



Lionwood Infant and Nursery School Early Years Foundation Stage (EYFS) Policy



Member of staff responsible: Samantha Aldis

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“Every child deserves a champion. Every learning experience counts.”

*At Lionwood Infant and Nursery School, we believe that a high quality, Early Years education is essential, as it forms the foundation of children’s future learning. We know that each child has individual needs and interests and we seek to support and challenge each child through a personalised learning journey. The consistent high quality teaching that children receive in the Early Years enables all children to make excellent progress. Misconceptions and gaps are quickly identified to ensure that no child gets left behind. Staff in EYFS develop strong and meaningful relationships with parents/carers to create a two-way dialogue that has the child at the centre. Parents/carers are invited into learn alongside their children at regular events throughout the year such as story cafes and stay and play sessions. We are committed to promoting equality, celebrating diversity and ensuring each child is safe, confident, resilient and excited about learning. Our approach to teaching, our resources and the relationships within EYFS seek to make this commitment a reality. We celebrate the fact that children are **‘All Different, All Equal, All Learning’**.*

Legislation

This policy is based on requirements set out in the 2020 Statutory Framework for the Early Years Foundation Stage. <https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

At Lionwood we adhere to the four guiding principles that shape practise within Early Years settings. These are:

- 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. Children benefit from strong partnership between practitioners and parents and/or carers;
- importance of **learning and development**. Children develop and learn at different rates.

Aims/Objectives

At Lionwood, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We strive to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents/carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'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.'

Admissions

There are 52 places available in Nursery. Part-time or full time (30hours). Children are admitted into Nursery in the term after their third birthday. We follow the Norfolk County Council policy for allocating Nursery places. There are currently 60 full-time places in Reception. Places in Reception are also allocated by Norfolk County Council. Children are admitted into Reception at the beginning of the academic year in which they are five. All Reception children start full time from the first day of the Autumn Term. It is the expectation that all children with a place in Reception attend every day. Children reach statutory school age the term after they turn 5.

Curriculum

At Lionwood, we have a curriculum in Early Years that allows us to educate each unique child, meeting their emotional, social, physical, intellectual and aesthetic development. Our provision is based on the model of personalised learning that identifies what a child knows, identifies their next steps and supports and challenges them to make progress. Our curriculum is based on the seven areas of learning and development: Prime areas: Communication and Language, Physical Development, Personal, Social and Emotional Development

Specific areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Reading and Writing

In Nursery and Reception, we follow the Read Write Inc. (RWI) program when teaching phonics. Phonics is taught daily. This is initially taught through whole class teaching, then later moving into small groups matched to the needs of the children. We use RWI for handwriting to develop pre-writing and letter formation skills.

Independent Learning Time

We understand the benefits of outdoor learning in developing greater physical competence and agility, concentration and understanding of nature and the environment. Our spaces allow us to offer independent learning times during the school day across the EYFS. We provide matched provision inside and out, so that all children can develop their knowledge and understanding across the seven areas of learning and development.

Adult-Led learning

Teachers and Teaching Assistants lead focussed whole-class and groups sessions that teach specific skills, knowledge and understanding that the children go on to explore and develop further in their independent play. These sessions are planned having taken into account of the children's interests and ideas.

Observations 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 and everyone in class is encouraged to contribute. Evidence is collected in the form of:

- Post-its, with quotes from the child, and/or description of the learning taking place
- Photographs
- Longer observations
- Pieces of written, drawn or made work

Observations of children's achievements are collated in their own personal 'Learning Journey' book. Parents/carers are encouraged to add their own comments and bring in photographs of their own observations to show us what their child is able to do at home. Children's 'Next Steps in Learning' are added to most observations and collated in the back of their 'Learning Journey' book so that parents/carers know how to help their child with their learning at home. All evidence is dated, marked with a sticker to identify which of the seven areas of learning and development it relates to, and is identified as either adult-led or independent work.

Children's progress is reviewed continually throughout the year. There are termly **Pupil Progress Meetings** to discuss the progress of each child in Nursery and Reception and to plan intervention where necessary. Staff refer to the age band statements in the **Development Matters** document when assessing how the children are progressing towards the Early Learning Goals (ELGs). At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the ELGs by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement. The children are assessed as achieving a 1, 2 or 3 against each area of the EYFS curriculum:

- 3 = Exceeding ELG – exceeding the expected level
- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

Teachers are moderated by Norfolk County Council through Moderator-Led Assessment Networks or Statutory Assessments. This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

Safety including Safeguarding and Welfare Requirements

The safety and welfare of our children is paramount at Lionwood. We have robust policies and procedures in place to ensure their safety. In EYFS we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;

- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class cameras are used to photograph children (for observations and assessment purposes) and children must be appropriately dressed in photographs. At Lionwood we have robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role. Some EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS. Which states that; *At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.*

The Child Protection Policy is in place to ensure the safety of all stakeholders at Lionwood Infant and Nursery School. Backing up this policy is a dedicated safeguarding team which includes five Designated Safeguarding Leads. Staff have access to CPOMs, which is a safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

Inclusion and Intervention

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. At Lionwood we have a strong commitment to supporting *all* children regardless of need. We plan a curriculum that meet the needs of the individual child and supports 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/carers and outside agencies. As a result, children with behavioural, speech and language and learning difficulties are identified as early as possible and given the necessary support through referral to outside agencies and/or group or 1-1 support in school. Intervention Plans are drawn up in line with statutory policy. In Nursery and Reception, teaching assistants carry out the speech and language programmes drawn up by our own speech and language therapist or an outside agency. We use the Early Talk Boost programme to support children who need to develop communication and language skills.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

Home School links

At Lionwood we understand that learning starts and continues at home. For this reason, we hugely value the school's relationship with parents/carers. It starts in Nursery where we invite all parents/carers of children into the school prior to children starting Nursery for a meeting with the Nursery Teacher and their key person or a home visit is made. Throughout their time in Nursery and Reception teachers meet parents/carers daily as their children are dropped off and collected. Staff provide parents/carers with the weekly learning objectives and encourage them to share any learning that they do at home which supports the learning taking place in school. Any post-it notes/photo evidence provided by parents/carers is included in their child's 'Learning Journey' books to create a broad picture of the child. Parents/carers are invited into school regularly to informally share these 'Learning Journey' books with their child and more formally to talk to staff during parent/teacher consultations. Reception parents/carers are invited to a curriculum meeting in

September and events such as storytelling activities, learning cafes and Christmas performances are held throughout the year for all EYFS parents.

Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Our Reception staff liaise with local nurseries/preschools, to familiarise themselves with the children. Parents/carers are encouraged to take up the offer of a home visit (by 2 members of staff) or have the option to instead meet with Reception staff in school. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have. In July prior to starting in Reception, children are invited to spend time in Reception in order for them to meet their teachers, develop familiarity with the setting and for the teachers to make initial assessments. At the end of the EYFS, our Reception teachers meet with the Year 1 teachers to liaise with them and discuss the individual children and their specific needs. The children's assessment data are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.