



**Lubbins Park**  
*Primary Academy*

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## **EARLY YEARS FOUNDATION STAGE POLICY**

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**Approved by:**

Epsilon Star MAT Board of Trustees

**Date Approved:**

July 2024

**Next review due:**

July 2025

This document outlines the values, aims and philosophy of early years teaching and learning in the Foundation Stage at Lubbins Park Primary Academy.

### **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### **Legislation**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2024.

This document also complies with our funding agreement and articles of association.

### **Structure of the EYFS**

At Lubbins Park we have a Nursery and a Reception class.

Children are to be 3 years of age in order to join our Nursery. Children are able to attend a morning session (9:00 – 12:00), an afternoon session (12:00 – 15:00) or full days (9:00 – 15:00). Parents need to specify upon application, the sessions they wish their child to attend. If children are eligible for 30 hours funding this will cover 5 full days.

The costing is as follows:

Additional sessions are charged at: £20.00

These costings do not include any meals, but children are provided with milk and a fruit snack each day.

Children in nursery should bring a packed lunch.

Children start in the Reception class in the September after their 4<sup>th</sup> Birthday. They are provided with a fruit snack and milk and free school meal.

### **Early Years Foundation Stage (EYFS)**

The EYFS is based upon four, overarching principles:

- ✓ A unique child
- ✓ Positive relationships
- ✓ Enabling environments with teaching and support from adults
- ✓ Learning and development

### **A Unique Child**

At Lubbins Park Primary Academy, we recognise that children develop individually, in their own way, and at varying rates. We see every child as a competent learner who is capable of being resilient, capable, self-assured and confident. Praise and encouragement, in addition to celebration and rewards, encourage children to develop a positive attitude to learning.

### **Positive Relationships**

At Lubbins Park Primary Academy, we understand that children thrive and learn to be strong and independent from secure relationships. We aspire to develop respectful, caring, professional relationships with the children and their families.

### **Enabling Environments with Teaching and Support from Adults**

At Lubbins Park Primary Academy, we aim to provide an enriching and inspiring environment. We recognise that the environment plays a significant role in supporting children's development. Children's interests, stages of development and learning needs are noted in order to plan challenging, achievable activities and experiences to further extend the children's learning, building learning over time. We understand the importance of a strong partnership between practitioners and parents and/or carers and we work on establishing sound relationships from the start.

### **Learning and Development**

At Lubbins Park Primary Academy children are encouraged to explore and learn securely and safely. We are lucky to have a large Nursery classroom, a large Reception classroom and a well-resourced outdoor area. Children freely visit specific areas where they are able to locate the resources they need independently, choosing to be active or have some quiet time. Children develop and learn in different ways and at various rates and all areas of Learning and Development are equally vital and inter-connected.

At Lubbins Park Primary Academy, we believe that early childhood is the foundation on which children build the rest of their lives. We value the key role that the Early Years Foundation Stage plays in laying secure foundations for future learning and development and view the EYFS as preparation for life. Teachers and practitioners working in Foundation Stage continually build upon an individual's prior learning and experience. Parents/carers, support staff, and the Foundation Stage team aim to work effectively together to support each child's learning and development.

At Lubbins Park Primary Academy, we aim to provide a broad, balanced curriculum that will enable children to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is respected as an individual and teaching and learning is based on the understanding that children develop at different rates.

### **Learning and Development**

Learning and development is categorised into three prime areas of learning:

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

Additionally, there are four specific areas of learning:

Specific			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Learning Through Play**

At Lubbins Park Primary Academy, children learn through planned play activities and more formal learning approaches. Staff decide when child-initiated or adult-led activities would provide the most effective learning opportunities.

### **Observation, Assessment and Planning**

At Lubbins Park Primary Academy we believe good planning is crucial in making children's learning valuable, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning highlights how the principles of the EYFS are put into practice and is continuously informed by observations made of the children in order to understand and consider their current interests, development and learning needs. We plan activities to engage and excite. We take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Planning is based around a core text in Nursery and Reception and takes into consideration indoor and outdoor provision. The Kapow scheme is used to support planning and enhance provision. There are yearly overviews for Nursery and Reception, which outline the texts and Kapow units that will be taught. This is then used to inform weekly planning. White Rose is used across the EYFS to embed key mathematical skills and concepts. From nursery, children are taught phonics using the Read Write Inc scheme. We use the 'making a strong start' document to introduce children to the sounds. Phonic sessions progress throughout the EYFS.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

### **Assessment**

At Lubbins Park Primary Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles and log these on the platform 'Evidence me'. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers on the app.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

During their year in reception, observations and assessment activities will be used to track the child's progress and be recorded on Sonar. This will allow us to provide intervention and support for children who may need it.

In addition to this, children will be assessed half termly in relation to their phonics using the Read Write Inc assessments.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

### **Parental engagement**

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents are kept up to date with their child's progress and development. The EYFS profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. Parents will be offered the chance, to come and discuss their child's progress with their key person. A report is sent home to parents at the end of the academic year.

Use of the 'Evidence me' app for parents of nursery and reception children ensures that parents and carers are kept up to date with the learning that has been taking place at nursery and school.

In Reception, there is a parent's evening in the Autumn term to discuss how each child has settled in to the class. There is a second parents evening in the spring term and an end of year report is sent home at the end of the summer term. The end of year report will outline the child's strengths and areas for development as well as the EYFS profile.

In Reception, a weekly homework is sent home which is a 'talking homework'. This outlines for parents some key things that we have done that week and questions or activities they can explore with their child at home. In addition to this, children are sent home a keyring with the phonic sounds they have been learning and stickers in their reading diaries which specify the sounds their child needs to focus on at home. Parents are also kept up to date with which books their child is on by a half termly sticker in their reading diary.

### **Safeguarding and welfare procedures**

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
  - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
    - For all other classes, we have at least 1 member of staff for every 13 children
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## **The Induction Process**

During the Summer Term, prior to starting school, the following meetings/visits are conducted:

- Foundation Stage staff will meet with pre-school settings from which September's intake will be taken.
- Each child and their parents will be invited to spend some time at Lubbins Park Primary Academy in order to familiarise themselves with both the staff and the Foundation Stage environment through Parent Workshops.
- Children will be invited to a transition session so as they can spend some time in their new classroom, meet their new classmates, and spend time with their teachers.

Parents will be offered an appointment time for a home visit with the class teacher, which will take place at school in the term before the child is due to start school. This is an opportunity for parents/carers to ask questions, discuss concerns and talk in detail about their child.

When children join the school in September the following procedures will apply in order that they can adjust gradually to their new surroundings:

- On the first and second day of school, children will attend for the morning session and will be collected at 12pm.
- On the third day of school, children will attend for the morning session and stay for lunch. Children will be collected at approximately 1p.m.
- Thereafter, children will attend for the full school day unless Foundation Stage staff and parents agree that it is not in the best interests of an individual child.

## **Home and School Links**

Staff at Lubbins Park Primary Academy recognise that parents are a child's first and most enduring educators and we aim for the school and parents to work closely with the EYFS team. Working together can have an extremely positive impact on a child's development, however this relies on a two-way flow of information and knowledge.

At Lubbins Park Primary Academy, we aim to develop this working relationship between the school and parents/carers by:

- outlining the school's expectations in our Home – School Agreement.
- holding a parent consultation early in the school year to establish how a child is settling into the school environment.
- publishing a curriculum overview on the school's website detailing the areas of learning and the overarching theme of the term or half-term.
- operating an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Equally, if Foundation Stage staff have concerns about the progress of a child, we will immediately approach parents and carers to discuss them.
- providing parents with occasions to celebrate with their child, for example, Christmas performances.

## **Intimate Care**

'Intimate' care is any care which involves washing, touching or carrying out an invasive procedure that most children of Nursery and Reception age children are able to carry out themselves.

Depending on a child's age and stage of development, some children may need support in this area, for example, dressing or cleaning and changing a child following an accident. In most cases, intimate care relates to personal hygiene and it is good practice for the school to inform the school nurse of all children requiring consistent intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs. At Lubbins Park Primary Academy, we understand it is important that staff work in partnership with parents to provide the correct support to an individual child.

### **Inclusion and Equal Opportunities**

At Lubbins Park Primary Academy children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. SEN (Special Educational Needs) plans identify targets in specific areas of learning for those children who require additional support in line with the school's Special Educational Needs Policy. The school's Special Educational Needs (SEN) Coordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

The EYFS team, in line with the school's Equal Opportunities Policy, will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

### **8. Monitoring arrangements**

This policy will be reviewed and approved by the Head of Academy Headteacher every year. At every review, the policy will be shared with the board of trustees.