



# Longford Primary Academy

Member of staff responsible: H. Wareham

Date policy written: Autumn 2019

Date to be reviewed: Autumn 2020

## Early Years Foundation Stage Policy

Within this document, the term Early Years Foundation Stage is used to describe children who are attending our nursery and reception classes.

### Aim

We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe, stimulating and happy environment with motivating and enjoyable learning experiences that enable children to become confident, creative and caring individuals. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

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

### Foundation Stage Curriculum

At Longford, we plan and implement an exciting, creative 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. The content of the EYFS curriculum is taught in a logical progression to give children the necessary foundations for the rest of their schooling.

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

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.

These three areas are the prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development. Children are also 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 and Expressive Arts and Design.

Communication and language is developed through singing songs, nursery rhymes, playing games with plenty of opportunities to talk. All staff will encourage the children's love of reading through reading aloud and telling stories and rhymes.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Practitioners working with the youngest children in our Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. 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 areas of learning as the children move through the Early Years at Longford Primary Academy and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing. The curriculum is delivered using a play-based approach as outlined by the EYFS.

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 year's practitioners interact 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 reflect these in our practice.

We create a stimulating environment in both the inside classroom and the outdoor classroom so that children are actively engaged and develop a thirst for learning.

The EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling.

### Characteristics of Effective Learning

Playing and Exploring, Active Learning and Creating and Thinking Critically

The characteristics of effective learning describes factors which play a central role in a child's learning and in becoming an effective learner. The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. At Longford, children demonstrate their attitudes and behaviours through these key characteristics.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process however, it depends on each unique child having opportunities to interact in positive relationships and enabling environments.

### Observation and Assessment

Children entering our EYFS are observed during their first weeks. This provides baseline information. As part of our daily practise we observe and assess children's development and learning to inform our future plans. Monitoring of each child will take place through daily observations, discussion, photographs, record keeping and planned formative assessments. All evidence collected during child initiated play will be collated in each child's personal 'Learning Journey' which are shared with parents. Parents are more than welcome to contribute to this by providing evidence from what their child has independently achieved at home. Children's progress is monitored and updated at the end of each half term. At the end of the year, individual scores against the ELG are submitted to the LA.

During each school term, parents are invited to attend a parents evening and reports are written throughout the year. Reports summarise the achievements in relation to the characteristics of learning alongside end of year scores, which are given to parents. Profile data is discussed with year 1 teachers so that they can continue to help the children achieve their full potential and transition is supported.

In Early Years, observations are fundamental. They are used to inform planning and are crucial for making 'next steps' targets. Children give indications of their learning continually through what they say, what they do, how they approach activities, how they problem solve etc. Observations are recorded in a variety of ways, these

include photographs, annotations on 'focus sheets' and annotations on independent work. The majority of observations are inputted onto Evidence Me- 2 Simple- 2 Build a Profile.

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. Children identified with special educational needs are monitored and initial concerns are discussed with parents and the SENCO. Additional advice may be sought from other agencies e.g. speech and language therapy service.

### Intimate Care - Toileting and nappy changing

The staff work hard to build effective relationships with the parents and carers of the children attending Longford. Any particular needs that a child may have will be dealt with sensitively and appropriately, working with parents/carers to ensure that each child can access the curriculum. Any child who has personal care or continence needs will be attended to in a designated area within school. Unfortunately, due to staff ratios, we do not have the capacity to change children when accidents occur. Therefore, parents will be contacted to come and change their child. If we feel that children are knowingly left unchanged, we will refer to our Safeguarding Policy - Neglect.

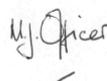
Care Plans Where a pupil has particular needs (E.g wearing nappies or pull-ups regularly, or has continence difficulties which are more frequent than the odd 'accident', staff will work with parents/carers (and health visitors/school nurse, if appropriate) to set out a care plan to ensure that the child is able to attend daily. The written care plan (Appendix A) will include:

- Who will change the child on a day to day basis
- Contact details for the person coming in to change the child.
- Where changing will take place
- Clarification that the parent/carer is responsible for the provision of the resources and equipment.

Please note that the following policies should be read in conjunction with this policy:

- Admissions
- Safety
- Safeguarding
- Inclusion
- Assessment
- Behaviour
- Transitions

Authorised by:

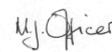


Chair of governors



Vice Principal

Authorised by:



Appendix 1



Intimate Care - Care Plan

|  |                        |
|--|------------------------|
| Name of Child  |                        |
| Name of main person(s) changing the child                              |                        |
| Name of person(s) to change the child if the main adult is unavailable |                        |
| Where the changing will take place.                                    |                        |
| Person(s) providing resources and equipment (not school)               |                        |
| Disposal of products in:   |                        |
| Special arrangements for trips and visits                              |                        |
| When the plan will be reviewed   |                        |
| <u>Initial Comments</u>  | <u>Review Comments</u> |
|  |                        |