



Longford Park School

Believe • Belong • Become

Early Years Policy 2021

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Aims

At Longford Park School we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” Development Matters Sept 2020

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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. A secure, safe and happy childhood is important in its own right.”

Statutory framework for the Early Years Foundation Stage, Department for Education 2021

Within Reception we aim to

- give each child a happy, positive and enjoyable start to their school life within a safe and secure environment
- establish solid foundations and foster a deep love of learning
- enable each child, through encouragement and high expectations, to develop socially, emotionally,
- physically and intellectually in order to thrive in a diverse and ever changing world
- offer a structure for learning that has a range of starting points and unlimited opportunity for development
- offer a broad and rich curriculum
- encourage children to develop independence within a nurturing and supportive atmosphere
- support children to build relationships through the development of social skills such as cooperation and sharing
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage at Longford Park School accommodates children in reception class.

The Curriculum

Our Reception class follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document This framework defines what we teach and we use the Development Matters guidance to support our curriculum.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected.

Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021)

The **prime** areas are

Communication and language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-Regulation, Managing Self, Building Relationship
Physical Development	Gross Motor Skills, Fine Motor Skills

The Prime areas are strengthened and applied through the further four areas which are referred to as the **Specific** areas.

Literacy	Comprehension, Word Reading, Writing
Mathematics	Number, Numerical Patterns
Understanding the World	Past and Present People, Culture and Communities, The Natural World
Expressive Arts and Design	Creating with Materials, Being imaginative

Planning

The EYFS at Longford Park School, provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Using children’s interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. We carefully plan the environment and opportunities within this environment to reflect on what has interested the children, making sure that we provide opportunities to extend and practise the skills they have learned during the project or through direct teaching. We ensure that each of the different areas of learning are represented in the environment and provide different experiences and opportunities to learn. We believe it is important that adult take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Achieving and maintaining the balance between child initiated and adult led activities is very important to us.

Assessment

At Longford Park School, 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 consider observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

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.

Relationship with Parents and Carers

We believe that parents and carers are a child's first educator and so we aim to work very closely with parents. We recognise the role that parents have played, and their future role, in educating the children and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We do this through:

- Showing respect and understanding for the role of the parent in the child's education
- Talking to parents about their child before their child starts in our school.
- The children having the opportunity to spend time with their teacher before starting school through visits to the setting.
- Inviting all parents for a personal visit before their child starts school.
- Being flexible in arrangements for settling children in
- Parents are invited to attend workshops in both in order that they can learn activities that they can do at home with their children.
- Offering parents opportunities to talk about their child's progress and targets through assertive mentoring meetings with the parent, child and teacher at least once a term.
- Parents receive a report on their child's attainment and progress at the end of each school year. This includes a short report on the characteristics of learning.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: family learning courses, class assemblies, Sports Day etc;
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and maintaining an on-going dialogue
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Tapestry, an online learning journal which parents can access at home All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.
- Encouraging parents to make use of the home/school communication book which is looked at daily by an EYFS staff member
- Inviting parents in the school to share their specialised skills

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.