

# Lavant C.E. Primary School



*Learning together in faith – always aiming for the best*

## Early Years Foundation Stage Policy

Written: Summer 2023  
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## INTRODUCTION

This document outlines the philosophy, aims and principles of early years teaching and learning in Lavant C.E. Primary School. The document underpins practice in all areas of provision.

“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.” The framework on which this is based is the Early Years Foundation Stage (EYFS).

Early childhood is the foundation on which children build the rest of their lives. At Lavant we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe the experiences children have in these early years are of enormous importance in their own right. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS applies to children from birth to the end of year 1. At Lavant the EYFS applies to children attending Reception and any children in Year 1 that have not met their Early Learning Goals.

## AIMS

**To provide** inspirational real life learning experiences which challenge, engage and motivate within a creative, inclusive Christian environment.

**To nurture** reflective learners who have a sense of responsibility, humility and respect.

**To encourage** effective, purposeful collaboration between individuals, who understand the importance of their contribution to local and global communities.

**To foster** a life-long love of learning where individuals accept challenges and take risks with the perseverance to adapt and aspire.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## A UNIQUE CHILD

### Inclusion

All children and their families are valued within our school. We believe that children should be treated as individuals and have equal access to the EYFS curriculum. We give our children every opportunity to achieve their best regardless of race, religion or ability. We strongly believe that early identification of special needs is crucial in enabling staff to support the development of each child and fully meet their needs. Concerns are always discussed with parents/carers at an early stage in an open, honest and sensitive manner and we will always seek their support and involvement.

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.
- **Ensuring that we celebrate the home languages of children who have English as an additional language and support the process for children learning English.**

It is important 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. (See Whole School Safeguarding Children Policy)

The school's SENDCO is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. (For further information see our Inclusion, Special Educational Needs and **Gifted and Talented Policies.**)

## **Welfare**

"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." At Lavant CE 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.

We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for 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 so.
- 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.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

## **POSITIVE RELATIONSHIPS**

At Lavant we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

### **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:

- talking to parents about their child before their child starts in our school;
- offering to visit all children in their home and or setting prior to their starting school;
- giving the children the opportunity to spend time with their teacher in school before starting school and on transfer afternoons;
- inviting all parents to a Welcome Meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress and encouraging open access to the children's Learning Journals;
- informing parents of any support they can provide in the short/long term;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress and Next Steps are shared. Parents receive a report on their child's attainment and progress at the end of the Reception school year;
- inviting parents to work with children using their skills especially during Golden

Learning Opportunities (GLO) week.

### **Transition**

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. The EYFS teachers meet with staff from many pre-schools/nurseries to discuss new intake children. Our comprehensive transition process allows children and parents to visit school for taster sessions together and independently. Our staff also carry out home visits to meet parents and children due to start school with us. We find it really beneficial as it gives each child the chance to meet us, as well as giving parents the opportunity to ask questions.

## **ENABLING ENVIRONMENTS**

At Lavant we recognise that the environment plays a key role in supporting and extending the children's development.

### **Planning**

Regular Learning Journeys are planned throughout the year, which begin with an exciting 'hook' to engage the children's interests. However, the teachers may alter these in response to the needs (achievements and interests) of the children.

### **Assessment and observations**

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS mainly takes the form of on-going observation, and this involves the teachers and other adults as appropriate. These observations are recorded in the children's Learning Journals, maths books and in the maths and curriculum floor books. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and a brief report on the characteristics of learning.

### **The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. They are given opportunities to explore teaching points in their own time. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. Wren Class has its own enclosed outdoor area with a covered section (the nest). This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers opportunities for the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning, whatever the weather.

## **LEARNING AND DEVELOPMENT**

At Lavant CE Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

### **Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2.

Features that relate to the EYFS are:

- The positive partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The opportunity for children to develop an understanding of how they learn by becoming familiar with key stories and cuddly toys which represent different learning qualities which foster a Growth Mindset.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;

- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are shared with parents;

### **Playing and Exploring / Engagement**

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Children demonstrate 'engagement' by finding out and exploring, playing with what they know and by being willing to 'have a go.' **Adults within the EYFS support this play through extending familiar activities and through questioning and support.**

### **Active learning-motivation**

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have 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.

Children demonstrate 'motivation' by being involved and concentrating, keeping on trying and by enjoying what they set out to achieve.

### **Creating and thinking critically-thinking**

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children demonstrate 'thinking' by having their own ideas, making links and choosing ways to do things.

## **THE EYFS CURRICULUM**

### **Areas of Learning and Development**

The EYFS is made up of seven areas of learning:

#### **The Prime areas:**

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

#### **The Specific areas:**

- Literacy – Reading and Writing
- Mathematics – Number, Shape, Space and Measure
- Understanding the World
- Expressive arts and design

The Prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The Prime areas continue to be fundamental throughout the EYFS. The Specific areas include essential skills and knowledge. They grow out of the Prime areas and provide important contexts for learning. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

### **Monitoring and review**

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion

### **Staff training and development**

The Early Years Leader and the Head teacher work closely together and any training needs are discussed and planned for. Staff are involved in both training and other aspects of Professional Development, such as at annual appraisal meetings.

Staff training may include:

- inset training days with other schools
- in house training as a staff
- moderating with Cluster groups of local schools, ie GAS schools, Chichester Locality schools
- visitors

Signed: Ali Totman

Date: 19.05.2023