



Lansdowne:

A de Ferrers Trust Academy

Early Years Foundation Stage Policy

To be reviewed at least annually

Review date: November 2019

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer every child a wide range of exciting experiences that give them the opportunity to consolidate and explore.
- To enable each child, through encouragement and high expectations, to develop, to their full potential socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development.
- To encourage children to develop independence within a secure and friendly environment.
- To support children in building relationships through the development of cooperation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards individual targets.

The Curriculum

At Lansdowne Academy we follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This clearly defines what we teach. The following policy details the specifics of our setting. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, form relationships and thrive (DfE 2014: 1.3). They support children's learning in all other areas and are known as the prime areas.

The prime areas are;

- Communication and Language - Listening and Attention, Understanding and Speaking
- Physical Development - Moving and Handling and Self care
- Personal, Social and Emotional Development - Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

The specific areas are;

- Literacy - Reading and Writing
- Mathematics - Numbers and Space, Shape and Measures
- Understanding the World - People and communities, The world and Technology
- Expressive Arts and Design - Exploring and using media and materials and Being Imaginative

Characteristics of Effective Learning.

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Lansdowne we link the characteristics of learning to the whole school initiative of how to be a successful learner. Children develop positive learning attitude using the Toy Story characters.

Teaching strategies

In each early years class there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task with them; at other times they will participate in a child's activity, extending it where possible. By the summer term in Reception the children will experience many more adult directed sessions as they prepare for their transition to year 1.

Play

Learning through purposeful play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. At Lansdowne, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world and think creatively and critically alongside other children. During sessions children are able to practise taught skills, build upon and revisit prior learning and experiences in a relaxed and supported setting. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their ideas. Getting the balance right between child initiated play and adult led activities is very important to us.

Teaching

Teachers plan, group focussed experiences for children in the form of structured teacher lessons and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood. Each day classes follow a timetable with set routines in place. This looks quite different in the Nursery and Reception classes. There are times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a whole class. In these lessons topic work, maths, literacy, phonics, and stories are a key focus. Teaching sessions help to develop positive attitudes to learning: learning as a group, listening to the teacher, taking turns to answer and confidence to share responses. Reading and story time play an important part of the day. At Lansdowne it is our aim to support children to develop a love of books and to leave the EYFS with a bank of stories they know well, including traditional and modern classics. The time table incorporates time for a whole class story at the end of each day, as well as many opportunities to enjoy books at other times. Each week every child in the Reception classes will have one-to-one reading time and also group reading sessions. In the Nursery children are given many opportunities to share stories either in whole classes or in small groups. They are encouraged to take books home to share with parents. In the spring term many nursery children commence reading books from the school reading scheme.

Planning

At the beginning of their education many children need support to develop interests and ideas and at Lansdowne we believe topic themes are a great way to inspire imagination. Both the Nursery and Reception classes plan work around a theme; topics are usually based on the following areas of learning, 'Understanding the World', 'Literacy' and 'Communication and Language'. The topics are flexible to ensure we also follow the children's interests, whole school themes and local or national events. Every half term staff plan the next topic and book visits and visitors that will enhance learning. Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform how the learning journey should progress. Term plans are available for parents on the school website. Although, class teachers are responsible for writing plans, the EYFS work as a team, with Teachers and Support Staff all attending planning meetings and giving an input whenever possible.

Classroom organisation

Our Early Years unit has defined areas of learning with a range of resources for children to access easily. Both foundation 1 and foundation 2 have their own outdoor learning space. Each area is organised to provide children with experiences and activities in all of the seven areas of learning. A variety of activities are planned for and set up in the different areas each day. The adults scaffold and model learning in the area they are working in a day. The outdoor area is an important part of the classroom where children learn and develop. We try to ensure that the range of activities outside reflects the different curriculum areas. Each child at Lansdowne has their own labelled peg in the cloakroom and reception children have a named tray in the classroom. At Lansdowne we encourage children to take responsibility for keeping their clothes, book bag and work safe and tidy.

Assessment

Assessment is an essential part of the learning and development in the EYFS. At Lansdowne, practitioners observe children's achievements, interests and learning styles. A range of strategies are used and together these form a holistic picture of child's individual development. The Academy uses EYlog to record each child's journey through our early year's unit. The Logs are a collection of children's work, photos and observations which create a detailed evidence portfolio. Where appropriate, we include individual next steps for children's learning. These next steps are discussed by the EYFS team in informal discussions and in the weekly planning meetings. The next steps inform planning for key worker sessions and continuous provision. Staff have a digital device to capture the child's journey. Parents have access to the EYlog at home and are encouraged to contribute to their child's portfolio. On entry to Nursery and Reception

we carry out a baseline assessments of all the children. Each half term the Class Teacher submits assessment data to the Principals showing each child's development and progress across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG). This information is shared with parents in a written report.

Role of staff and key worker

The class teacher has overall responsibility for all the children in their class. However, the children are divided into smaller groups with a member of the EYFS team as their named key worker. Their role is to help ensure that every child's education is tailored to meet their individual needs and to support the child to become familiar with the setting, offer a positive relationship for the child and facilitate compiling a comprehensive learning journey for each child in the group. All adults within the Early Years setting actively seek to form positive respectful relationships with all the children and parents.

Partnership with parents and carers.

Parents and carers are a child's first educator and therefore at Lansdowne we work very hard to ensure they are involved in their child's learning. We want parents to feel they can speak to us about their child and feel comfortable in our setting. As well as Nursery and Reception visit days in the summer term, we offer parent stay and play sessions every half term. These are to support parents in helping their children learn at home, with each session having a different theme. Parents are also invited to Golden achievers, harvest and Christingle celebrations. Parents are invited to attend a Parents' consultation each term and receive written attainment reports every half term. At Lansdowne we have an open door policy and teachers are available most mornings and evenings to talk and to discuss issues causing concern.

Health & safety and safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance and the Lansdowne Academy safeguarding policy. It is important to note that members of staff do not use their mobile phones or personal handset devices in school and are prohibited from taking photographs with

their personal handsets. Members of staff do, however, use school digital devices to take photographs and videos as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios on EYlog, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website at the beginning of each academic year. We promote healthy eating in school and our children receive free fruit from the Government scheme. In the nursery setting children are also offered a variety of different healthy snacks, these might be bread sticks, rice cakes or more exotic fruits such as mangoes or a pineapple. Milk can also be purchased for children.

We take all accidents seriously and always log incidents. Should a child have an injury to their head parents will be contacted. All staff in the EYFS have completed a paediatric first aid course. A risk assessment is completed each day for all areas of the EYFS environment and this is recorded and signed.

At Lansdowne we encourage all parents to support children to start school including the nursery years, without nappies but we will work with parents and children who are still struggling with this.

For children still in nappies we asked that parents provide all the items needed for changing.

School follow safeguarding procedures when changing children.

Two people to support the changing of children

There is designated areas for the changing of nappies.

The EYFS follow whole school procedures and policies for

- Child Protection
- Administration of medicines.
- Out of school visits.