**Early Years Foundation Stage Policy.**

**Vision**

We believe that young children are competent, skilful and active learners.

Our aim is to develop the whole child through the provision of a broad and balanced curriculum which takes account of individual learning styles and needs.

We aim to provide a curriculum which is rich and nurtures children’s self-esteem and interests. Children will then become confident, resilient, independent, self-motivated, life-long learners.



**Intent**

At Lidget Green Primary School, we aim to:

* Ensure that children in the EYFS access a broad, balanced, relevant and creative curriculum, providing the range of knowledge and skills needed for good progress through school and through life.
* Ensure children learn to be strong and independent, developing positive relationships with adults and peers.
* Provide a secure foundation through learning and development opportunities, which are planned around the needs and interests of each individual and are assessed and reviewed regularly.
* Ensure quality and consistency in teaching and learning so that every child makes good progress and reaches their full potential.
* Develop good relationships with parents and carers in order to build a strong partnership to support children.
* Ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.

**Structure**

At Lidget Green Primary School, the Early Years Foundation Stage covers two age-groups:

**Nursery class** for children aged 3-4 years. There is a 26-place morning session from 8.30am to 11.30am and a 26-place afternoon session from 12.15pm to 3.15pm daily. Children attend either morning sessions for the full week or afternoon sessions for the full week.

**Reception class** for children aged 4-5 years. There are two Reception classes of up to 30 children per class. Each class has their own class base, but the indoor and outdoor learning environment is shared for both classes.

**The Curriculum.**

Our Early Years classes follow the curriculum guidance as outlined in ‘Development Matters – Non-statutory curriculum guidance for the early years foundation stage (2021)’ and adopt the ‘Statutory framework for the early years foundation stage (2021).’

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are seen as particularly important for ‘igniting children’s curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive’. (DfE 2014:1.3) Staff working with the youngest children focus strongly on the three prime areas. The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within these three areas.

The prime areas are:

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

Staff also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

* **Literacy**
* **Mathematics**
* **Understanding the World**
* **Expressive arts and design**

In both our nursery and reception classes, our half-termly topics are based around a broad range of good quality children’s stories and non-fiction books. This enables us to plan a variety of ambitious and exciting activities to support children to make progress towards the Early Learning Goals.

**Teaching and Learning**

In the EYFS we believe that children learn in different ways. We therefore use a variety of different approaches in helping our children to learn. Each area of learning and development is implemented through a balance of planned, purposeful play activities, guided learning and direct teaching. Staff consider the individual needs, interests and stages of development of each child and use this information to plan challenging and enjoyable learning experiences for all. As the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children to prepare for more formal learning.

**Characteristics of Effective Teaching and Learning.**

In planning and guiding children’s activities staff consider the different ways that children learn. Children are encouraged and supported to develop characteristics of effective learning. These are:

* **Playing and Exploring** – children investigate and experience a variety of different things. Their play reflects their wide-ranging and varied interests.
* **Active Learning** – Children concentrate and keep trying if they encounter difficulties. They respond positively to encouragement and enjoy their achievements.
* **Creating and Thinking Critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Adult support in this process enhances their ability to think critically and ask questions.

**The Learning environment.**

At Lidget Green, the Early Years’ learning environment is organised to allow children to explore and discover, following their interests whilst extending their understanding, skills and knowledge. Focussed learning opportunities are planned daily and areas of the provision are enhanced to encourage children to practise skills, develop learning further and allow individual challenge. Good quality continuous provision allows children to revisit, extend or adapt their interests and learning.

**Outdoor play.**

At Lidget Green, we recognise that outdoor learning has equal value to that of indoor learning and the outdoor environment has its own unique characteristics and features. Children in Reception and Nursery share an outdoor environment with different areas providing a range of experiences and learning opportunities. There is a separate policy for outdoor play.

**Assessment.**

During their first few weeks after starting Nursery and Reception, staff carry out a baseline assessment on all children. There are then 3 regular, periodic assessment judgements made throughout the school year in order to review children’s progress. These assessments allow staff to identify patterns of attainment within the cohort and deliver a teaching programme that will meet the needs of all children. At each assessment point, staff use checkpoint statements as a guideline to determine whether a child is on track to achieve the Early Learning Goal at the end of Reception and this allows them to support children’s learning. Within their first six weeks in Reception, children also complete the statutory national baseline assessment. (RBA)

At the end of Reception, the class teacher completes the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are

* Meeting expected levels of development (Expected)
* Not yet reaching expected levels (Emerging)

This information is communicated to parents in the Reception child’s end of year report and shared with the year one teachers during transition meetings.

**Safeguarding and Welfare.**

**‘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.’**

**(Statutory Framework  for Early Years Foundation stage 2021.)**

At Lidget Green Primary School we take all necessary steps to keep children safe and well. We are aware that we must comply with the safeguarding and welfare requirements as stated in the Statutory Framework. Schools are not required to have separate policies to cover EYFS requirements and our safeguarding and welfare procedures are outlined in the school’s Safeguarding policy.