

Limehurst Primary School



Early Years Foundation Stage Policy

Approved by: Limehurst Primary School
Governing Board

**Last reviewed
on:** June 2021

**Next review due
by:** Summer 2022

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Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our Nursery and Reception classes.

Intent

At Limehurst, all teaching staff deliver our EYFS curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

We aim for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset. Our children access a stimulating environment both indoors and out led by the children yet carefully organised and managed by adults. We deliver a curriculum responsive to individual starting points and needs. Our enabling environment allows our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge. Through our well-planned environment and skilled staff children develop high levels of engagement, curiosity, collaboration and cooperation. Children become adept at managing their own behaviour in the classroom and in social situations. They are able to express themselves with confidence in a meaningful way. Respecting the opinions and values of themselves and others.

Implement

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals.

All the seven areas of learning and development are important and inter-connected.

The three prime 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 prime areas are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

The balance will shift towards a more equal focus on all seven areas of learning as the children move through the Early Years at Limehurst and grow in confidence and ability within the three prime areas.

Children are supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

At Limehurst the children are provided with a range of rich, meaningful first-hand experiences in which they are encouraged to explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using Super Sonic Phonics, teaching aspects of Mathematics and Literacy, including shared reading and writing.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners scaffold the children to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and this is then implemented in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

Observation 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. All practitioners are encouraged to contribute and regular discussions take place. Parents are invited to attend a parents evening three times a year and reports are written at the end of the year.

Within the final term of Reception, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

Inclusion

At Limehurst we value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed 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 and outside agencies.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care through a variety of ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; and Behaviour Policy.