



Lythe CEVC School

Our vision is to provide the highest quality of education for all in a nurturing, creative, Christian environment, where children are empowered to combine academic excellence with a passion for learning about the world.

EYFS Policy

Document Status			
Date of Next Review	September 2023	Responsibility	<i>Head Teacher Lisa Armstrong</i>
Success Criteria for review completion	Adopted by FGB	Responsibility	<i>Chairs of Governors</i>
Date of Policy Creation March 2021	Adapted school written model	Responsibility	<i>Farrah Jackson (EYFS Lead)</i>
Date of Policy Adoption by Governing Body	Signed		
Method of Communication (e.g Website, Noticeboard, etc) Website			

"The EYFS seeks to provide: • quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind; • a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly; • partnership working between practitioners and with parents and/or carers; • equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported."

Statutory Framework 2017

Document Purpose

This policy reflects the values and philosophy of Lythe CEVC School, in relation to the teaching and learning goals of the children in the Foundation Years. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Dept for Education & Skills Document, *The Early Years Foundation Stage*, which sets out what pupils should be taught in different areas of learning.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors. Further copies are available in the policy file, which is in the office. Such distribution ensures the accessibility of the document to visiting teachers, for example outreach/support staff and to parents. Extra copies are available from Miss Farrah Jackson EYFS Lead.

Philosophy

The philosophy of Lythe Primary School is to provide a firm foundation on which all aspects of education are built. We aim to provide a curriculum that is broad and balanced in content and wide-ranging and child initiated in approach, helping to ensure future progress and success. We believe that we should create a learning environment that is motivating, exciting and caring, in order to contribute to the children's positive self-esteem and to inculcate a love of learning. We seek to "promote teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." Statutory Framework 2017

Aims

The overall aims for the children in the Foundation Years are:

- To enjoy the process of learning
- To experience equality of opportunity in a caring, safe and secure environment
- To be valued as individuals and acquire self-confidence, independence and self-help skills
- To develop enquiring minds, encouraging independent thought
- To gain knowledge, skills, concepts and attitudes that relate to all areas of the Curriculum and to life
- To learn attention skills and persistence, in particular the ability to concentrate
- To cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people's beliefs and cultures
- To experience personal achievement and appreciate the achievement of others
- To develop a positive self-image and an understanding of their value in society
- To acquire the skills to communicate their needs, feelings and experiences
- To develop respect and responsibility for self and others.

- The EYFS team at Lythe CEVC School make every effort to support and take care of the young children, assisting them in the cloakroom, getting changed for PE and other practical activities, while encouraging independence and self-help skills. EYFS team supervise the children on arrival in school, at break times, lunch times and at the end of the school day until they are collected.

The EYFS is based on 4 principles

- A unique child-developing resilient, capable, confident and self-assured individuals who are constantly learning.
- Positive Relationships-supporting the children in becoming strong and independent.
- Enabling Environments-where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing -An acknowledgement that children learn in different ways and at different rates.
- “Four guiding principles should shape practice in early years settings. These are:
 - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
 - Children learn to be strong and independent through positive relationships.
 - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
 - Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.”

Statutory Framework 2017

A Unique Child:

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;” Statutory Framework 2017

At Lythe School we recognise that every child is a competent learner who has the capacity to be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. We acknowledge that children’s attitudes and dispositions to learning are influenced by feedback from others, so we use praise and encouragement and rewards to celebrate what the children do well within a framework of consistent expectations to encourage the children to develop a positive attitude to learning.

Structure of EYFS

At Lythe Primary School our EYFS setting includes provision for reception aged children and 3-year-old pre-school provision. Our EYFS setting is available for 3-year-old children who can attend full time which is charged at £4 per hour. Pre-school children can stay 9am-3pm full day), 9am-12pm (morning session) or 12pm-3pm (afternoon session). We offer 30 free hours at our setting and for more information to see if you are entitled please see this website below:

<https://www.gov.uk/30-hours-free-childcare>

Pre-school children have the option to stay for lunch if they wish which costs £1.80. our EYFS setting also provides a snack which is 20p a day. Fresh water and fresh fruit are available for children to help themselves.

Curriculum

In our EYFS setting at Lythe Primary School we follow the EYFS framework as outlined in the EYFS statutory framework 2017.

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf.

The EYFS framework outlines 7 areas of learning and development that are all of equal weight in importance and are all interconnected. The EYFS has three prime areas that are seen as areas that heighten children's curiosity and enthusiasm for learning and to help scaffold children's capacity to learn and to foster relationships with their peers.

The three prime areas are:

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

These three areas are further strengthened and applied through 4 specific areas:

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

Planning and Teaching

Our EYFS Team use 'In the Moment Planning' which has the idea to capture the interest of the child in the present moment. As a team we provide positive and purposeful learning opportunities and a learning environment inside and outside that stimulates a child's curiosity and a love of learning. When a child has initiated their learning and are truly engaged with their learning we observe and listen closely to enable us to follow the child's lead and interest. We call these moments 'Teachable Moments' where we further the children's learning by skilful open-ended questioning and praise and reinforce positive learning experiences. We then record this observation of this child-initiated interaction and note down the outcomes of what has been found. The EYFS Team consider all individual needs, interests, and stage of development of each child in our setting. Our team uses the information we know about our children to provide a challenging and enjoyable experience for our children across all the areas of learning and development. As far as possible for

reception children maths and phonics is done 'in the moment.' However, to ensure the children receive daily phonics and maths teaching we do plan both of these subjects using Read Write Inc and White Rose Maths. F1 children also have a 10-minute daily teacher led activity which involves the children learning Read Write Inc Set 1 sounds, basic 2 shapes, days of the week, the weather and nursery rhymes

Assessment

At Lythe Primary School we use our ongoing interactions and observations to assess our children's learning and development. We look at the 7 areas of the EYFS framework and make judgements on where the children are from that moment of observation. These observations are shared with parents and carers on an online learning journey assessment tool called 'Tapestry' and is used to identify children's next steps which we use to then further the child's learning and development. The EYFS Team also take into account any observations parents/carers they may put on Tapestry. The EYFS team meet every half term to discuss where the children are in terms of their learning and development and where they can take their learning further. When the child comes to the end of their EYFS year the class teacher completes an EYFS profile for every child which assesses where the child is on each area of the EYFS framework. In our EYFS setting we use a 'Focus Week' where we choose 3 to 4 different children each week which ensures that each child is a focus child once per term three times a year. During each child's 'Focus Week' they will have noticeably more observations in their journals which parents can contribute to. Even though we have focus children weekly all of the other children are using the purposeful environments and are busy and learning all the time and we continue to interact and assess other children throughout the term.

Working with parents

At Lythe Primary school we believe in having a strong relationship with parents/carers as we recognise that the stronger the relationship with parents/carers the stronger the learning and development of the children is. At the beginning of the school day and at the end of the school day a member of the EYFS team is always at the school gate if a parent/carer needs to talk to a member of staff or make an appointment. Tapestry allows parent/carers to be involved with what their children are doing at school and enables them to comment on any assessments or photographs they see.

Transition into EYFS

During the weeks prior to a child's entry into FS 1 (Nursery) and FS 2 (Reception year), the following procedures have been put into place to ensure successful transition

- Parents/Carers are offered a phone or school visit so they know about school procedures and allocation of classes and key worker and any concerns they may want to express. Other key information is also shared with parents at this point.
- Before transition into the reception year children who have not already done so are invited to come into nursery as much as possible to help with a smooth transition.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). At the moment the Year 1 children are in a mixed class with the EYFS children so teachers have a very good understanding of where the children are as they enter their Year 1 year. The Year 1 children will also follow the 'In the Moment Planning' teaching style which ensures that the transition from EYFS to Year 1 runs as smoothly as possible.

Safeguarding and welfare procedures

At Lythe Primary School we take all reasonable steps to keep all our children safe and well. The EYFS requires early years providers to show consideration of the following ten areas of safeguarding and welfare.

- **Child protection:** being alert to any issues for concern in a child's life and following appropriate safeguarding policies and procedures
- **Suitable people:** checking the suitability of practitioners and other people who have regular contact with children
- **Staff qualifications, training, support and skills:** ensuring staff are sufficiently qualified and have the knowledge and understanding necessary for their role
- **Key person:** assigning a named member of staff to build relationships with the child and parents in order to meet the child's individual needs
- **Staff-child ratios:** ensuring children are adequately supervised at all times
- **Health:** promoting the health of children and implementing procedures regarding illness, infection, food and drink, and accidents
- **Managing behaviour:** using appropriate strategies to understand and manage unwanted behaviour
- **Safety and suitability of premises, environment and equipment:** ensuring that indoor and outdoor space is fit for purpose and suitable for the age of the children and the activities offered
- **Special educational needs:** putting the necessary arrangements in place to support children with SEN or disabilities in accordance with the [SEND Code of Practice](#)
- **Information and records:** maintaining records and sharing information with parents and professionals as appropriate to meet children's needs

Each area carries specific requirements to guide childcare policies, procedures and practices. For further information on our safeguarding and welfare procedures are outlined in our safe-guarding policy.

Monitoring and review

This EYFS policy will be reviewed by the Head Teacher Lisa Armstrong and EYFS Lead Farrah Jackson every year.

List of statutory policies and procedures for the EYFS

- Safeguarding policy and procedures – See child protection and safeguarding policy
- Procedures for responding to illness – See health and safety policy
- Adminstrating medicines policy – See medicines in school policy
- Emergency evacuation procedure – See health and safety policy
- Procedure for checking the identity of visitors- See child protection and safeguarding policy
- Procedures for parent failing to collect a child and for missing children- See child protection and safeguarding policy
- Procedure for dealing with concerns and complaints- See complaints policy