

Lanesfield Primary School



*EYFS Policy
September 2024*

Review Date September 2025

EYFS Intent

At Lanesfield Primary School it is our vision to create a school with a unique atmosphere that provides endless opportunities. Where every child is known as an individual, and instilled with the belief that anything is possible, and succeeds beyond expectation. This ethos is established at the very beginning of our children's journey, recognising the importance of every child's Early Years' experience in order to equip them with the skills to succeed in the future.

It is our aim that all children develop a love of learning through an education designed to spark both the imagination, and develop essential academic skills. We believe in an education with no limits and we link the world of work into our learning so that the children can see that anything is possible in both school and life beyond Lanesfield. Our broad curriculum ensures that there is time to exercise both body and mind, with opportunities to experience the joys of playing an instrument, right through to building their first den in forest school. As a school, we embrace new technologies, adopting ways to excite and inspire our children in the classroom.

We have created a happy and nurturing environment in our EYFS, planning with the children's interests in mind. Affording time for them to be curious and imaginative learners. Our children come first in everything that we do and the staff spend quality time forming bonds with the children and instilling the confidence and self-belief to believe that anything is possible. We recognise that not all children think alike and we help our pupils to embrace their strengths and tackle any weaknesses.

We work in partnership with our parents and carers and embrace the diversity of our school community. As one community we work together

ensuring parents, teachers and children can all feel proud of belonging to the Lanesfield family.

The Early Years Foundation Stage Curriculum

Teaching within the early years setting at Lanesfield Primary School is delivered in accordance with the early years foundation stage (EYFS) statutory framework (September 2021). The framework sets the statutory standards that all early years' providers must meet and provide for children aged between birth and five years old.

The current curriculum is made up of seven areas of learning:

3 prime areas of learning:

- ✦ Personal, Social and Emotional Development
- ✦ Communication and Language
- ✦ Physical Development

4 specific areas of learning:

- ✦ Literacy
- ✦ Mathematics
- ✦ Understanding the World
- ✦ Expressive Arts and Design

No one aspect of development stands in isolation from the others as all areas of learning and development are interlinked. All areas of learning and development are given equal weight and value ensuring the delivery of a holistic, child centred curriculum. The 3 prime areas underpin the 4 specific areas.

Planning

The EYFS framework provides a long-term plan to follow, ensuring coverage of all early learning goals throughout the academic year. At Lanesfield Primary School we use the Development Matters (July 2021) document to support us in planning and assessing our children alongside the Early Years Profile document.

Each half term the learning themes change to ensure engagement for the children. We ensure no topic is covered twice during children's Early Years Education at Lanesfield. These topics are not set in stone and may be altered depending on the needs of the cohort at the time.

Medium term planning is completed with all early years' practitioners including both teaching staff and support staff. Medium term planning is developed termly and adapted/alterd as required. These adaptations will be noted on planning to aid future developments. At Lanesfield Primary School we believe it is important to have input from all team members that work within the unit in order to develop a well-rounded plan for learning each term.

Short term planning is created weekly by early years teaching and support staff. These plans are shared at weekly team meetings prior to the lessons and any adaptations necessary as a result of such conversations or assessments during the week are made to planning and acted upon. All areas of learning and development are planned for and available to access within the setting each day. The learning opportunities provided include a range of adult lead, independent and child-initiated activities both indoor and out.

Assessment and Record Keeping

There are 3 statutory assessments that must be carried out during the early years:

- ✿ Progress check at age 2 (At Lanesfield we do not have pupils aged 2)
- ✿ Reception baseline
- ✿ Early Years Foundation Stage Profile

Ongoing assessment is a fundamental aspect of day to day activities at Lanesfield Primary School. Regular assessments are made of children's learning and achievements through each day. A record of each child's progress in all areas of their learning is kept through an online forum (Tapestry) which allows for parental engagement, providing an overview of the whole child. There will be at least one observation added for both

English and Maths each week, with one observation from each other area of the curriculum being recorded at least once in a half term. Additionally, Reception record once weekly in an English Topic book. RWI word level work is completed in books daily, alongside their work completed in RWI workbooks (depending on stage).

