

*Leintwardine Primary School*

*Early Years Foundation Stage Policy*



<b>Approved by:</b>	Headteacher	<b>Date:</b> September 2022
<b>Last reviewed on:</b>	July 2022	
<b>Next review due by:</b>	July 2024	

***“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. 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.”***  
**(Statutory Framework for the Early Years Foundation Stage)**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

At Leintwardine Endowed Primary School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage Reception Class.

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. There is a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and teaching**. Children develop and learn in different ways and at different rates

### **Safeguarding**

Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children’s safety.

We promote the good health of the children in our care in numerous ways, including the provision of healthy snacks and milk, supporting children to recognise the importance of oral hygiene and following set procedures when children become ill or have an accident.

### **Implementation: Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using focussed and planned play opportunities as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated but supported by the adult
- Develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out.

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children’s needs, interests, and stages of development across the seven areas of learning to enable the children

to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are:

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

Children are also supported through four other specific areas, through which the three prime areas are strengthened and applied. These are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. Activities are often linked to our class and/or whole school topics. Planning for them remains flexible for unplanned circumstances or children's responses. They are often involved in planning sessions linked to their interests.

We plan and guide the children's learning through the three characteristics of effective learning (as stated in the EYFS Statutory Framework (2021):

- **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

Children have whole group and small group times which increase as they progress through the Reception year with times for a daily phonics session using 'Twinkl Phonics', teaching aspects of mathematics and literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS:

*'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.'*

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, our staff interact to stretch and challenge children further, stimulating their interests, responding to their individual needs and guiding their development. They model, develop and extending children's vocabulary in a language-rich environment.

We create a stimulating environment to encourage children to free-flow between inside and out. There are regular opportunities to use our beautiful grounds, which include gardens, fields and a woodland area with its own outdoor classroom base for outdoor learning experiences.

## **Values Education**

We support children in understanding important values such as respect, patience, trust, and co-operation. We model good behaviour and respectful attitudes and support children in forming friendships, giving them opportunities to play in groups of various sizes. By using Circle Time stories and P4C sessions to evoke discussion about feelings, we help children understand their own feelings and those of other people. Respect and empathy for difference is nurtured through the use of stories that reflect positive images of cultural diversity and disability.

## **Inclusion**

We value all our children as individuals at Leintwardine, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

## **Impact: Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal on-line learning journey this is on 'SeeSaw' which is a fabulous platform for sharing information and enabling communication between home and school. Seesaw can be used by both school and parents and carers to record how children are progressing. Parents are invited to meet their child's 'new' teacher at the beginning of the Autumn term and to attend a parent's consultation meeting each term. They will also receive an annual report at the end of the school year.

## **Parents as Partners and the Wider Community**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We actively encourage parents to participate confidently in their child's education and care in numerous ways, including running phonics and mathematics workshops. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on visits and inviting members of the community into our school.

## **Transitions**

As part of our transition process we support parents and families in helping children to be well prepared and 'school ready'. We expect children to:

- have strong social skills
- cope emotionally with being separated from their parents
- be relatively independent in their own personal care
- have a curiosity about the world and a desire to learn.

More information and the document, 'Preparing Your Child for Starting School' can be found at: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/>

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Class teachers visit the children in their pre-school setting. Children attend introductory sessions to Reception to develop familiarity with our school, other children and their teachers.

At Leintwardine Primary, we work closely as a team and there are regular opportunities for pupils and staff to work together through enrichment days and activities. This helps support our whole school community and allows smooth transition between year groups. We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all our children to develop positive attitudes to learning and therefore strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

A Starting School Information Booklet is on the school website - <https://primariesite-produced.s3.amazonaws.com/leintwardine-endowed-cofe-primary-school/UploadedDocument/1dcd7712-d4f7-4766-8450-14a1e8b9a5f3/starting-school-booklet-updated-may-2022-compressed.pdf>

***‘Children should start school healthy, happy, communicative, sociable, curious, active and ready equipped for the next phase of life and learning.’  
(Supporting Families in the Foundation Years)***