



LANESEND PRIMARY SCHOOL
LOVE LANE, COWES
ISLE OF WIGHT PO31 7ES
TEL & FAX: 01983 293 233
E: ADMIN@LANESENDPRI.IOW.SCH.UK
WWW.LANESENDPRIMARY.IK.ORG



Lanesend Primary School

Early Years Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Governors)

Review Date: March 2019 (Yearly)
Reviewed By: EYFS Lead

Lanesend Primary School Early Years Policy

Rationale:

At Lanesend Primary School, we believe that, as outlined in the Early Years Foundation Stage (EYFS), every child deserves the best possible start in life and the support that enables them to realise the potential they have. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' (EYFS, 2014).

Aims:

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.
- Provide early intervention for those children who require additional support or who are identified as Remarkable children.
- Work in partnership with families and within the wider context of professionals supporting individual children.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are both adult and child-initiated.
- Have a Key Person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and outdoors all year round.

Staff:

At Lanesend, the EYFS comprises of three Reception classes. The current staff are:

- Miss Tara Hopkinson - EYFS Lead and Class Teacher
- Miss Tabitha Wren - Class Teacher
- Miss Jessica McQueen – Class Teacher
- Mrs Nicola Domoney - Learning Support Assistant
- Mrs Jane Richmond - Learning Support Assistant
- Mrs Amanda Holbrook - 1:1 Learning Support Assistant
- Miss Nikky Westmore - 1:1 Learning Support Assistant
- Miss Emma Gallagher – 1:1 Learning Support Assistant

At times the EYFS will have visiting student teachers, college students or volunteers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate.

The Early Years Foundation Stage:

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing. The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

➤ **A Unique Child:**

Every child is a competent learner from birth who is constantly learning and can be resilient, capable, confident and self-assured.

➤ **Positive Relationships:**

Children learn to be strong and independent from a base of loving and secure relationships.

➤ **Enabling Environments:**

The environment plays a key role in supporting and extending children's development and learning.

➤ **Learning and Development:**

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The curriculum is delivered using a play-based approach as outlined by the EYFS, 'each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.' (EYFS, 2014)

EYFS Areas of Learning:

The seven areas of learning and development are divided into three prime areas and four specific areas: with the three prime areas being the foundations for school readiness (Appendix 1).

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are time sensitive and need to be in place between three and five years of age; these areas are universal and independent of the specific areas. Children cannot master the skills within the specific areas without securing the prime areas. However, these areas cannot be delivered in isolation from each other; they are equally important and dependent on each other. All areas are delivered through a balance of both adult led and child initiated activities. Through play, first-hand and practical experiences children learn about the world and their place in it. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with Additional Educational Needs, children who are more able or Remarkable, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Characteristics of Effective Learning:

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected and are divided into:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The way in which the child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The EYFS staff work as a unit with children from each class having opportunities to work together during Discovery Time and to access shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways; in whole class groups, small group work mixed across the classes, pairs and individually. During Discovery Time, our staff interact with the children to stretch and challenge them further. Our Staff are committed to professional development and are dedicated to providing excellent pastoral support and education to those children in our care.

Outdoor Learning:

We have an outdoor learning area which the children have access to every day. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. The EYFS staff provide planned outdoor activities and continuous provision for the children, as well as giving opportunities for them to lead and develop their own outdoor learning.

Admission and Transition:

All children are admitted to Lanesend in line with the Local Authority Admission Policy in the September before the child turns five. Please see our separate Early Years Transition Policy for details of transition arrangements. Families of children who are born in the Summer Term can request a deceleration admittance to Reception, but have to reapply for a place at the school in the following academic year.

Observation and Assessment:

When children enter school, Pre-Schools and child care providers share assessment data through the Unique Child Profile (UCP) and Tapestry. Children are also observed during their first few weeks at school and this information is combined to inform on entry assessment and to predict end of year Good Level of Development.

As part of our daily practice, we observe and assess children's development and learning to inform our future planning. Children give indications of their learning all of the time through what they say, what they do and how they approach activities, and it is primarily by observing children that judgements are made to inform records and planning. We record our observations in a variety of ways; post-it notes, photographs, videos, annotated work and narrative observations, with all staff and families being encouraged to contribute. These observations are collated via Tapestry in each child's personal learning journey, which is shared with families. We also value the knowledge of staff in informing assessments made and recognise that not all knowledge and assessment has to be a written record.