The main method of assessment within the EYFS unit at Lanesfield Primary School is through practitioners' observations of children in different learning contexts, including both adult focussed learning and child-initiated learning. Observations take place on a daily basis both formally and informally, using the Early Years Foundation Stage Profile as a tool. The reason for carrying such observations is that it allows practitioners to observe planned experiences and it also allows them to capture significant moments of children's learning. Observations are recorded in different formats including

- ✦ Use of tapestry (photos/videos)
- ✦ (Off the cuff observations on -) post it notes/observation sheets

All practitioners are involved in observing children at Lanesfield Primary School. We use these observations to support our judgements related to Early Learning Goals that each child is working towards. In addition such observations provide practitioners with valuable information related to children's needs, interests, learning styles and subsequently planning for next steps for learning.

Other methods of assessment we use at Lanesfield Primary School include annotations of children's work and in the moment verbal feedback with the children. Children's learning is moderated regularly at phase meetings.

At the end of each term there is a pupil progress meeting with HT and EYFS staff to determine progress towards the ELGs and review the number of children on track to achieve GLD at the end of Reception.

We report to parents termly at a Parent's Evening, where all areas of the curriculum are discussed.

At the end of the year these assessments provide a summary of every child's development and achievements throughout the year which are provided to parents through each individual child's achievement report.

When children turn five, practitioners record each child's development against the Early Years Foundation Stage Profile. This is used to support year 1 teachers plan appropriately for these children as they move into KS1 and is a statutory requirement.

Environment

At Lanesfield we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create a challenging, stimulating environment with multiple opportunities for learning.

Both Nursery and Reception classes have an open plan environment. This allows the children to interact with all their peers and all the adults in the room. Each class is organised to allow children to explore and learn securely and safely. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently.

Activities are set up each day that are designed to develop their independent learning and thinking. The classroom environment changes regularly depending on the topic for the half term and to allow for a progression in skills at different points in the year. It is designed to promote children's curiosity and wonder yet challenge their thinking also.

Both Nursery and Reception classes have open access to an outdoor learning environment. Outdoor learning is a significant aspect of children's early years' experience. Being outdoors offers opportunities for exploration in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. Children are provided with a range of resources outdoors that support them to develop in all seven areas of the curriculum. Children are given opportunities outdoors to play with a range of natural and open-ended resources. This allows the children to use their imagination and problem-solving skills to create different things to support

their play. Adults follow the children's interests outdoor and pose appropriate higher-order questions to develop their learning and thinking.

Forest School plays an important role in the Early Years setting at Lanesfield. Reception have a weekly session with the Forest Schools lead within the school grounds.

Induction

Before all children start their education at Lanesfield Primary School they are offered a session to visit the setting. The purpose of this initial visit is for the children to meet their new practitioners and for them to start to become familiar with their new environment. Parents/Carers will receive a letter inviting them and their child to these sessions during the Summer Term.

During the Summer Term parents are invited into school to meet with key staff and school management. At this meeting key information is shared including the induction process, uniform, school meals, structure of the day, the curriculum, assessment etc. There is also time for informal chat and parents' questions. School prospectuses and key documents will be distributed during the session. The school nurse and uniform providers 'Lads and Lasses' will normally be in attendance at this meeting.

All children should be toilet trained before starting the setting, unless they have a medical or SEND need that needs to be discussed further. Please refer to our intimate care policy for additional information.

Parents as Partners

At Lanesfield Primary School we firmly believe in the importance of developing positive relationships with our parents and we strive to do so from the onset of each child's learning journey with us.

We value the role of parents, the child's primary educators. Through Tapestry, parent open sessions, trip support, questionnaires and informal discussions at the beginning and end of the day, practitioners encourage

parents to share their unique knowledge of their child, providing further insight into the child as an individual.

Additionally, we aim to keep parents informed through end of year pupil reports.

Important policies to read alongside this document:

Safeguarding Policy and Procedures.

Procedure for Responding to Illness and Administering Medicines Policy.

Health and Safety / Fire Safety Policy

Intimate care policy

SEND Policy

Equality Information Policy

Charging Policy

Complaints Procedure

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