



Lickey Hills Primary School and Nursery
EARLY YEARS FOUNDATION STAGE POLICY
Updated September 2023

It is the aim of the Governing Body of Lickey Hills Primary School and Nursery to support the implementation of policies and procedures which support the vision of:

**"Dream together, believe together and achieve together for all at
Lickey Hills Primary School and Nursery**

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish secure foundations on which to expand and foster a deep love of learning;
- To plan a broad, balanced and relevant curriculum for each child that is regularly assessed and reviewed, developing knowledge and skills that reflects individual rates of learning; including practical and play based opportunities to develop, explore and consolidate their own learning and ideas.
- To offer quality and consistency in teaching and learning so that every child makes good progress; ensuring that no child gets left behind.
- To ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.
- To encourage children to develop independence in a nurturing, secure and friendly environment, recognising their own successes; developing confidence to work towards personal goals and to ensure readiness for future learning and life skills.
- To develop a close partnership with parents and/or carers to support and enhance the development of the child.

Legislation

This policy is based on requirements set out in the [Statutory framework for the Early Years Foundation Stage \(EYFS\) September 2021](#).

Structure of the EYFS

The EYFS consists of a 26 place nursery and a two form entry Reception. In Nursery children can opt for either 5 morning sessions, 5 afternoon sessions or full time provision. Morning session is 8.50-11.50, afternoon is 12.00 to 3.10. Children can use either 30 hours free childcare, subject to eligibility or the universal 15 funded hours and pay for additional hours as applicable. Payment is per session and is £13. Admission to nursery is controlled by the school and places are allocated according to the following criteria: Looked after children (or previously looked after); children in catchment with siblings; in catchment; out of catchment with siblings and out of catchment.

Reception has two classes of 30 children, which aside from two class bases share the environment, allowing the Reception cohort to interact fully.

Reception starts at 8.50 and finishes at 3.20 with the offer to have a staggered arrival from 8.40. Admission to Reception is controlled by Worcestershire County Council.

For parents requiring additional childcare before and after school, there is the opportunity to apply for a place in 'The Hive', our after school provision.

The Curriculum in EYFS

Nursery and Reception follow the educational programmes outlined in the latest version of the Early Years Foundation Stage (EYFS) statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. (DfE 2014: 1.3)

The **Prime areas** are:

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

The prime areas are strengthened and applied through 4 **specific areas** of learning to develop essential skills and knowledge for children to participate successfully in society.

The **Specific areas** are

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

Characteristics of Effective Learning

These are integral to the curriculum provided. In planning and guiding learning practitioners reflect on the different rates of learning. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- ❖ **Playing and Exploring:** Children are encouraged to investigate, experience and explore and are willing to 'have a go'.
- ❖ **Active Learning:** Children are actively involved and able to concentrate. They keep on trying if they encounter difficulties and enjoy achieving what they set out to do.
- ❖ **Creating and Thinking Critically:** Children have and develop their own ideas, make links between ideas and develop strategies for choosing how to do things.

Planning

We believe many children need to be given an initial starting point to learn new things and we find a broad theme is a great way to initially fire the imagination. In both Nursery and Reception our themes provide flexibility to 'follow the children's interests' in determining the direction in which a theme can go as well as to enable us to take into account different needs, interests and stages of development to plan a challenging and enjoyable experience. Planning also follows school themes and local or national events e.g. World book day. The duration of a sub theme may last from a week up to several weeks depending on the children's enjoyment of it.

Children are given the opportunity each week to feed into our planning and to have ownership of their learning. We are equally mindful of our interconnected, relevant and bespoke curriculum in years 1-6 and plan for key skills and learning

in readiness. This enables us to provide a broad range of skills, knowledge and attitudes needed as foundations for good future progress reflecting individual experiences. Through our themes we begin to introduce the golden threads that will then lay the foundations for future years.

Nursery:

Autumn- All about me and Celebrations

Spring- Traditional Tales and Growing

Summer- Superpowers and Superheroes

Reception:

Autumn- Marvellous me!

Spring- All things bright and beautiful

Summer- Underground, Overground, Wandering free

Staff plan in more detail on a weekly basis using observations and interactions with the children to inform where the learning journey should move to, reflecting on the differing ways children learn and taking into account the needs for all. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with other agencies where appropriate. Shared parental contributions are also embraced. Weekly plans are available in the classroom. Although class teachers are responsible for writing plans, the EYFS teachers and support staff collaborate during weekly planning meetings and are encouraged to give input whenever possible.

In order for children to develop and learn effectively, our youngest children focus strongly on the 3 prime areas of learning.

Teaching

Play

Play is essential for children's development, building confidence as children learn to explore, relate to others, set their own goals and solve problems embedded within established routines. Each area of learning and development is implemented through purposeful play, through a mixture of carefully planned adult-led activities as well as child-initiated activities. The environment both indoor and outdoor is designed to provide opportunities for different skills and subject areas. Staff skillfully respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Adults continually model, demonstrate and question what the child is doing, developing learning as well as modelling effective relationships and developing language and

are skilled at recognising when and how to support a child. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending or enhancing the learning as appropriate. Adults are adept at responding to 'in the moment' opportunities that arise from initial learning.

Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Teaching Strategies

As children grow older, and their development allows, the balance gradually shifts to include more adult-led activities to help prepare children for more formal learning, ready for year 1. The children follow a daily routine with clear expectations in place. Getting the balance right between child initiated play and adult led activities is very important to us.

In Nursery we set aside four times each day when the children come together in two family groups for short periods and engage in group activities e.g. personal and social activities or letters and sounds.

In Reception children are taught in the more traditional sense, gathered together on the carpet as a class for literacy and mathematics, increasing in the expectations throughout the year. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc and are particularly important in helping children to learn specific skills and knowledge which we then see through play how much of this learning children have understood and embedded. There is also an expectation that the children complete a 'Tiger task', an independent, adult directed activity throughout the day.

Daily class phonics is taught from the offset.

Mathematics reflects the mastery approach that is adopted throughout the school and follows the Mastering Numbers programme.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for a class story at the end of the day but also that there are many other

opportunities to enjoy a range of reading materials at other times. Nursery pupils share books collectively in small groups, fostering the love of stories. Every Reception child has designated time when they have a paired read with an adult, sharing an appropriately matched phonetic based book. This will then develop into a group of paired readers from Spring term. Books that are sent home are closely matched to the phonetic level of the individual.

Visits and Visitors

As a school we are very keen to fully embrace a vulture culture, where children are guaranteed to have specific life experiences and opportunities during their journey at LHPSN. The part that visits and visitors play in the curriculum at LHPSN is given great emphasis. We aim to have at least one big trip usually in the Summer Term as well as several local visits throughout the year. We are keen to embrace our wonderful local environment and take advantage of the Lickey Hills, which is on our doorstep. We actively seek parental support on trips, aiming for a ratio of 1:3 children in Nursery and a minimum of 1:5 in Reception. For safety reasons we say no to younger siblings coming along on school trips. Visitors also really enhance a topic and we like to have 'experts' coming in to talk to the children, a librarian for example. We often ask parents if they are able (and brave enough!) to share knowledge or a skill, be it cooking, how to bathe a baby, painting mehndi patterns on hands or talking about their job.

Classroom Organisation

Our Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily. Each area is set up in a way to provide children with experiences and activities in all of the seven areas of learning. We have a writing area, maths area, creative area, book corners, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in different areas each day. However we recognise and provide for multilearning within the different areas eg children may tally numbers of balls thrown into a net, write a shopping list in the role play or explore numicon in the playdough. The adults move to whichever area their focus for the session/day is. Observing or facilitating adults are adept at engaging in activities to promote the child's learning, interacting widely within the environment. The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas but also allows for different skills for example larger physical equipment,

problem solving resources eg crates and planks as well as setting up spaces for a maths game, reading and for construction.

Assessment, Observations and Learning Journeys

Ongoing observations and informal assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing and actively engaging with children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Assessments and observations happen as part of a dialogue between staff which help inform next steps and future learning and at relevant and key points with parents. This allows staff to identify areas of concern or children who are not making appropriate progress and to put actions into place to address this eg interventions. Through our interactions we use 'Evidence Me' our online observational and assessment tool to 'Remark on the Remarkable' These are key moments of a child's journey and as a result we do not specify on the frequency of these. We also use 'Evidence me' to share lovely moments that have happened within the school day. We equally encourage parents to respond and share learning and special moments at home through this app.

On entry to Nursery and Reception we carry out baseline assessments for each child. Within the first six weeks that a child starts Reception staff will administer the Reception baseline Assessment(RBA). Throughout the Early Years the class teacher submits baseline assessment data and end of year data to the EYFS leader and the Head Teacher showing each child's development across the seven areas of learning.

At the end of Reception teachers complete the EYFS profile for each child, making a holistic best fit judgement against each of the 17 Early Learning Goals (ELG) and indicate whether a child is:

- Meeting expected levels of development
- Not yet reaching expected levels of development

Judgements are made from the ongoing observations and discussions that have happened continuously throughout the year. Moderation of judgement occurs internally and with our Grove partnership schools. EYFS profile data is submitted to the local authority.

A child who achieves the ELG in each of the prime areas as well as literacy and numeracy is awarded a good level of development (GLD). This information is also

communicated to parents and carers in the Reception child's end of year report as well as with year 1 staff.

Partnership with Parents and Carers

We believe that parents and carers are a child's first educator and recognise that children learn and develop best when there is a strong partnership between home and school. Therefore we work very closely to ensure parents/ carers are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting and have clear guidance on how a parent can arrange to do this.

Parents and carers are kept up to date with their child's progress and development throughout the year through 'Evidence me' and both informal conversations. Parents are encouraged to contribute regularly as well as to actively engage in home learning. Each year, parents attend two parents evenings and receive a Summer report, which notifies them of their child's attainment and progress. The Summer term report informs parents of their child's attainment in each area of learning and helps provide parents with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are informed of any areas of concern at the earliest opportunity so that a collaborative approach to further supporting the child can be implemented.

