



All learning together

Langton Primary School
Early Years Foundation Stage Policy

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Introduction

At Langton School we believe that 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 5 have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS 2021).

As children commence their journey at Langton, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

The Early Years Foundation Stage

The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Positive Relationships - children learn to be strong and independent.

Enabling Environments – teaching and support from adults who respond to their individual interests and needs and help them develop their learning over time. Children benefit from a strong partnership between school and parents/carers

Learning and Development – Children develop and learn at different rates. This policy covers the education and care of all our children in Early Years, including those with special educational needs and disabilities (SEND)

There are seven areas of learning and development which are divided into three prime areas and four specific areas. The three prime areas which are Foundations for Schools readiness and future progress, linked with the National Curriculum areas are:

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

These are then supported by four specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- Playing and exploring – children investigate and experience things and ‘have a go’
- Active learning – 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
- Our Early Years Foundation Stage team is professional and caring and we plan and work closely together to provide a high quality curriculum.
- We value our parent partnership with an open door policy.
- We provide a rich and varied learning experience.
- We have a welcoming, child friendly and stimulating indoor and outdoor area that is safe and enclosed.
- Routines are established so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines.
- We provide clearly labelled and easily accessible resources.
- Children feel confident to have a go without the worry of making mistakes.

Transition

Langton prides itself in supporting each child in transitions. This is achieved through the following ways:

- Each child has the opportunity to visit the school prior to starting.
- The EYFS teacher visits children in their nursery setting, during their last summer term.
- The transition between Nurseries and Reception is calm, happy and successful. The move up days at the end of the summer term, encourage a gentle transition.

The Cycle of Observation, Planning and Assessment

At Langton School we hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practice.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more or slightly longer adult-led activities to help children prepare for more formal learning, ready for year 1.

Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child-initiated activities and planned activities. These are recorded with images and written observations, which are then linked to the areas of learning and assessed against development matters statements or Early Learning Goals, once achieved.
- Learning from parents about what the child does at home.
- Considering the examples of development as stated in the unique theme: observing what children can do and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in their care.

This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

As required by legislation, at Langton School we communicate the children's progress with their parent/guardians at the end of the reception year. This is usually shared as a summary of their achievement in each of the areas of learning and their associated early learning goals; reference to their approach to learning as a unique child and whether they have reached a good level of development.

Progress Checks

From September 2021, baseline assessment will be statutory for all children starting in the Reception class. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. In addition to the statutory baseline, the children's starting points are recorded from observations within the first few weeks of joining the setting. Observations are recorded to build up a picture of their understanding during self-initiated and adult led activities.

Assessment is continual, based on the observations for each child / group of children. Their next steps inform planning, as well as following children's interests to develop areas of learning.

Progress checks are made each half-term and offer staff, professionals and parents a clear picture of individual children's stage of development. This shared knowledge and understanding benefits all concerned but most importantly, the child. Parent's views and contributions are encouraged and added to Tapestry as part of the progress check. The progress check is taken from on-going assessment and observations from everyday practice.

In the final term of the year in which the child reaches age five, Langton completes the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels and their readiness for Year 1

The teacher will determine whether the child is meeting the expected levels or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile and will support the transition to Year 1.

In compliance with Early Years regulations Langton School will share the results of the Profile with parents.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

More detail can be found in the school's Intimate Care Policy.

Equal Opportunities

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.

It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children.

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.

Further information can be found in the following school policies:

- Child Protection Policy
- On-line Safety Guidance
- Intimate Care Policy
- Medical Policy
- Behaviour Policy
- SEND Policy
- Allergens Policy
- Policy for Collecting Children from School
- Policy for Children Absconding from School

Key Person

Each child is allocated a key person to ensure that their care is tailored to meet their individual needs, help the child become familiar with the setting and build a relationship with the child and it's parents. For further information see the 'Key Person' policy