

LADYBROOK PRIMARY SCHOOL



Early Years Foundation Stage Policy

Date Policy Adopted by Governing Body (Teaching and Learning Committee)			
<i>This policy is a revised version of the original following the national framework revision.</i>			
6 th May 2022			
REVIEW SCHEDULE			
Date of Next Review	Date reviewed by governing body	Change previous document Y/N	Date circulated (If changes are made)
Autumn 2025	27 th January 2026	Y	January 2026
Autumn 2028			

Introduction

“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 in its own right. Good parenting and high-quality 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.

Department for Education, September 2021.

The Early Years Foundation Stage applies to children from birth to 5 years. At Ladybrook, children enter our Foundation Stage either at 3 years old in the Nursery class or in Reception at 4 years old.

Ladybrook Nursery has 40 child places available for 15 hours. Parents can use their 30-hour codes to increase these hours to meet their needs or they can pay for extra sessions, if they do not qualify for a 30-hour code. We can usually offer all the parents of children starting in September their chosen sessions and can take up to 26 children within one session. January starters are offered 15 hours and some extra sessions, depending on numbers on the daily registers. All sessions are allocated in advance to ensure the correct adult to child ratio of 1:13 is maintained. Our Foundation stage has 2 teachers and 2 teaching assistants, as well as other support staff when needed.

Aims and Objectives

In the EYFS at Ladybrook we believe all children deserve the best possible start in their school life; emotionally, intellectually and physically, in order to enable them to develop their full potential and make good progress from their

starting point in our foundation stage. We care for all our children to ensure they are all happy, safe and secure. We provide equality of opportunity, ensuring that every child is included and supported. We recognise the significance of the areas of learning and development within the statutory framework which must shape activities and experiences for our children in the Early Years. Ladybrook foundation stage encourages learners for life through playing and exploring, active learning and the development of creative and critical thinking skills.

We aim to support each child's welfare, learning and developmental needs by:

1. Aiming to provide the best for every child, giving them all an equal chance to success. Our high-quality early education and care is inclusive and special educational needs are identified quickly.
2. Responding to every child's individual needs and understanding how to help them settle into Nursery and Reception routines.
3. Provide a safe, secure and caring environment where children feel happy and know they are valued by practitioners looking after them.
4. Engaging in quality interactions with the children in different areas of learning to develop every child's communication and language skills.
5. Planning a creative, active and ambitious curriculum with exciting themes as well as being driven by children's interests.
6. Provide experiences which promote depth in early learning and build on children's existing knowledge, skills and understanding.
7. Provide effective learning opportunities through outdoor and indoor provision.
8. Encourage children to be independent learners who learn through their mistakes and will persevere to succeed.
9. Use observation and assessment to inform planning and to highlight children who may need additional help in different areas.
10. Promote self-regulation skills, so that children learn to focus their attention and adapt to what they are doing, regulate strong feelings, manage their frustrations and learn to be patient for what they want.
11. Encouraging parents to be involved in a strong and respectful partnership with school, to enable children to thrive in our Early Years setting.

Principles of Early Years Foundation Stage

We are committed to underpinning our provision with the four guiding principles of the Early Years Foundation Stage in our nursery and reception classes.

- 1. The unique child-** all children are treated as individuals throughout their primary school life at Ladybrook, starting in Nursery through to Year 6. We understand that all children learn and develop at different rates and in different ways. The characteristics of effective learning support our children to become motivated and effective learners. Children play and explore and are encouraged to have a go and persevere. Children develop resilience and enjoy achievements through active learning when they make links, explore ideas and develop strategies for problem solving through creating and thinking critically. Practitioners support children in developing all of these characteristics by engaging and playing alongside them and where necessary scaffolding and supporting learning. All children are treated fairly and welcomed into our setting so that they feel included, safe and valued. Being safe at Ladybrook is taught from Nursery onwards; educating children on boundaries, rules and expectations. We encourage a healthy lifestyle including exercise and eating healthy food.
- 2. Positive relationships-** We believe all individuals flourish and learn when they experience positive relationships with others. At Ladybrook we promote positive relationships between children, staff and parents. Practitioners care for all children and respect the feelings of children and their families. We work closely with parents as we understand the significance parents play in their child's early education. We pride ourselves in knowing all our children as individuals and forming good relationships by engaging with them in all aspects of their learning.
- 3. The enabling environment-** In the EYFS at Ladybrook we recognise the importance of a rich learning environment indoors and outdoors. We prepare and plan areas of continuous provision in our entire EYFS environment to enable children to learn with and without the presence of

an adult. The organisation of resourced areas indoors and outdoors changes on a termly, weekly or daily basis in response to the children's needs and stage of development. Adults facilitate and scaffold learning by providing additional resources in specific areas in response to children's interests and requests. Nursery and reception have similar continuous provision areas indoors, but resources have been organised and levelled to meet the developmental needs of their age group. Outdoor provision includes different areas of provision organised on a weekly timetable, which may vary in response to weather.

4. Learning and development-There are seven areas of learning which are interconnected. The three prime areas are crucial to develop lifelong learning and help children form relationships.

- Communication and Language- children have opportunities to experience a rich language environment, developing confidence and skills in expressing themselves and to speak, listen and understand in a range of situations.
- Personal, Social and Emotional Development- children develop self-regulation, manage self and build relationships.
- Physical development- children have opportunities to be active and interactive to develop coordination, control and movement. Children need to understand the importance of physical activity and to make healthy choices in relation to food.

The prime areas are strengthened and applied through four specific areas:

- Literacy- children are encouraged to develop a love of reading. Reading is taught through two dimensions of language comprehension and word reading. Adults talk to the children about the world around them and read fiction and non-fiction books with them. Adults regularly enjoy sharing rhymes, poems and songs with the children. Skilled word reading is taught through phonics and key word recognition. Children are encouraged to link sounds and letters and to begin to read and write. Children start ~~Just Phonics~~ Floppy's Phonics in nursery and continue in reception Children start the Oxford Reading Tree reading scheme when appropriate either in nursery or reception. Opportunities for comprehension, word reading and writing are encouraged in different areas of continuous provision, both indoors and outdoors.

- Mathematics- children are provided with opportunities to develop and improve their skills in number and numerical patterns. They leave Foundation Stage with a deep understanding of number to 10, can subitise to 5 and recall number bonds up to 5 or 10. They count beyond 20 and explore and represent patterns within numbers up to 10. Mathematical objectives are taught in a variety of practical ways indoors and outdoors. The curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of Maths including shape, space and measures. In both nursery and reception, teachers are guided by White Rose Maths and, in reception, teachers also use the NCTEM scheme.
- Understanding the World- children have opportunities to make sense of their physical world and their community. In the EYFS at Ladybrook, we have a variety of local places of interest within the local environment. Nursery has access to Interactive Whiteboards, touch screen computers and iPads. Reception has access to interactive whiteboards, PCS and iPads
- Expressive arts and design- the development of children's artistic and cultural awareness supports their imagination and creativity. It involves enabling children to play, explore and be imaginative with a wide range of media and materials and sharing feelings and ideas through a variety of activities in art, music, movement, dance, role-play and design and technology. Children in our EYFS take part in whole school events such as Christmas concerts, World Book Day, Harvest celebrations and class assemblies.

Active Learning

Throughout a child's school life at Ladybrook they will be encouraged to become truly independent learners. Active learning techniques are used throughout the school. This starts in the EYFS learning through play in areas of continuous provision, either by themselves or with a practitioner. Active learning may involve people, objects, ideas and events that engage and involve children for sustained periods. Practitioners encourage and facilitate learning through play. Play is a powerful motivator encouraging creativity and critical thinking skills and development in all areas of the

EYFS curriculum. Play is flexible and can be used to meet all children's needs, interests and preferred learning styles.

Teachers in the EYFS also plan active learning experiences within a broad topic to develop specific skills through practical activities. These may be used within whole class teaching sessions or with small groups or individuals. Through engaging in practical first-hand experiences children are able to discover, explore, investigate, develop interests and curiosity which help them make sense of their world and acquire skills, concepts and knowledge. Whole class active learning sessions may be through stories and drama acting in roles or an exciting event or visit leading to a variety of cross-curricular activities. Teachers plan exciting and fun experiences and activities to bring learning to life.

Observation, Assessment and Planning

Observation, assessment and planning are an on-going cycle of our EYFS setting at Ladybrook. When children start in Nursery and Reception practitioners observe and engage with them to make initial assessments which form a baseline on the EYFS profile. Reception children complete the statutory baseline assessment. All children in nursery and reception complete Wellcomm assessments. From these baselines, appropriate learning experiences are planned and all practitioners are aware of every child's developmental stage and needs and the next steps required to make progress in different areas.

Observations and assessments are on-going throughout the year and are formative; informing planning and provision in indoor and outdoor areas. They inform us of children's abilities, needs, interests, play schemas and learning styles. Continuous provision areas will develop and change in response to assessments. We value **child-led planning** and from observing and engaging with children to find out what they are interested in and excited by, relevant activities are planned and resources provided. This style of planning raises levels of engagement and attainment. Teachers plan an objective and deliver it in different ways to different children depending on the children's interests. Therefore observation, assessment and planning are the key to quality teaching and learning in the Foundation stage.

Observations and assessments take different formats but are closely linked to the EYFS profile and lead to next steps. We report these using our online learning journey called Tapestry. Observations and individual profiles are in every child's **Learning Journey** alongside special pieces of work and photos of special moments throughout the year. They may also take the form of whole class grids recording progress or individual record sheets in specific areas such as reading and phonics. Assessments inform individual, termly reports and parent interviews. Individual progress and next steps in different areas of development are discussed with parents. All EYFS children also have their own space on the **Learning Wall** to display drawings, craft work, writing or other pieces of work and photos from home. Observations and assessments provide evidence of progress over the academic year. The EYFSP is updated termly on ~~paper and on~~ SIMS.

Indoor and Outdoor Provision

Continuous provision indoors and outdoors is more than just a choice of interesting resources; it is carefully planned areas resourced to continue the provision for learning in the absence of an adult. At Ladybrook resources are selected and levelled to meet the developmental needs of specific children. Effective areas of continuous provision are more than just "choosing." The careful structuring of areas of provision linked to assessments ensures high levels of engagement and attainment. Areas of continuous provision indoors may include mark making areas, role play, construction, sand, water, dough, reading areas and craft workshops.

EYFS children learning at Ladybrook enjoy a balance of indoor and outdoor learning which takes the form of a combination of child-initiated and adult directed activities. Children have long periods when they have access to indoor and outdoor areas of learning. We are very fortunate to have access to a fantastic outdoor area including a large natural area of grass, trees and bushes, a wooden trim trail, dens, mud kitchen, outdoor sand pit, wheeled vehicles area, role play, mark making and resources for all weathers. All children have their own wellington boots and we provide waterproofs, so they can access outdoor learning in all weathers.

Quality interactions between practitioners and children promote high levels of engagement and attainment in all areas. The children in the EYFS at Ladybrook benefit from a balance of child-initiated activities supported by practitioners and adult directed activities planned by the teacher. Teachers plan a broad half-term topic with experiences and events to interest and motivate children in all aspects of the EYFS curriculum. Teachers use these in weekly plans alongside activities planned in response to children's interests and objective led planning. To ensure children cover the breadth of the EYFS curriculum and are achieving the early Learning Goals, with many working at depth. Teachers plan whole class and group activities to meet these objectives, for example mental Maths or Floppy's Phonics. Support groups for Communication and Language, Literacy and Mathematics are organised from the Autumn term to provide additional learning activities to those identified in baseline assessments.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties. Individual Education support plans identify targets in specific areas of learning for those children who require additional support as part of the whole school special educational needs policy. EYFS staff work closely with the school SEND coordinator to develop individual plans and consult with parents.

In line with the school's equal opportunities policy we provide all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

Health and Safety

All EYFS staff follow the school safeguarding policy and any matters of concern are reported to the school safeguarding officer. The EYFS promotes healthy eating; and offers a range of fresh water, milk, fruit and rice cakes, crackers and bread sticks are

available at snack times. Oral health is promoted in Nursery and Reception by practitioners and through visits from Stockport's dental health team.

Ladybrook EYFS staff follow Stockport's intimate care policy when changing children who are wet or have soiled themselves. We have a number of paediatric first aiders in the EYFS building and a record of accidents and injuries is kept. Parents are notified of any accidents and treatment given during the course of the school day. Fire and emergency evacuation procedures are practised on a regular basis during the school year.

All staff are responsible for risk assessment of activities and equipment indoors and outdoors. Small broken equipment must be removed and larger broken equipment must be reported to the site manager or head teacher. Indoor water and sand play areas are checked regularly and cleaned to avoid risk of falling. In extreme weather conditions use of the outdoor area may be restricted or not used at all. Risk assessments of indoor and outdoor will be reviewed regularly to ensure safety. All activities hold a certain level of risk; practitioners will assess an activity to decide if it is a reasonable risk. In such activities a minor injury could occur but with adult support and the teaching of guidelines regarding safety the risk of injury is minimised. No planned activity should have a higher than reasonable risk.

Parents as partners

At Ladybrook we do have an "open door" policy where parents can talk to staff or phone about any concerns however minor. Parents may speak directly with staff at the start or end of the day; alternatively they may phone or write a note in their child's home school diary. EYFS staff communicate any problems during the school diary to parents using the same system.

We encourage home –school links through:

- Induction meetings for Nursery and Reception parents.

- Induction visits for children with parents initially progressing to children staying on their own
- Phased part-time starts in Nursery and Reception
- Phonics, Maths and communication workshops
- Stay and Play sessions
- Year group meetings
- Curriculum meetings
- Autumn and Summer reports
- Spring targets
- Parent interviews and open evening
- Online observations and weekly updates on Tapestry
- Whole school events such as concerts at Christmas or Sports Day

Transition to Year 1

When reception children leave our EYFS building to move up to Year 1, we aim to make the transition as smooth as possible. We make every effort to help the children adapt to a new building and curriculum. Reception staff meet with Year 1 staff to discuss all the children's stages of development, progress and next steps. Firstly in terms of getting to know a new building, induction visits take place in reception summer term with the Year 1 teacher. In terms of adapting to a new curriculum, changes are made gradually in the first term in Year 1. Classroom organisation, planning and daily timetables follow on from Reception and are developed to meet the children's needs in key Stage 1. Linked provision, semi-continuous provision and outdoor learning continue through Year 1 and change in response to the demands of the curriculum and individual needs.