



LOUGHBOROUGH
PRIMARY SCHOOL

Loughborough Primary School & Children's Centre

EYFS Policy 2020- 2021

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Headteacher

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Chair of Governors

1. Vision:

At Loughborough Primary School we provide children with an environment which promotes the learning and development of every child attending our school. Our EYFS curriculum is designed to allow children to develop the knowledge and learning behaviours that they need to succeed in life. Children's learning is led through a balance of adult-led and child-initiated activities where children have the opportunity to investigate and apply their learning using our stimulating indoor and outdoor environments.

It is our aim that children will leave the EYFS as confident, independent and reflective learners. Our learning environments, alongside interactions with our skilled staff, are carefully planned and resourced to allow children the opportunities to:

- Develop their communication and language skills
- Expand their confidence and independence
- Learn through active play and exploration
- Enjoy learning and have fun
- Build positive relationships with adults and peers
- Seek challenge and learn from mistakes
- Develop their gross and fine motor skills
- Gain the basic skills, knowledge and understanding required to best prepare them for the next stage of their education.

We believe that all children are capable of achieving amazing things and we develop this through having high expectations of all the children in our school.

2. Intent:

Our aim at Loughborough Primary School is to nurture and inspire children in their learning, so that school is a place where fascination, creativity and endless possibilities are on offer. We follow the Early Years Foundation Stage Framework and incorporate experiences and opportunities which best meet the learning and developmental needs of all children, thus allowing them to flourish. We recognise that children come into our setting with varied experiences and as a result of this, our staff work hard to ensure that the learning opportunities provided widen pupils' knowledge and understanding, giving them the best possible start to their education.

We aim to provide children with the vital knowledge and skills that they need to acquire in order to achieve the Early Learning Goals at the end of Reception whilst also preparing them for the National Curriculum in Year One.

We recognise that speaking and listening is a crucial element in Early Years. Communication and Language is identified as a prime area of learning, and many of the early learning goals make explicit reference to children's ability to talk about their knowledge, skills, and understanding. We have built our curriculum around high quality texts that promote vocabulary development, and enable us to further extend and develop children's

language. We also believe it is important that our pupils' heritage and culture is reflected in the learning environment and that our pupils' identities are reflected in the texts they have access to. We are proud of the fact that our books celebrate diversity and are truly representative of our wider school community. Using this approach, we can be sure that our children have rich experiences which will facilitate life-long learning and deepen their understanding of the world that they live in.

We aim to support and empower our parents in developing a love of reading with their child(ren) as we know that this can have a significant impact on a child's future learning experiences and attainment.

We take pride in creating a highly inclusive environment, where children of all abilities demonstrate high levels of enjoyment in their education. Learning is carefully designed to ensure all children have the opportunity to reach their full potential. Those who are most able, are challenged to master a concept and learning is extended. Pupils who are identified as needing more support are given additional opportunities to work in a small group to embed skills, to develop at their own pace and learn in a way which is suitable for their individual needs.

Implementation:

Our aim at Loughborough is to ensure that we:

- offer a broad and balanced curriculum, by planning sequences of activities that provide meaningful learning experiences and build on pupils' prior learning.
- Provide a careful balance of both adult led and child-initiated learning opportunities.
- develop children's enthusiasm and promote a love for reading as this is fundamental in helping to develop their language skills and in closing the word gap.
- use core texts that stimulate discussion about the world around us and enable us to promote a love of learning through real life and engaging experiences.
- provide high quality interactions with adults where staff act as role models to the children they teach in order for children to develop their own speaking and listening skills.
- use high quality questioning and interactions to check understanding and address misconceptions.
- value the importance of effective communication which encourage all our children to communicate effectively using a wide range of strategies.
- carefully assess what the children are doing and then using this to inform the next steps of learning in order to effectively meet individual pupil needs.
- develop an effective, engaging and stimulating environment so that children can access all areas of learning both inside and outside at any one time.
- plan and organise the continuous provision which allows for all children to learn effectively through play.
- develop strong parental partnerships which empower parents to support their child's learning at home.

Impact:

- ✓ Children demonstrate high levels of engagement and motivation which allows them to become lifelong learners.
- ✓ Children explore continuous provision in a much more meaningful way.
- ✓ Children develop effective speaking and listening skills and are able to communicate effectively to both adults and children alike.
- ✓ Children develop a wider sense of the world around them and can draw on these experiences during interactions with others and link this knowledge to any new learning that takes place.
- ✓ Children develop a sense of self-awareness and become confident in their own abilities.
- ✓ Children develop their characteristics of learning and are able to apply their knowledge to a range of situations.
- ✓ Children are well prepared for the next stage in their school career (Key Stage 1).
- ✓ Children are confident to take risks and are able to discuss what has gone well and areas of improvement and can say what they would do differently next time.
- ✓ Children have a love of reading and can make personal links with the texts they have heard or read.
- ✓ From their own starting points, children make good progress academically and socially, developing a sense of themselves so that they are well prepared for Key Stage 1.
- ✓ Children are supported by adults that are well trained and are passionate about providing the best education for every child.
- ✓ Teachers evaluate their own lessons and plan next steps according to the things that they noticed.

3. The Curriculum in the Early Years:

The Statutory Framework for the Early Years Foundation Stage 2017 is based upon four themes:

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

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. There are seven areas of learning as detailed in the curriculum:

Three Prime Areas	Four Specific Areas
Communication and Language, Physical Development, Personal, Social and Emotional Development	Literacy, Mathematics, Expressive Arts and Design, Understanding of the World

A Unique Child:

At Loughborough Primary School, we value the rich diversity of individuals within our school community. All children are treated fairly regardless of race, gender, religion or abilities. In the Foundation Stage, we plan for and set challenging expectations that meet the needs of all our children regardless of gender, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

It is essential that each child is respected as an individual and the children's efforts and interests are valued as being instrumental to successful learning. Children will be encouraged to try out a range of activities and tasks, and their attempts are celebrated and praised. Our aim is for all children to want to try out new things and begin to build the personal qualities of inquisitiveness, curiosity and resilience so that they will want to continue to learn.

We understand the importance of early intervention for children facing specific developmental/ learning challenges. We have an experienced SENDCo and strong links with a range of external agencies who provide specialist support (including the Autism support team and Speech and Language team). These agencies work closely with the schoolstaff as well as parents and carers to ensure high quality support is available for children and families.

Positive Relationships:

Positive dispositions for learning include courage and curiosity, trust and playfulness, perseverance, confidence and responsibility. Positive relationships, positive behaviours and successful partnerships are modelled clearly to children. In class, we encourage good peer to peer relationships and from an early age and we promote values as sharing, turn taking, negotiation, helping one another and team work and use these as classroom activities as 'teachable moments.'

Enabling Environments:

The environment plays a key role in supporting and extending children's learning and development. All children need to feel safe and secure in their learning environment so they can explore, make decisions and try out new things. When children feel safe and secure they are able to explore their learning environment fully. The 2 plus, Nursery and Reception classrooms are well organised to allow for children to become independent and active learners. Our continuous provision reflects the needs of our children considering how we can best support our children, how we can challenge and how we can extend our children's knowledge and understanding further.

Our outdoor area is also a key learning environment as many aspects of learning can take place outside. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different

ways and on different scales than when indoors. The children can explore, use their senses and be as physically active as they wish.

Learning and Development:

The planning objectives used in the early years are taken from the Development Matters Statements and Early Years Foundation Stage document. We have built our curriculum around high quality texts and value the importance of language acquisition. Our strong focus on speech and language development allows children to access the EYFS curriculum and in turn make excellent progress towards reaching the good level of development at the end of Early years.

We provide learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We are passionate about giving children the very best experiences both inside and out and value the outdoor environment as being a powerful place where important characteristics and learning dispositions such as resilience can be developed.

4. Assessment:

We make regular assessments of children's learning and we use this information to ensure that future planning will show how we will best support our children in order to guide them to achieve certain milestones or 'next steps'. These next steps enable us extend the children's learning further. Assessment in the Foundation Stage takes the form of both formal and informal observations such as writing incidental and narrative observations, taking photographs of key learning and assessing independent work products. At the end of Reception, the children's progress is recorded on to the Early Years Foundation Stage Profile where each child's level of development is recorded against the 17 Early Learning Goals.

All children have their own online profile 'Evidence me' and staff use the Early Years Framework in order to make secure judgements on the children's level of development. Each profile is a collection of observations written about the child, detailing any significant learning that they demonstrate in the early years and contribute and form part of the end of term assessment where children are tracked according to their developmental band.

5. Safety and Well-being:

The safety and well-being of the children is the responsibility of every member of the EY Team. If there is ever a situation that causes concern to a member of the EY staff, it is the staff members responsibility to report it immediately. All safeguarding concerns are managed in line with the school's safeguarding policy and procedures.

6.Working with Parents and Carers:

“Providers must enable a regular two-way flow of information with parents and/or carers” Statutory Framework for the EYFS 2017 (3.68)

Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities as they grow up.” Page 5 of the Statutory Framework for the EYFS 2017

Successful relationships become partnerships when there is effective two-way communication, and parents and staff really listen to each other and value each other’s views. We recognise that children learn and develop best when there is a strong partnership between staff and parents. There will be long-lasting and beneficial effects on children’s learning and well-being if a positive relationship is maintained throughout.

We believe it is vital that parents and carers are kept up to date with their child’s progress and development. Parents will be regularly updated about their child’s progress through termly parent consultations and annual reports. There will also be regular opportunities to look at pupils’ ‘Learning Journeys’, these provide parents with a well-rounded picture of their child’s knowledge, understanding and abilities. Teachers and leaders are also available by appointment and at the start and end of each day for an informal conversation.

Audience	All Staff, Governors, Parents
Date for renewal/updates/review	Annually
Named person responsible for monitoring	Governors & Headteacher
Ratified by Governors	24 th March 2021