



Luck Lane, A SHARE Primary Academy

Early Years Foundation Stage (EYFS) POLICY

Version	1.0
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Review date	June 2024



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1. Introduction

“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.” - “Early Years Foundation Stage Profile”, Department for Children, Schools and Families 2012.

At Luck Lane we believe that an outstanding education in EYFS will set children up with the skills needed to ensure the best possible outcomes life-long learners.

We believe that every child is unique and deserves an individual learning journey within a highly stimulating environment both indoor and outdoor. Through this we provide experiences that inspire children to learn, discover and achieve their very best.

The EYFS for children applies from birth to the end of the Reception year. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team, work effectively together to support the learning and development of the children in their care.



2. Aims

This policy aims to ensure:

- The quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- That children receive a secure foundation through planning a broad and balanced curriculum for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- A close partnership working between practitioners and with parents and/or carers is paramount for the child to reach their full potential.
- That every child is included and supported through equality of opportunity and anti-discriminatory practice.

3. Legislation

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

4. Structure of the EYFS

We are an early years unit catering for two classes of reception children of up to 30 children in each class.

The Foundation stage unit consists of a large open plan provision and outside provision. Reception children's school day begins at 8:40am and ends at 3.15pm

The class teacher's role is to help ensure that every child's learning journey is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

At Luck Lane we recognise that the environment, both indoors and outdoors, is a key aspect of effective EYFS provision this plays a key role in supporting and extending children's development.

Our learning environment is organised to allow children to explore, investigate and learn securely and safely. We aim to provide a rich learning



environment to develop independence and appropriate challenges. The unit is set up in learning zones, where children are able to find and locate equipment and resources independently.

We also have our own enclosed outdoor area, which operates as a 'free flow' system. This has a positive effect on the children's development as being outdoors offers opportunities for doing things in different ways, on different scales, than when indoors. It also offers the children opportunities to explore the natural world, use their senses and be physically active. All activities and resources for the children to access are planned to help the children to develop in all 7 areas of learning.

5. Curriculum

Our early Years curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that shape the educational provision. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The Three Prime Areas are:

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

Additionally, there are four specific areas of learning, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics



- Understanding the World
- Expressive Arts and Design

Children participate in a daily phonics session, following the validated systematic synthetic phonics scheme 'Little Wandle, Letters and Sounds.'

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5.1 Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The early years team focus on each individual child's needs interests and stage of development and work in a continuous cycle of observation, assessment and planning, as outlined in the EYFS curriculum, Development Matters. Teachers see what children are able to do by themselves and identify the next steps for their learning based on their observations. They are then able to plan activities that will support children to develop based on their assessments.

Planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals and the activities, experiences and enhanced provision that is best suited to helping the children to reach those goals and ensure that all children have experienced a broad, balanced, challenging and memorable curriculum by the end of the EYFS with clear links to the National curriculum and future learning.



5.2 Teaching

The delivery of the curriculum is responsive and adapted to the different ways in which children learn. The staff and children work together, interact through purposeful play, whole class, small group and individual child led activities to allow children to make the best possible progress toward the Early Learning Goals and prepare children for their next stage in their learning journey.

6. Assessment

Ongoing assessment is an integral part of the learning and development processes.

Teachers and support staff use photographs and children's work to create a 'Wow' book. These are key parts in the child's journey, painting a picture of what the child can do through the year. These are shared with parents throughout the year.

On entry into Reception a baseline assessment will be made by observing children as they interact with their peers and learning environment. This will be the starting point for each child's learning journey.

The Government has introduced a baseline assessment test to improve how a primary schools' progress is measured. This will be completed within the first six weeks of being in reception.

End of Year assessment in Reception

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. We provide parents the opportunity to discuss these judgments with the EYFS teacher.

The Early Years Foundation Stage (EYFS) Profile is a report of your child's development and achievement at the end of the Reception year. There are three main objectives: to inform parents about their children's development, to ease the transition to Key Stage 1 and to help Year 1 teachers plan for the year ahead to meet the needs of the entire class.

There are two categories.

Emerging: your child is working below the expected level;



Expected: your child is working at the level expected for his age;

7. Working with parents

At Luck Lane, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We value the role that parents and carers play and the contributions they make. Our partnership is encouraged by:

- visiting all children in their home setting prior to their starting Luck Lane.
- inviting all children and parents into school for a trial visit. Giving parents and children a chance to meet the staff and explore the unit.
- providing all children with our starting Luck Lane and information booklets.
- offering parents regular opportunities to talk about their child's progress in our Reception class and encouraging parents to talk to the child's teacher if there are any concerns.
- inviting all parents into school for a stay and play session within the first half term so that they can see for themselves and discuss how their child has settled in
- there is a termly meeting for the child and teacher to discuss the child's progress.
- sharing next steps for learning with parents
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. Workshops, Show cases, Assemblies, Productions.
- providing a report on each child's attainment and progress at the end of the EYFS.
- keeping parents up to date with progress in phonics and how they can help at home.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. Safeguarding is the responsibility of all staff and all staff are trained appropriately. The school has designated safeguarding officers to whom concerns can be raised and managed.



9. Monitoring arrangements

This policy will be reviewed and approved by Mary Higginbottom

At every review, the policy will be shared with the Governing Body.

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