



Laughton Junior & Infant School

EYFS Policy

September 2020

Date of Review: September 2021

Document Purpose

This policy reflects the values and philosophy of Laughton Junior and Infant School in relation to the teaching and learning in the Foundation Stage. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment. This document is to be used in conjunction with the teaching and learning policy.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body, is distributed to:

- All teaching staff (access via the policy folder on the network)

A copy of the policy is made available on the school website and in the co-ordinator's file in the staffroom for:

- School governors
- LEA adviser/inspector
- Inspection teams
- Parents
- Visiting teachers

Aims and objectives

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

*Statutory Framework for the early years foundation stage
EYFS reforms early adopter version July 2020*

The seven key features of effective practice are:

1. **every child**
2. **care**

**The best for
High-Quality**

3.	<i>curriculum: what we want children to learn</i>	The
4.	<i>helping children to learn</i>	Pedagogy:
5.	<i>checking what children have learnt</i>	Assessment:
6.	<i>and executive function</i>	Self-regulation
7.	<i>with parents</i>	Partnership

The statutory requirements of the EYFS Framework will be met by:

- taking account of the statutory guidance or demonstrating clear reasons if we decide to depart from it;
- taking account of the four themes of the EYFS Framework in our planning, assessment, teaching and learning. These are -
 - A Unique Child
 - Positive Relationships
 - Enabling Environments
 - Learning and Development;
- promoting children's welfare, health & safety and meeting safeguarding requirements, by employing appropriate staff and by ensuring our premises & equipment are safe, secure and suitable;
- ensuring the effective organisation for the EYFS;
- keeping appropriate documentation as required by the Framework;
- developing curriculum provision and teaching and learning opportunities in line with the educational programme for each Area of Learning;
- working to ensure that children achieve the Early Learning Goals by the end of Foundation 2;
- making effective arrangements for assessing and reporting children's achievement and progress and completing the Foundation Stage Profile (Laughton J and I is an early adopter school for 2020/21)

Planning for the Foundation Stage

There are seven areas of learning and development that shape our educational programmes in both the FS1 and FS2 classes. These areas are important and interconnected.

The three prime areas are:

- Communication and Language
- Physical development
- Personal, social and emotional development.

The four specific areas are:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design.

Planning will also consider the way individual children learn and take into account the three characteristics of effective teaching and learning which are:

- Playing and exploring – investigating and having a go
- Active learning – concentrating, keep on trying and enjoying achievements
- Creating and thinking critically – developing their own ideas and making links

Children will learn in play experiences that will deepen their knowledge and understanding through continuous provision and guided focused activities.

Daily planning identifies adult supported focus activities and opportunities to deepen thinking and use and apply skills through the continuous provision and is personalised to meet the needs and interests of individual children. The opportunities provided represent a balance between adult led and child initiated activity.

Assessment

Ongoing assessment is an integral part of the teaching and learning process. Assessments are made on the basis of observations of children. This information, supported by that provided by parents/carers, informs future planning for individual children. The learning journey will be frequently shared with parents/carers on Tapestry and they are invited to include their own views, observations of their child within it.

Children's progress in each strand of the Areas of Learning is tracked each half term and recorded on O Track. This supports the identification of any child at danger of not making expected progress so that appropriate interventions can be made.

The EYFS Profile is a summation of each child's development & achievements at the end of the Foundation Stage against the Early Learning Goals. This is electronically completed and returned to the LA. Parents/carers are provided with a written summary and an opportunity to discuss this with the teacher.

EYFS Profile data returned to the school from the LA, provides comparative information which informs curriculum development.

Parental Partnerships

We feel that working alongside parents/carers is key for ensuring that all children meet their full potential. We strive to ensure that we have good relationships with parents/carers and to make them feel involved in their children's learning.

Prior to entry to Foundation 1 (F1), the key workers visit the home of each child to start building positive relationships with both the parent/carer and the child. This visit

provides an opportunity for parents to ask questions and share any concerns. It allows the key workers to find out more about the child, what they enjoy doing and whether they have any educational needs or disabilities.

Parents are invited to induction meetings before their child enters F1 or on transition to F2. Regular informal contact with parents is encouraged, in addition to formal parent-teacher interviews. Parents are always welcome in school.

In both F1 and F2, parents/carers are encouraged to participate in 'Stay & Play' or workshop sessions. Each session provides a parent-child activity linked to important stages of their learning and development.

The 'Learning Journey' is a summary of a child's learning and achievements including photographs, observations and home experiences. This is provided using the Tapestry online program/app. Parents can contribute to recording their child's experiences and achievements and it is also strong link for communication between home and school.

In FS1 and FS2, the focus of learning for the week is shared with parents in the home/school journal which offers suggestions for activities to support their child's learning. Books for sharing are taken home with a record in which it is hoped that parents will make comment about their child's reading enjoyment, word recognition, use of pictures etc. Parents are also given information about how to support their child with phonics, reading and mathematical activities.

Transition

A very carefully planned transition program is in place for all children starting in FS1 and FS2 so that they have a smooth transition into school. This can be adapted to a child's individual needs.

FS1 staff do home visits of children prior to them starting in the class and opportunities are made for parent and teacher discussion to learn about the whole child.

Transition visits are set up so children can visit their new setting with parents and become familiar with their new classroom. Children in FS1 who are moving into FS2 have daily visits into their next class during July. Parental questionnaires are sent each year to evaluate transition and improve transition plans.

Parents are invited to a welcome meeting prior to them starting school to meet staff, ask questions and voice any concerns.

Children in FS2 are prepared for moving into Y1 ensuring that they are 'school ready' This transition includes starting to take part in assembly, school playtimes and getting to know the next teacher.

Each child is assigned a key person. The role of the key person is to ensure that individual needs are met, help the child become familiar with their new setting and establish strong relationships with families.

Photographs/videos

When starting in Foundation Stage 1 or 2, parents/carers are asked to give permission for their child to be photographed / filmed during their time at school. We use these images in the classroom, displays, home/school journal, Tapestry online learning journey and on the school website. Parents are able to opt out of use of photographs.

Safeguarding and Welfare requirements

Child protection responsibilities are taken very seriously and any concerns, will be logged and, if necessary, will be reported to the relevant agency. The safety of the child is our priority and all staff follow the Safeguarding Policy which can be found on the school website.

The safeguarding lead is Claire Hill (Head teacher) and the deputy leads are Emma Jackson and Clare Wilkinson.

Equalities, Special Educational Needs and Disabilities

We are fully inclusive and ensure that all pupils access a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Children with SEND are fully included and school link with relevant agencies when necessary to meet the needs of every child. The SEND policy and Equalities Policies are available for all to download on the school website.

Allergies

We request that parents/carers inform us of any food allergies. Parents are then invited to a meeting with the Schools Meal Service, school kitchen staff and keyworkers.

Completed by

Clare Wilkinson - EYFS Leader