

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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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 2 and a half days Monday/ Tuesday Wednesday AM	15 hours taken over 2 and a half days Wednesday Pm, Thursday/ Friday	15 hours taken over 2 days Mon/ Tues or Thurs/ Fri.	30 Hour provision. Eligibility dependent	30 hour provision taken over 4 1/2 days. (Flexible choice of session)
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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 inter-connected. 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
<ul style="list-style-type: none"> ○ Finding out and exploring ○ Playing with what they know ○ Being willing to 'have a go 	<ul style="list-style-type: none"> ○ Being involved and concentrating ○ Keeping Trying ○ Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> ○ Having their own ideas ○ Making Links ○ 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.

RECEPTION LONG TERM PLAN 22-23						
GENERAL THEMES	AUTUMN 1 SILVER LAMBS PARKERS	AUTUMN 2 LET'S CELEBRATE	SPRING 1 ONCE UPON A TIME	SPRING 2 WHERE ON THE WORLD?	SUMMER 1 WHAT'S GROWING ON THE FARM?	SUMMER 2 WONDERFUL ME!
COMMUNICATION AND LANGUAGE The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By conversing on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems , and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teachers, and sentential questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .	In Autumn 1 children will: • Introduce themselves and make new friends. • Use formal greetings. Greet 'morning' post after arrival. • Talk about activities that are familiar to them. • Share their pictures and drawings. • Talk about their family and also extend to the lives of other people. • Use and extend spoken language to meet their age. • Follow short instructions with prompts. • Learn and use new vocabulary: celebrating, fireworks, safely, games . • Listen and respond to others appropriately. • Share with traditional rhyme and song.	In Autumn 2 children will: • Learn and use new vocabulary: celebrating, fireworks, safely, games . • Read about things, words and actions. • Listen, respond to and give opinions about stories. • Follow short instructions, asking for clarity where necessary. • Take part in group discussion. • Understand how to talk carefully and why labelling is important. • Use past, present and future tense appropriately with prompts. • Participate in a school performance.	In Spring 1 children will: • Learn and use new vocabulary: celebrating, fireworks, safely, games . • Read about things, words and actions. • Listen, respond to and give opinions about stories. • Follow short instructions, asking for clarity where necessary. • Take part in group discussion. • Understand how to talk carefully and why labelling is important. • Use past, present and future tense appropriately with prompts. • Participate in a school performance.	In Spring 2 children will: • Learn and use new vocabulary: celebrating, fireworks, safely, games . • Read about things, words and actions. • Listen, respond to and give opinions about stories. • Follow short instructions, asking for clarity where necessary. • Take part in group discussion. • Understand how to talk carefully and why labelling is important. • Use past, present and future tense appropriately with prompts. • Participate in a school performance.	In Summer 1 children will: • Learn and use new vocabulary: celebrating, fireworks, safely, games . • Read about things, words and actions. • Listen, respond to and give opinions about stories. • Follow short instructions, asking for clarity where necessary. • Take part in group discussion. • Understand how to talk carefully and why labelling is important. • Use past, present and future tense appropriately with prompts. • Participate in a school performance.	In Summer 2 children will: • Learn and use new vocabulary: celebrating, fireworks, safely, games . • Read about things, words and actions. • Listen, respond to and give opinions about stories. • Follow short instructions, asking for clarity where necessary. • Take part in group discussion. • Understand how to talk carefully and why labelling is important. • Use past, present and future tense appropriately with prompts. • Participate in a school performance.

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.

F2: Reading					
 Week 1 Fiction: The Train Ride- June Crebbin Focus: Decoding (exploring vocabulary) Non Fiction: Texts about Vehicles	 Week 2 Fiction: The Train Ride- June Crebbin Focus: Reading with Prosody (Performing the story) Non Fiction: Transport poems	 Week 3 Fiction: The Train Ride- June Crebbin Focus: Comprehension Non Fiction: Texts about Vehicles	 Week 4 Fiction: Mrs Armitage on Wheels- Quentin Blake Focus: Decoding (exploring vocabulary) Non Fiction: Where in the World	 Week 5 Fiction: Mrs Armitage on Wheels- Quentin Blake Focus: Comprehension Non Fiction: Where in the World	 Week 6 Sharing Opinions What did you think of book? Book reviews- verbal Non Fiction: Transport
What will we be learning about over the coming weeks?					

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.

WALT: Read with Fluency

Teaching Notes- session 2

Review story (video clip) encouraging children to join in with words and actions as decided upon in previous session.

Today we will match the words to the pictures, reading our sentences with fluency. Explain that the words have fallen off the pictures and we need to match them carefully.

CT to model how to decode the text

1- look for any known words

2- segment and blend to decode unknown words.

3- Use illustrations/ contextual clues.

After modelling share out illustrations and text, those with illustrations to say what they see. (Listen for children using exact repetition of the text) Those with text to decode and read fluently. Once decoded/ discussed children to find their partner matching the illustrations to the text.

Key Outcomes

To retell familiar stories, using some exact repetition from the text.

To read single phrases and sentences made up of words with known letter-sound correspondences

Sheep running off

Cows lying down.

A ticket man.

Challenge

Match the pictures to the text, read it fluently

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 [guidance](#)) 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