

LONG MEADOW SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

School Aims

We promote high achievement and learning for life by working with children to:

- Develop thinking skills – reflecting on how to learn and become better learners
- Become highly motivated life long learners
- Meet the challenges of the modern world as resourceful learners
- Have high self-esteem – belief in themselves and respect for others and the environment
- Be able to work independently and collaboratively
- Achieve high standards in all areas of the curriculum
- Seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

- A positive ethos of support, challenge and encouragement
- A relevant, forward thinking, broad, creative and balanced curriculum
- A stimulating, interactive, learning environment
- Innovative teaching and an investigative approach to learning
- A variety of exciting learning resources
- An enriching programme of extra-curricular activities and visits
- Learning partnerships between school, home and the community

In addition to the school aims, the Early Years staff also aim to achieve:

- a positive transition for every child from their home and/ or pre-school setting to school
- a close partnership between school and parents/carers
- a curriculum that is appropriate to the needs of young children
- a broad and balanced range of experiences to promote learning
- first hand practical experiences for the children, involving play and talk
- all children having equal access to the curriculum and opportunities
- staff having access to continued professional development to maintain and extend their specialist expertise
- regular observations and assessments to inform planning, through identifying the needs of the individual children.

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Learning Environment

The children in the foundation stage have a designated area which consists of two teaching areas, a practical area, toilets, a cloakroom and a covered outdoor area. The children in the Early Years area share other facilities with the whole school.

The Early Years area is bright, calming, attractive and welcoming for the children. It is well organised, clearly labelled, safe and tidy. A good range of age-appropriate resources are stored to encourage independent access for the children. Children's work is displayed on the walls and there is a notice board for parents.

The Early Years team meets the statutory child: adult ratios and usually consists of a teacher and nursery nurse per class.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 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 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences 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 3 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.

In Long Meadow we follow a creative curriculum throughout the school. The following table shows the themes which are currently used in Early Years.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People who help us Falling Leaves	Festivals.	Fairy Tales	Elmer Superheroes	In the Garden	Animals Dinosaurs

Each half term parents receive a Curriculum Newsletter to inform them about the teaching and the activities the children will be doing in school. They also receive a Parents/Carers Page which provides them with a list of activities, related to the theme, which they can do at home to further their child's learning.

4.2 Teaching

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.

The themes provide the basis for the children's teaching and learning. Each week there is a good balance of both adult-led activities and child-initiated activities. The activities are fun, appropriate for the children, appropriately resourced and allow the children to work independently.

At Long Meadow the children start their reading and writing journey using the Read Write Inc programme. Read Write Inc. Phonics is a structured programme – designed to ensure all children learn to read accurately and fluently. Comprehensive planning is provided for teachers so they can channel their energy and creativity into teaching fun and engaging lessons.

Phonics – Each day the children participate in a Phonics Read Write Inc session, in a group with a teacher and nursery nurse. The Read Write Inc' programme provides the basis of the lessons.

Reading – In Early Years the children are introduced to the early skills of reading. Children are encouraged to take home picture books to share with their parents. In school, adults frequently read stories to the children to model the process of reading. Every child has a reading journal which they keep in their book bag. Parents are encouraged to write comments when they have read with their child. These are checked by staff once a week.

Write Dance – This is a programme which is used to help develop the children's early writing skills. Write Dance involves the children learning songs and dances to develop their arm muscles. These movements are then transferred into the children's writing.

Handwriting- We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as 'writers'. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

Personal Social Emotional Development – Each day the children take part in a PSHE session, in a small group with an Early Years practitioner who is their keyworker. These are fun activities to develop social skills which the children need to acquire, for example listening, speaking, being aware of other children's emotions etc.

Every day children have the opportunity to participate in child-initiated activities, either indoors or outdoors. These are related to the theme and are suitable for the children to access independently. The area always has two role-play areas and a home corner which are changed regularly to meet the objectives of the theme. During these child-initiated sessions, adults are either observing or assessing children through the use of Tapestry, supporting them with their activities, playing with them or working with children individually on specific tasks.

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.

4.3 Tapestry

Tapestry enable us to track the coverage of National Curriculum subjects and the depth of children's learning within them. Adults can easily record and view learning Flags- areas of the curriculum that have been taught and measure the depth of understanding individuals and groups of children have reached.

The communication between staff and **parents** that **Tapestry** enables and helps build a shared understanding of how every child can reach their full potential, from their starting point in Reception to the end of Early Years.

5. Assessment

At Long Meadow, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

- Photographs and videos are taken of the children working.
- Examples of children's adult-led and child-initiated work are displayed in the children's Learning Journey Books.
- Read Write Inc Phonic assessment is carried out individually each half term.
- The information gathered and how it will be used is made known to parents and carers during parents' evenings.
- Parents are also sent home 'Parent Comment Pages' each half term or add to their child's Tapestry Journal. Parents are asked to write down anything their child does at home e.g. reading, writing, cooking, swimming etc. This allows parents to have an involvement with the assessment of their child.
- Parents are encouraged to comment on the children's achievements at home on their Achievement Leaves which are put on display on the Achievements Tree in the Early Years practical area.
- Differentiated phonics and spelling home learning is given each week for parents to support children with their learning.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

6.1 Induction into School

To give every child and parent/carer the best opportunity for a smooth and positive transition into school the following Induction process is followed:

- Booklet given to parents initially about how to prepare their child for school.
- Early Years Induction evening (Summer term).
- Induction pack given to parents during meeting includes invitation for child to start school, school brochure, booklet for child, various letters and forms.
- Tapestry used to read stories and send video messages to the children.
- Visits to school (Summer term).
- Visits to pre-schools/ nurseries by Early Years staff.
- Home visit in the September Term to meet the teacher in their own environment.
- Staggered full time entry - across one and a half weeks.
- Starting school- Induction- Autumn children stay full time from the first day. Spring children start full time for the three days later. Summer children start full time two days later. (depending on when the school year starts).
- A booklet is given to parents/carers about the morning routine.

- Parents are given the opportunity to attend a coffee morning with PALS on their child's first day of school.
- Parent information workshops about the curriculum are led during the Autumn term, all parents are invited to attend.

6.2 Partnership with parents

Partnerships with parents/ carers are considered high priority in Long Meadow School. A carefully planned introduction, for the Early Years children and parents/ carers, forms the basis of this partnership.

- In the Summer term, prior to the child starting school, every parent/ carer is invited to attend an induction evening to meet the staff, look at the Early Years classrooms and learn more about Early Years in our school.
- Parents/carers are invited to visit the classrooms with their child for 1 session over 1 day in the Summer term.
- Autumn term a further stay and play session for children and parents to become familiar with the set up.
- At the start of the Autumn term parents/carers meet individually with their child's class teacher to talk about their child.
- PALS coffee morning on their child's first day of school.

6.3 During the year

- In the Autumn term parents/ carers are invited to attend workshops about the Early Years curriculum.
- Parent Consultation evenings are held during the Autumn (online) and Spring term (in person).
- Parents/carers receive an annual report, written by the child's class teacher, at the beginning of the Summer term.
- Parents/carers are invited to attend the Early Years Christmas performance.
- Parents/carers are often asked to support with the curriculum, e.g. listening to readers, attending school visits.
- Parents/ carers are also encouraged to use their child's Tapestry as a form of communication.
- During the summer term parent's carers are invited into a Learning fayre where the children display their learning and perform for the parents giving examples of what they have learnt.
- At the end of the academic year parents/carers receive a report card informing them if they have met their targets for the summer term.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Discussions about healthy eating and tooth care. The children have access to a healthy snack and milk every day provided by the government and parents are asked to bring a healthy snack every day with a named water bottle.
- Children have access to water at any point during the day.
- Provision and activities which further promote good oral health as well as good health in general.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing body Curriculum Committee every year.
At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy