



Early Years Foundation Stage Policy
September 2022

Contents

Overall Aim and Statement of Intent

1. Transition into Layton School
2. Learning and Development
3. Assessment
4. EAL children
5. Inclusion
6. Learning Environment and Outdoor Spaces
7. Safeguarding and Welfare
8. ICT
9. Health and Safety
10. Staffing
11. Information and Records
12. Parental Involvement
13. Monitoring and Reviewing

Appendix 1: SEN pro forma for Transition Meetings

Appendix 2: Home Visit Pro forma

Overall Aim and Intent

Layton Primary School provides a safe, secure and challenging learning environment which gives all children the confidence to grow, succeed and achieve to their full potential. We provide opportunities for children to play, explore, create, think, and experiment within an environment where they feel happy, cared for and motivated to learn.

The ultimate goal for our Foundation Stage is to give each child a happy, curious and positive start to their school life in which they can establish a solid foundation for a love of learning. Every child in our setting will be:

- Supported to develop socially, physically, intellectually and emotionally.
- Encouraged to develop independence in their learning within a secure and friendly atmosphere.
- Supported to build positive relationships through the development of social skills such as co-operation and sharing.
- Encouraged to be aware of the world in which they live at a local, national and global level.

Four overarching principles shape our practice:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. For children develop and learn in different ways and at different rates.
- Children benefit from a **strong partnership** between the school and parents. School will work collaboratively with all parents too ensure each child reaches their full potential.

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provide a safe and secure learning environment.

1. Transition into Layton School

To establish, and promote, good communication with parents and carers, the school ensures that as much information is gathered for each individual child before they start at Layton Primary School.

If the child has attended a Nursery or Child-minder, a phone call or visit is made at the beginning of the Summer Term. These important conversations enable school to gather information about each individual in terms of attendance, learning and development and any other valuable information that will support the child's transition into school. A SEN transition meeting is held for all children that have been identified with additional needs in their nursery setting. All external agencies involved with supporting the child's additional needs, are invited to attend the meeting. At the

meeting a pro forma is completed (see Appendix 1) and following the meeting the actions to complete are shared with all parties and a signed copy is returned to school.

In the summer term before they start school, the children and their parents/carers are invited to attend three Stay and Play sessions. At the first session, information is shared about starting school and there is an opportunity for the parents/carers to meet their teacher whilst the children play in the classroom. At session two, parents and carers play with their child in the classroom and at session three the parents/carers are encouraged to leave their child to play. The maximum number of children at each session is 15 and each session lasts for 1 hour.

Following the Stay and Play sessions, a Google form is sent to all parent/carers so that they can book an appointment for a Home Visit in September. The home visits are scheduled for the 3 days at the start of the Autumn Term. Information from the home visit is collected and recorded on a pro forma (see Appendix 2) and saved within each child's Arbor Profile. Information is actioned in the following ways:

Speech and Language Concerns – Refer to our resident Speech and Language Therapist for assessment as soon as they start school. Check if child accesses SLT through the NHS.

SEN – any concerns refer to the SENDCO

Health Care Plans – refer to SENDCO to prepare Medical Care Plan

Behaviour concerns – refer to Family Engagement Team parenting programs/family drop in

Child protection – pass information into DSL/SENDCO

EAL – refer to SENDCO/SLT

Attendance – refer to Family Engagement Team

Where possible, the above process is also carried out for children that might join the admission process at a later stage.

2. Learning and development

In partnership with parents, Layton School will promote the learning and development of children to ensure they are ready for Year 1.

The EYFS provision and practice will be based on observations of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections: prime and specific.

The Prime areas of learning and development are:

- **Communication and language:**
 - Listening, attention and understanding
 - Speaking
- **Physical development:**
 - Gross motor skills
 - Fine motor skills

- **Personal, social and emotional development:**
 - Self-regulation
 - Managing self
 - Building relationships

The specific areas of learning and development are:

- **Literacy:**
 - Comprehension
 - Word reading
 - Writing
- **Mathematics:**
 - Numbers
 - Numerical patterns
- **Understanding the world:**
 - Past and present
 - People, culture and communities
 - The natural world
- **Expressive arts and design:**
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing an ambitious curriculum, the school will ensure that a broad range of activities and experiences are planned to reflect the critical thinking whole-school vision, having regard to three characteristics of effective teaching and learning in the EYFS:

- **Playing and exploring** – children investigate and experience things, use what they know in their play and are willing to try new things.
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

3. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand individual needs, plan activities, and assess the need for support.

The DfE Reception Baseline Assessment is undertaken within six weeks of the children starting school. Information regarding this DfE Baseline Assessment is provided in all children's induction pack. This is used as a measure of progress from EYFS to Year 6. The pdf report is saved within each child's Arbor profile.

In addition to this, Foundation Stage staff undertake their own baseline assessment to inform planning and meeting the needs of all children. These assessments include collating information to assess if children:

- ✓ Can attempt and write name/common words,
- ✓ Child's pencil skills – R/L handed/ grip,
- ✓ Knows letter sounds/names,
- ✓ Can read words/sentences,
- ✓ Can name colours/shapes,
- ✓ Can count orally to,
- ✓ Can count a collection of objects,
- ✓ Can recognise numbers to 5/10/20/100 and beyond,
- ✓ Can talk about measures – tall/short, empty/full.....
- ✓ Can talk about position – under/in front/between.....
- ✓ Assess speaking and listening skills, can they follow instructions, can they understand what is being said to them, can they be understood.....

If a child gets every question in any section correct, then planning to meet that individual child's needs must set expectations into the next steps of learning in order to find the true level of each child's ability. Nursery reports will be recorded on internal tracking sheets and used to inform baseline. In addition to this, informal, individual observations will be completed to inform baseline.

All information will be triangulated and used to record a baseline for each child to ascertain if they are working within 0-3 years, 3-4 years, Reception or the Early Learning Goals. Their exact age upon entry to school will be taken into account when tracking children from their baseline. At the beginning of the year, children who are 5 within the first 6 months of the school year would be expected to be working within Reception band; children who are 5 within the second half of the school year would be expected to be working within the 3-4 band.

The Foundation Stage team will undertake further summative assessment at two further points of the year and record each child's level of development within the age bands identified above. Towards the end of the Foundation Stage year, a comprehensive assessment is completed to provide a well-rounded picture of a child's knowledge, understanding and abilities; their attainment against the early learning goals (ELGs); and their readiness for Year 1. This is called the Early Years Foundation Stage Profile and assigns a numerical figure between 17 (emerging in all ELGs) and 34 (expected in all ELGs). Final judgements are based on a best fit for the child, and not a series of checklists.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

The school will report EYFS Profile results by the deadline specified by the LA. The LA is under a duty to return this data to the relevant government department. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The Foundation Stage Team Leader will discuss any cause for concern in a child's progress with the child's class teacher and parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed

upon and consideration will be taken as to whether the child may have SEND which requires additional support within school.

4. EAL children

The school will take reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the class teacher will gather information to support assessment of the child in their home language for all areas of the curriculum other than Communication and Language, and Literacy which will both be assessed in English.

5. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENDCO.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

6. Learning Environment and Outdoor Spaces

The learning environment will be organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There will be 6 toilet facilities available to the children in EYFS, and there will be hygienic changing facilities for those children who have a toileting protocol.

7. Safeguarding and Welfare

All necessary steps will be taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in receive annual training on this.

The DSL is the headteacher, Mr Clucas. All other members of SLT and Family Engagement Team are deputy DSLs.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

8. ICT Curriculum

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. iPads the school will have due regard for the ['Education for a Connected World'](#) framework when shaping what children are taught. The school aims to:

- Help children work more independently.

- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

While there is no set computing curriculum for early years, we believe that children should learn about technology as part of achieving the Early Learning Goals. In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This will include:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children to access a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

9. Health and Safety

The school will promote the good health of children in Foundation Stage, including the promotion of good oral health.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

10. Staffing

A robust Safer Recruitment Policy will be in place, which aims to ensure that members of staff employed in the Foundation Stage are suitable.

The school will provide a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

- For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher.

11. Information and Records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children.

12. Parental Involvement

We firmly believe that the EYFS cannot function without the enduring support of parents and carers. For parents and carers are every child's first and most important teacher. Therefore every opportunity is taken to maximise their involvement in their child's learning.

Wherever possible, parents will be involved in the learning journey of their child through:

- ✓ Regular communication on Class Dojo
- ✓ 3 Stay and Play sessions prior to the children starting school
- ✓ 1 Home Visit
- ✓ Reading and Numeracy Workshops
- ✓ Family learning workshops (via invitation for 5 weeks)
- ✓ Stay and play sessions every half term, during which parents are given an update on their child's progress
- ✓ Speech and Language workshops to support identified children and their parents and carers

13. Monitoring and Review

This policy will be reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is September 2023.

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date: _____