The Early Years Foundation Stage Profile (EYFSP) is updated half termly and at the end of the year the EYFSP results are sent to the Local Authority. In the Spring Term, reports are written and within the final weeks of the Summer Term, we provide families with a report based on their child's development against each of the Early Learning Goals and the Characteristics of Effective Learning. Families can then arrange to discuss these judgements with their child's class teacher in preparation for Year 1. Profile data is also shared with Year 1 teachers so they can identify appropriate next steps for each individual child.

Photographs and Videos:

At the beginning of the year families are asked to give permission for their child to be photographed and videoed during their time at Lanesend. We use these images in the classroom, on displays, in the children's learning journeys, for local press and on the school website, Facebook page and class blogs.

Partnership with Families:

At Lanesend, we foster strong partnerships with families and parental involvement with school begins before children start Reception with home visits, parent meetings

and open days (please see our Early Years Transition Policy for further details). Pupil progress meetings are held in the Autumn and Summer Terms at which families are invited in to discuss their child's progress. A report is sent out during the Spring Term and families are invited in to school to collect this and discuss it with their child's class teacher. Throughout the year, if any concerns arise, the EYFS staff are available before and after school each day or families can make an appointment to discuss their concerns with the class teacher or Head teacher. Families are kept informed of school events via Class Dojo, the weekly newsletter, text messages and parent noticeboards. At Lanesend, we have an open door policy and families and other family members are welcome to arrange to spend a session in the EYFS at any time. They are also invited to have lunch with the children during designated weeks each term and to attend various assemblies and events throughout the year.

Safeguarding:

Lanesend takes its child protection responsibilities very seriously. Any concerns which the school has will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. We have a full Safeguarding Policy available in school.

Equality and Diversity:

All pupils at Lanesend are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Remarkable children and those with Additional Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Remarkable Children Policy available in school.

Additional Educational Needs:

At Lanesend, we assess the needs of each individual child from EYFS age onwards. If we have any concerns that a child may have an Additional Educational Need, we will discuss this with families at an early stage. Small group and individual intervention is provided at Lanesend as part of a whole school ethos, often to boost or extend children over a short period of time. We have links with various agencies and when necessary their involvement may be required to support certain children. Families will always be informed if an outside agency is assisting us to support their child. We have a full Additional Educational Needs (AEN) Policy available in school.

Health and Safety:

At Lanesend, we have a Health and Safety Policy which all staff are familiar with and all staff are First Aid trained. Members of the EYFS team have also had Paediatric First Aid Training. Children are taught the safe and appropriate use of equipment and materials, to be mindful when moving around the school and are aware of safety

issues. Risk assessments are undertaken before we embark on school trips. We have a full Health and Safety Policy available in school.

Medical Needs and Allergies:

Families are asked to inform us in writing if their child has any specific medical needs or if their child is allergic to anything. This is recorded in the child's personal files, the medical room and in their class. All staff are made aware of children with specific medical needs or allergies and, if appropriate, how to treat these. We have a full Medicines Policy available in school.

Monitoring and Review:

It is the responsibility of the EYFS staff to follow this policy, monitored by the Head Teacher, Foundation Stage Lead and Governors. This policy will be reviewed each academic year and will evolve to incorporate the views of all staff concerned and changes to the EYFS curriculum from national initiatives.

Appendix 1

EYFS Areas of Learning

Personal, Social and Emotional Development:

Lanesend fosters and develops relationships between home, school, Pre-Schools and Children's Centres in order to make strong links for children and their families. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Physical Development:

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. We follow the Write Dance programme and during P.E. sessions the children take part in multi-skills, gymnastics and dance activities. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources.

Communication and Language:

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are also encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Literacy:

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given daily opportunities to listen to stories told by the staff.

Mathematics:

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Children also start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the World:

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

Expressive Arts and Design:

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. The EYFS classes put on a Christmas performance and at various times during the year children are given the opportunity to participate in whole school assemblies.