in accordance with our policy for Equal Opportunities.

## **11 Assessment**

Assessment is an essential part of the learning and development of children in the Early Years Foundation Stage. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in the Early Years Foundation Stage, we use a range of strategies, all of which come together in their individual learning journey, which is stored digitally on Tapestry. Each child has an electronic folder in which there are collections of children's work, photos, video clips and observations, which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. These next steps are discussed by the class teacher and Nursery Nurse in informal meetings and in the weekly planning meetings; these next steps inform planning for the next day and week ahead.

On entry to Reception, the children are assessed during the first six weeks using DFE Statutory Baseline Assessment material. Throughout Reception, the class teacher submits end-of-term assessment data to the Head Teacher, showing each child's development across the seven areas of learning.

Within the final term of the EYFS, we provide a written summary to parents in relation to all the Development Matters areas as well as the Early Years Foundation Stage Profile and the final Early Years Learning Goals, 'emerging or expected', within each of the seven areas. Parents are given the opportunity to discuss these outcomes with the teacher and both parents and children are encouraged to complete the feedback sheet.

Parents have access to the learning journeys via their Tapestry logins. Parents are encouraged to contribute to their child's learning journey through sharing experiences on Tapestry, contributing to the use of our building on our achievements cards, which are themed according to the framework when significant events that happen at home can be recorded.

## **12 Resources**

We have a wide range of resources to support the Early Years Foundation Stage Curriculum. Resources are clearly labelled and stored according to topic or interest. These are located in Class 1's shed, indoor and outdoor areas.

## **13 Early Years Foundation Stage Learning Environment**

The Early Years Foundation Stage is promoted and valued throughout school, both in the corridors and the classrooms. The Lockington CE VC website has a page where the learning is shared weekly with parents and carers. Experiences are also shared via the website and parents can access slide shows to see what the children have been doing.

## **14 Parental/Carer Involvement**

We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We want to ensure parents are involved in what we do with their child at school. We encourage parents to be involved in the Early Years Foundation Stage curriculum by:

- inviting parents to an induction meeting during the term before their child starts school;
- provide the opportunity for home visits by the teacher and nursery nurse before pupils start school;
- inviting the children into school prior to their start date for settling in sessions;
- inviting parents to phonics workshops, reading workshops and meetings to explore various areas of the curriculum, once their child starts school;
- offering termly consultation meetings for parents, where teacher and parents have the opportunity to discuss their child's progress;
- providing 'My Special Week' – an opportunity for each child to have a special week where parents are encouraged to visit their child in school, see the teacher, discuss any issues and for the child to share their work/profile with their parents;
- encouraging parents to talk to their child's teacher if they have any concerns;
- updating information on our 'Class Pages' on the school's website;
- providing an interim report and an annual report about their child's attainment and progress at the end of the Foundation Stage; and
- inviting parents/carers to the many events and functions the school arranges throughout the year.

## **15 Homework**

It is our policy to provide parents and carers with the opportunity to work with their children at home. This can include, for example, phonics work, reading materials, and engaging activities.

## **16 Health and Safety Issues:**

We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance and there is a section in our school Strategic Safeguarding and Child Protection Policy. It is important to us that all children in 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.

At Lockington 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. We understand that we are required to:

- promote the welfare of the children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate to the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do;
- ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs; and
- maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

It is important to note that members of staff, teachers, TA'S and nursery nurses do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff use school iPads to take photographs as evidence to support the regular observation assessment cycle in the Early Years Foundation Stage. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

## **Good Health**

The school provides pupils with free fruit on a daily basis to promote good health. We have bought into a milk scheme so that the cost of milk purchased can be reclaimed. The children have access to this throughout the day. Pupils can access drinking water throughout the day. We promote dental hygiene in accordance with the Early Years Statutory Framework. Pupils are encouraged to use good hand hygiene and learn the 'Catch it, Bin it, Kill it' procedure for dealing with runny noses.

We take all accidents seriously and log and follow established procedures: if, for example, a child bangs their head, we have cold compresses stored in the freezer near the staff room and we inform parents. All large climbing equipment is checked regularly and fire safety



regulations are followed. Staff risk assess activities daily. The school is a well organised, safe environment: cloak rooms are tidy, trip hazards etc. are removed, and pupils and staff are expected to ensure areas are free of clutter and hazards. The school has a regularly reviewed Health and Safety Policy.

## **17 Roles and Responsibilities**

**The Governing Body** determines, supports, monitors and reviews the school Early Years Foundation Stage policy. We have an identified governor for Early Years Foundation Stage; the governor is informed of progress in the subject by the subject leader;

**The Headteacher's role** is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching, standards, planning and reviews;
- give feedback to teachers;
- support staff development through training and provision of resources;
- observe colleagues, with a view to identifying the support they need.

**The Early Years Foundation Stage (EYFS) leader's role** is to:

- provide a strategic lead and direction EYFS in the school;
- provide support and advice to staff in the delivery of the EYFS;
- remain informed about current developments by attending CPD sessions and being involved in independent research and reading;
- deliver CPD sessions to staff, support staff development and lead by example by setting high standards in their own teaching;
- liaise with other members of staff to form coherent and progressive schemes of work;
- monitor learning, teaching, standards, planning and reviews;
- consider with staff and work with the Headteacher in the evaluation and planning of actions included within the Strategic Plan;
- take responsibility for the choice, purchase and organisation of resources for EYFS, in consultation with colleagues and the headteacher.

Moderating the standards of children's work and of the quality of teaching in the Early Years Foundation Stage is the responsibility of the EYFS leader, along with the Headteacher.

As well as regular updates, the EYFS subject leader gives the Headteacher an annual report in which strengths and weaknesses are evaluated and targets for improvement are set;

The EYFS leader will be responsible to the Headteacher and will liaise with the named link Governor/s;

**The class teacher's role** is to:

- be responsible for the teaching of EYFS as set out in the policy;
- provide planning and reviews for the Headteacher and EYFS leader to have access to;
- provide samples of work to the EYFS leader/Headteacher when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of EYFS;
- identify inset needs in EYFS and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

## **22 Review**

This policy will be reviewed during the Spring Term 2026;

Person responsible: EYFS Subject Leader (Kimberley Peacock)

Date reviewed: 15.03.23

A handwritten signature in cursive script, appearing to read 'J Cattle'.

Signed: Mrs J Cattle (Headteacher)

A handwritten signature in cursive script, appearing to read 'G. Parr'.

Signed: Dr Graham Parr (Chair of Governors)