



Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

EARLY YEARS FOUNDATION STAGE POLICY

Leverstock Green CofE (VC) Primary School

Policy Review

This policy was agreed by the governing body on 23rd March 2022

It is due for review in March 2024

Signature
Head Teacher

Date 23/3/22

Signature
Chair of Governors

Date 23/03/22



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Early Years Foundation Stage Teaching & Learning Policy

Our school vision

Our vision for learning at Leverstock Green CE Primary School is based on Galatians 3:26 'For you are all the children of God, by faith in Christ Jesus.' We believe all children are unique and special and as such, have individual needs and talents. Our Early Years Foundation Stage is fully inclusive and we welcome all families, regardless of need, to develop relationships and qualities that enable all stakeholders to flourish together.

Guidelines for Teaching and Learning in the Foundation Stage

The contents of this policy are in line with the whole school policy on Teaching and Learning. This document serves to support and develop best learning practice within our Foundation Stage.

Learning in the Early Years Foundation Stage follows the guidance set out in 'Development Matters in the Early Years Foundation Stage (EYFS)', the non-statutory guidance material which supports practitioners in implementing the statutory requirements of the EYFS curriculum.

The Foundation Stage is important in its own right and should not be seen as preparing children for later schooling. However, we teach EYFS curriculum in a logical progression so that it gives children the necessary foundations for the rest of their schooling.

It is the Early Learning Goals that set out what is expected of most children by the end of the EYFS. From September 2021 these are new ELGs based upon the new 'Statutory framework for the Early Years Foundation Stage'.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community including Leverstock Green Play Group and Old Macdonalds Day Nursery which is located on school premises. Equally we are often a child's first formal educational setting.

The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do
- it ensures that no child is excluded or disadvantaged
- it offers the opportunity for children to learn and develop a range of skills to explore and discover more about the world
- it provides a rich, stimulating, fun and creative learning environment which focuses on play and individual interests



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- it encourages children to develop independence through making choices about what to learn as they play

Through play our children explore and develop the learning experiences that help them make sense of the world. They have the opportunity to think creatively alongside other children and on their own. They communicate with others as they investigate and solve problems. Children are supported to understand their feelings and encouraged to express them.

In the Early Years at Leverstock Green CofE Primary School we pride ourselves on listening to children and those who care for them and using this information to personalise child's learning. Learning should be fun and we strongly believe in first hand learning, valuing the importance of the indoor and outdoor environment to develop children's curiosity, creativity, thinking and problem solving skills. Our aim is to develop life-long learners.

Balance of child led and adult led learning

We believe that the best outcomes for children occur when most of the activity within a child's day is a mixture of:

- Child-initiated play, actively supported by adults
- Focused learning, with adults guiding the learning through playful, rich, experiential activities

We plan and organise activities in the daily routine to reflect the different types of learning to best support children's well-being and continual progression. By combining child-initiated learning and adult-led opportunities our staff select the approach that best fits the developmental stage of the children, and for individuals and groups. Alongside the children's interest as a stimulus, we also use a topic based approach which ensures that the planning covers the learning goals of the curriculum.

Despite a firm belief and commitment to the principles of child led learning and 'planning in the moment' we recognise that to reach their full potential all children must have the opportunity to engage in planned, focussed activities. Stories and books are often used as a hook for learning across all areas of the EYFS curriculum and are used to broaden children's interests and generate ideas that may not come naturally to children. Provocations and enhancements to the continuous provision are used to stimulate the children's enquiring minds and different learning paths. Celebrations, such as Chinese New Year and Diwali, are used as learning opportunities to introduce children to different cultures and ways of life. Stories, visits away from school and visitors to school (such as wildlife centre and lollipop person) develop children's interests and experiences. Forest school, throughout the year, is popular and a fantastic opportunity to develop skills and knowledge related to the natural world as well as learning how to take risks safely, promoting wellbeing and respect for the environment.

Children are taught through discrete phonics (based on Letters and Sounds and the Jolly Phonics scheme) and maths (in Reception, based on White Rose scheme) inputs, daily, to



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teach specific skills which the children are encouraged to practise and consolidate during their child initiated play. A challenge using the learning from the adult input may be set for the children to complete during continuous provision. The children will sometimes have the choice about when they will do this to encourage them to take responsibility for their learning and develop self-regulation skills.

The Characteristics of Effective Learning and The Five Learning Powers

The characteristics of effective learning (CoEL) are key principles in the EYFS.

Playing and Exploring – children investigate and experience things, and ‘have a go’

Learning Actively – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We believe developing the school’s five essential learning powers, in the foundation stage, encourages our young children to become well prepared, lifelong learners. It is through **Reflection** that children begin to think about their learning and with support set challenges to improve. **Responsibility** enables the children to take ownership of their own learning and understand how they can contribute in tasks and jobs for the benefit of all. Encouraging **Resilience** allows children to take risks with learning and to learn from their mistakes. Teaching **Resourcefulness** enables children to solve problems with some independence and make links in their learning. **Reciprocity** empowers the children to help and learn from each other and builds a caring attitude and mutual understanding.

The Role of the Adult

The adults are there to teach. This may be through adult directed activities or during child led provision time. Staff do this through observing and interacting. All the adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child. Quality interactions between children and adults are the key to successful teaching. During continuous provision the children become involved in activities of their choice. The adults observe the children carefully, join them, when appropriate, and engage in quality interactions (teaching) to move the learning on.

Planning

A yearly overview for EYFS ensures a carefully planned curriculum which enables children to play and engage in enquiry, discover and reflect. A more detailed medium term plan is written for each half term and weekly short term plans ensure no learning is left to chance and children are challenged. Children are encouraged to direct their own learning which means that adults also plan in the moment to develop children’s learning as they play.

When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment, supported by skilful staff. All resources are available to the children. The children select what



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they want to do in each area. The principle is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

The Environment within the Foundation Stage Setting

The following supports effective teaching and learning within our Foundation Stage:

1. Learning takes place both indoors and outdoors.
2. Learning Areas are established both indoors and outdoors.
3. Children and families are linked to a key worker.
4. Children are involved in the planning of their environment and contribute to displays and role play and themed areas.
5. Visual timetables are on view for the children to see and to help children to be aware of routines and the learning experiences they will have.
6. Equipment is labelled and easily accessible for the children to develop their independence.
7. A variety of tools and equipment are available for children to develop their fine motor skills.
8. Space is taken into consideration to ensure there will be opportunities for children to work at different levels within spacious areas.
9. Displays are provided which are interactive and informative for the children and will particularly relate to Communication, Language and Literacy and Mathematical Development.
10. Children's work is always valued and the children are helped to experience a sense of pride in their work. Children's work is always displayed attractively.
11. ICT is available to support the children's development in all areas of the curriculum. For example, they can access computers and ipads daily as part of continuous provision.
12. A system of self-registration is timetabled for children as they start the day to encourage independence and feeling a valued member of the group.



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Partnership with parents

We value learning at home and the contribution that parents make to their child's development. We value and endeavour to foster, close partnerships with families to facilitate close links in children's learning and wellbeing between home and school. Parents are actively encouraged to add to their child's online journal, Tapestry, to share their achievements at home. These are used to help inform the Early Years Profile completed in the summer term.

Supporting transitions

Creating a smooth transition into school is vital to ensuring children get the best possible start in our setting. For this reason we organise home visits and carry out visits to pre-school settings including childminders. Here we gather essential information about the children to ensure we are ready to respond to their individual needs. We also offer a drop-in session so families can get to know the provision before their child starts. Information gained at these visits enable staff to gain an understanding of each child's individual needs, interests and family situations which supports a smooth transition into Leverstock Green Primary School.

We are also aware that even when children are happy and settled it can be a big step for them to move to a new room with different staff, activities and routines. Before moving to Reception, at a transition meeting, we are able to introduce new staff to the child and their parents. We offer a settling-in session in the new room so that children can adjust to the new environment and staff gradually. We also consider how a child's friendships will be affected by moving rooms and will group children sensitively to support their needs.

All parents are also invited to an initial information session in September to provide them with an overview of life in our EYFS classrooms.

Moving from Reception to Year 1

The move from Reception to Year 1 is a key transition in a child's education, as it is when they move from the EYFS to Key Stage 1 and the start of more formal schooling. This also needs careful planning and preparation, and Reception and Year 1 staff work together to ensure a smooth transition and continuity.

There is a statutory requirement to complete the EYFS profile for each child at the end of the Reception year. This provides parents and carers, practitioners and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. The profile is used to support a smooth transition to Key Stage 1 and help Year 1 teachers to plan an effective and appropriate curriculum that will meet the needs of the children.

- We facilitate visits so children can see their new environment, and meet new staff.
- We organise non-contact time for EYFS and Year 1 staff to discuss individual children and data.
- We communicate clearly with parents and carers about the transition into Year 1.



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- Particularly in the Autumn term, we provide opportunities for Year 1 children to experience structured play-based activities that build on the EYFS approach.

Assessment

Short Term Planning should ensure a system of assessment. Observations are made daily on children's chosen activities as well as adult led activities. The progress of each child is discussed and monitored within each classroom and used to inform future planning and summarise assessments. Online learning journeys are used to record on-going assessments and observations and are used to judge whether a child is 'on track' or 'not on track' developmentally against the Development Matters statements four key times throughout the year. The learning journeys include examples of children's work and their achievements. Next steps are given for each child and these are used to inform planning. Parents and carers are encouraged to contribute to the learning journeys through comments on school observations, and uploading events and achievements outside of school. A formal report on each child is given in the summer term. The learning journeys are also shared and discussed with the child's next teacher to help ensure a smooth transition.

National Curriculum Assessments

At the end of the Reception year the Foundation Stage Profile assessments are completed, reported to parents, shared with the Year 1 teacher and submitted to Hertfordshire County Council.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

REPORT OF THE
COMMISSIONER OF THE GENERAL LAND OFFICE

IN RESPONSE TO A RESOLUTION OF THE BOARD OF LAND COMMISSIONERS
PASSED AT A MEETING OF THE BOARD HELD AT WASHINGTON, D. C.,
ON THE 10TH DAY OF JANUARY, 1892.
BY
JOHN W. COOPER,
COMMISSIONER OF THE GENERAL LAND OFFICE.

WASHINGTON:
GOVERNMENT PRINTING OFFICE:
1892.