As well as parents evenings we offer a 'Meet the Teacher' session at the beginning of the school year. There are also opportunities for parents to reflect and provide feedback on our practice to help us continually reflect and improve our provision. We offer parenting workshops and other sessions for parents, such as our successful phonics meeting.

When a child gains a place at LHPSN we ask them to attend a session at the school alongside the other children who will be starting. We give each family an 'All About Me' booklet to complete with their child over the summer, which is then shared in school when they start. We also offer a well received home visit prior to starting school. Over the first few days of school we support parents and carers allowing them to stay for as long as they wish in the classroom to ensure the transition to the school goes smoothly and will liaise closely with parents to further support their child to settle if applicable. We have a staggered entry into Nursery and an optional staggered entry into Reception. We are aware that most parents will be part of the school for the next seven or eight years and want them to get to know their child's peers and their families, so within the first half term we arrange a 'welcome' event for all parents and children. This is a lovely informal opportunity to meet the EYFS staff and wider

staff within the setting. We continue to invite parents into school throughout the foundation stage at various points eg Mother's day.

Key adult

The class teacher is the named key worker for each child in the setting. They help ensure learning and care is tailored to meet a child's needs. The key person supports parents and /or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support if appropriate. All adults within the Early Years setting actively seek to form positive, respectful relationships with the children in their care and ensure children are safe and well. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. On occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

Health & safety and safeguarding

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.

Safeguarding

We follow all the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage (2021) .

It is important to note that members of staff do not use their mobile phones or personal devices in the classroom and are prohibited from taking photographs with their personal devices. This is in line with the school's Safeguarding Policy.

Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS.

These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We follow whole school procedures for child protection (see separate policy).

The Head Teacher, Deputy Head Teacher and Hive manager are the named Designated Safeguarding leads and all concerns are shared with them. We have separate policies for medicine in school and off-site visits.

Health

We are a healthy school and our children receive free fruit and milk from a Government scheme. All children in the Nursery eat a home packed lunch. Pupils

in Reception have the option to bring a home packed lunch or to have a free school meal provided by our on site caterers 'Class Catering', which provides options to support specific dietary requirements. We carry out food tasting and cooking activities regularly and staff have been trained in food hygiene.

Throughout the Reception year, children have medical checks for height and weight, flu immunisations, sight, and hearing. Parents have the option to withdraw their children from these checks. We promote good oral health as well as good health in general in the Early years. We develop this through themes and stories and whole school themed weeks e.g. anti-bullying week. For oral hygiene we talk about healthy foods and the effects of eating too many sweet things and the importance of brushing your teeth.

We take all accidents seriously and always log incidents. All staff are first aid trained. We phone home immediately if a child receives a significant bang to their head or face. Cold compresses are stored in the kitchen freezer. We have a medical room in EYFS which includes a first aid wall with GDPR protected information of children with Medical needs. We have policies for illness and medicines, which can be found on our school website.

All children are encouraged to start school without nappies but support is provided for children who are not yet toilet trained. We acknowledge that young children often have 'accidents' (i.e. wet themselves) and share an intimate care policy and agreement with parents. We keep stocks of spare clothes and assist children who need support. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed.

Managing Behaviour

All staff are trained in positively managing children's behaviour and follow a whole school approach to enable children to manage their own behaviour and promote successful and positive interactions. Staff have been trained in physical intervention. Parents would be notified in the unlikely event that this has been used.

Safety of Environment

The school grounds and all large climbing equipment is checked by our site officer and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment.

This policy has been reviewed September 2023

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
<ul style="list-style-type: none"> • Safeguarding policy and procedures 	<ul style="list-style-type: none"> • See child protection and safeguarding policy- see parent section-website
<ul style="list-style-type: none"> • Procedure for responding to illness 	<ul style="list-style-type: none"> • Attendance policy- see policies-parent section-website
<ul style="list-style-type: none"> • Administering medicines policy 	<ul style="list-style-type: none"> • See supporting pupils with medical conditions policy- see parent section-website and given to parents in welcome pack
<ul style="list-style-type: none"> • Procedure for checking the identity of visitors 	<ul style="list-style-type: none"> • See child protection and safeguarding policy-see parent section-website
<ul style="list-style-type: none"> • Procedures for a parent failing to collect a child and for missing children 	<ul style="list-style-type: none"> • See Hometime and Morning Late Arrivals procedure- see policies- parent section-website • See attendance and punctuality see parents section-website
<ul style="list-style-type: none"> • Procedure for dealing with concerns and complaints 	<ul style="list-style-type: none"> • See complaints policy-see parent section-website
Additional useful policy or procedure for the EYFS	Where can it be found?
<ul style="list-style-type: none"> • Intimate Care Policy 	<ul style="list-style-type: none"> • Intimate care policy-see parent section-website
<ul style="list-style-type: none"> • Behaviour Policy 	<ul style="list-style-type: none"> • Behaviour policy -see parent section-website
<ul style="list-style-type: none"> • Mobile phone policy 	<ul style="list-style-type: none"> • Mobile phone policy -see parent section-website
<ul style="list-style-type: none"> • Admissions procedures 	<ul style="list-style-type: none"> • Nursery admissions and charging policy -see parent section-website

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