Lawns Park Primary School

Lawns Park: Learning Positivity,
Learning Perseverance, Learning Patience,
Learning Politeness.



Early Years Foundation Stage Policy September 2024- July 2025

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

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

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) at Lawns Park comprises of two distinct year groups; Foundation 1 for children aged 3- 4 years and Foundation 2 for children aged 4-5 years. Children may enter Foundation 1 in the term following their 3rd birthday; space permitting. There can potentially be three intakes over the course of the academic year; September, January and April. Places in Foundation 1 are allocated by the school directly and follow admission procedures as set out in the Leeds City Council Admissions Policy.

Exceptions may be made, in particular circumstances, at the school's discretion and in consultation with outside agencies.

Provision in Foundation 1 is flexible, and parents/ carers have options when selecting the provision for their child. The provision on offer is as follows:

15 hours taken over	15 hours taken over	15 hours taken over	30 Hour provision.	30 hour provision
2 and a half days	2 and a half days	2 days Mon/ Tues	Eligibility dependent	taken over 4 1/2
Monday/ Tuesday	Wednesday Pm,	or Thurs/ Fri.		days. (Flexible choice
Wednesday AM	Thursday/ Friday			of session)

Once a parent/carer has decided upon their preferred choice, and places have been secured, the Foundation 1 staff offer a home visit to establish relationships and set out our Aims and Purposes. Parents and children together are then invited to an informal 'Come and Play' session prior to the child starting Foundation 1. Lawns Park sets out a staggered start for new entrants to Foundation 1 to allow for a smooth transition from home to school and give the best possible start to all our children. For those children needing a more bespoke plan for 'settling in', practitioners and parents work together to make sure that the needs of the child are at the heart of conversations and plans.

Children enter Foundation 2 in the September of the academic year in which they will turn 5. Places are allocated by the Local Authority in line with the LA Admissions Policy. For those children entering Foundation 2 from settings other than Lawns Park, staff will endeavour to visit them in setting during the summer term prior to them starting school in September. Parents and carers of these children are also offered a home visit. In the first week of the Autumn Term Foundation 2 pupils attend for half-days only (AM/ PM). This allows staff time to build secure relationships with children and parents alike and carry out Statutory Reception Baseline. Following this 'transitional' week children in Foundation 2 attend full days, 5 days a week

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

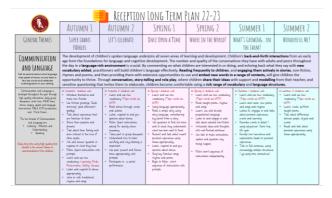
Characteristics of Learning

The Characteristics of Learning are key indicators of children's learning attitudes and attributes. The characteristics are broken into 3 categories. At Lawns Park these characteristics are represented with an emoticon.

	Playing and Exploring — Engagement.		Active Learning- Motivation		Creating and thinking critically- thinking
0	Finding out and exploring	0	Being involved and concentrating	0	Having their own ideas
0	Playing with what they know	0	Keeping Trying	0	Making Links
0	Being willing to 'have a go	0	Enjoying achieving what they set out to do	0	Choosing ways to do things

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Planning is sequential, building upon children's prior knowledge, skills and experiences. There are clear intentions with milestones mapped out at half termly intervals, as set out in the Long-Term Plan.



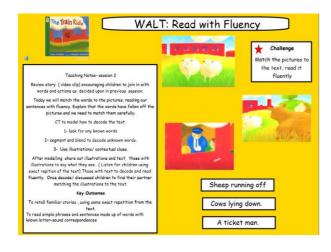
Long-term Plan

From the long-term plans, medium-term plans are created. Quality texts are used as a stimulus with practitioners skilfully making cross curricular links week by week, across the half-term.



Medium Term Plan

The format of weekly or short-term planning is personal to lead practitioner in each distinct class of the Foundation Stage. This is often presented in the form of Smart screens.



Short-term Plan

Staff take into account the individual needs, interests, age and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive, high-quality interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Throughout the day there are discreet, adult-led teaching sessions, as set out on the weekly timetable. These sessions are planned for with clear intentions and outcomes for all children. Following the teaching input provision is arranged in such a way that children have an opportunity to directly apply the teaching delivered. Practitioners scaffold and support sympathetically to enable children to demonstrate their understanding of the learning.

5. Assessment

At Lawns Park, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also incorporate observations shared by parents and/or carers.

Within the first week that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). School based assessments for all areas of learning are carried out over the first 4-6 weeks of a child starting Lawns Park these are recorded on the online school assessment tracker, Sonar. Progress from starting points will be recorded and analysed at least termly with progress meetings held with the headteacher and other members of the Senior Leadership Team (SLT).

Throughout a child's time in the Foundation Stage practitioners will make observations and recorded key learning. These observations, formal and informal will be the basis for professional dialogue in which children will be recorded as 'on track' or 'off track' for the point in the year, appropriate to their age. Learning journals will be kept for all children as an aid to make informed judgements

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters <u>guidance</u>) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through parent consultation meetings, the sharing of 'Learning Journals' and the end of year summative report. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. The policy can be found on our school website www.lawnspark.org.uk

We promote good oral health, as well as good health in general, in the early years by talking about and referring to general good practice around diet, exercise and hygiene to keep our bodies and mind healthy. In the summer term there is a planned unit of learning dedicated to personal health and development. In Foundation 2 there is a weekly Physical Education where children can develop body awareness, the impact of exercise on their body and all aspects of sport and physical activity. All children are encouraged to be active in their learning with opportunities for indoor and outdoor learning freely available to them.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher annually. At every review, the policy will be shared with the governing board.

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	Child protection and safeguarding policy
Procedure for responding to illness	Health and safety policy
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	Health and safety policy
Procedure for checking the identity of visitors	Child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy