



Lakeside Community Primary School

Early Years Foundation Stage Policy

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to five. In our school, most join us, part time, at the beginning of the term after which they turn three. Children then start full time school in the September of the year in which they are five.

Aims

To provide a secure foundation through learning that meets individual needs and interests of the child through planning and ongoing observational assessment.

To promote and develop the prime and specific areas of learning and to ensure that our learners are well rounded individuals.

Principles

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Our Early Years Foundation Stage Curriculum will:

- Set high standards for learning, development and care, ensuring all children make progress.
- Continue to develop the partnership between parents and professionals and other settings that a child may attend.
- Provide a secure foundation through learning and development opportunities, which are planned around the needs and interests of each learner.
- Review individual learners' assessments regularly through observations, moderations and data.

Learning, Development and Assessment

The planning within the EYFS at Lakeside is based around termly themes in a yearly cycle. These plans are used by the EYFS teachers as a guide for medium and short term planning. These plans are adapted to the needs (achievements and interests) of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of formal and informal observations and work samples; these involve the class teacher, teaching assistants, key workers and other appropriate adults working with the children. These observations are recorded and inform overall assessment of each child against the 'Development Matters' ages and stages of development in each of the 17 Early Learning Goals.

In Nursery, children have one Learning Journey which shows all of their learning throughout their time in Nursery. A collection of independent work, observations and records of activities are collated in each child's Learning Journey to form a holistic Teacher Assessment of their development.

In Reception, children have a Learning Journey similar to Nursery. Observations of mostly Child Initiated learning is evidenced in these; showing what children do independently and in small groups in their own learning time. We also have a Writing book and a Maths book which show each child's weekly engagement in adult led, small group tasks. To support Teacher Assessment, we also keep children's independent work in a folder. This helps to form a picture of children when assessing them against the Early Learning Goals, and provides important evidence to support Assessment.

At Lakeside we collect evidence on children through:

- Short observations (quick snap shots / incidental observations of every day play)
- Longer observations (following selected children for several minutes)
- Observations through Continuous Provision (showing how children apply their knowledge and understanding)
- Work samples (Adult led and child initiated work)
- Formal assessments

Our observations are collated using the 2Simple programme and evidenced against the Development Matters Statements and Early Learning Goals.

Areas of Learning

There are seven areas of learning and development which are broken down into prime and specific areas. In each area of Learning, there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

The Prime Areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

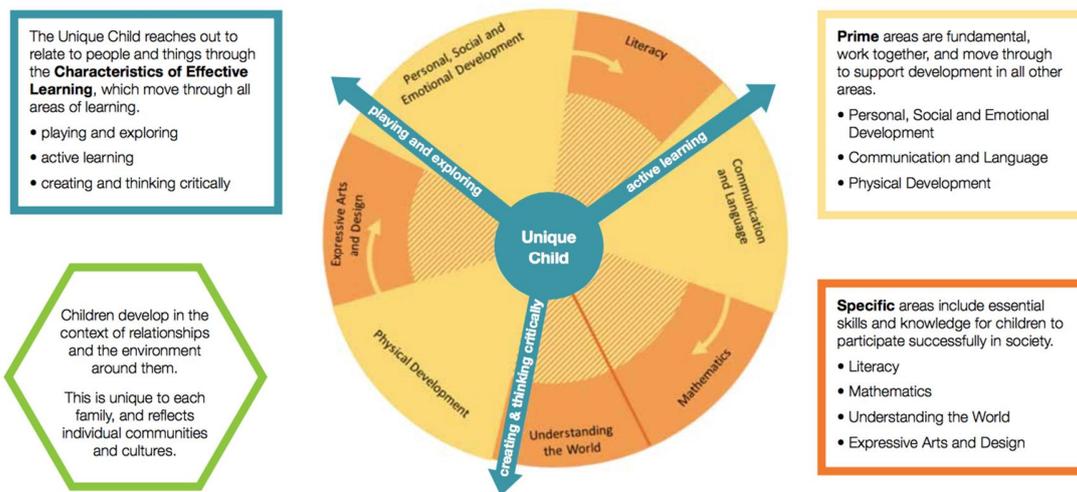
The Specific Areas are:

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

Underpinning development in all areas of learning are the Characteristics of Effective Learning, which relate to the ways children engage with the world, remain motivated and experience success as learners.

The Characteristics of Effective Learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically



An outline of the links between the Areas of Learning and Characteristics of Effective Learning. (Development Matters, 2012)

The Learning Environment

In Nursery and Reception at Lakeside, our learning environment is organised to allow children to explore safely and securely so they can engage in high quality learning and play. All 17 areas of learning are considered in the planning of the activities and resources available for children, and children are responsible for choosing the learning they wish to engage with. Our Nursery and Reception children can flow through into different rooms and spaces where alternative resources are available also. We have a shared outdoor environment which is also planned to support the development of all 17 areas of learning.

End of Foundation Stage Assessments

At the end of the Reception year, Early Years Profiles are completed for all children. A judgement is made on all 17 Early Learning Goals and children are graded on a 3-point scale, below, at and above the Early Learning Goal, which is the Age Related Expectation for leaving Reception.

Children are defined as having made a 'Good Level of Development' at the end of Reception if they have reached at least the Expected level in the Prime Areas of learning: Personal Social and Emotional Development; Physical Development and Communication and Language, as well as the Expected level in two Specific Areas of Learning: Mathematics and Literacy.

Welfare of the child

We provide a safe and secure learning environment at Lakeside. The adults working within the Nursery and Reception classes, seek to form solid relationships with the children from the earliest stage. These help children to feel safe and happy when at school.

Transition is a key priority. All children receive a home visit from two of our team members before starting Nursery. This means that the children become familiar with adults before starting at Lakeside. Meeting new adults in their home environment takes away anxieties that a lot of children feel when starting Nursery. Following on from Nursery, we have a School Readiness programme which parents and children starting in Reception in September are invited to join in the Summer Term. Children get to meet their new Reception teachers and Year One teachers before the end of the Summer Term, to help with transition also.

Safeguarding

See school safeguarding policies.

We use cameras within the EYFS unit to support Learning Journey observations, and this is stated in the induction process. Parent/Carers sign a Lakeside Consent form when their children join the school.

Related Policies

See Assessment policy.

See English policy.

See Mathematics policy.

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