



LEAGRAVE PRIMARY SCHOOL

'Striving for Excellence, Learning for Life'

EARLY YEARS FOUNDATION STAGE POLICY

Ratified by Governors

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STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Early Years Foundation Stage Policy

Introduction

At Legrave Primary School we understand early childhood education. We understand how children learn rapidly in these formative years and we know that capturing this critical period of development at exactly the right time is crucial for laying solid foundations for lifelong learning, health and well-being. *There is no tomorrow.*

We know and understand that a key determiner of high achievement in later years is a successful early year's education and as such, we have considered and carefully planned the learning and experiences our children will encounter.

The early education provided at Legrave Primary is based on the unwavering belief that experiences in the early years set the tone and build the rhythm and cadence for learning and life.

The Early Years Foundation Stage is a statutory document. Our policy outlines the broader **Intent**, **Implementation** and **Impact** of our approach to Early Years Education alongside the statutory requirements.

Intent

At Legrave Primary School we follow the statutory framework and guidance for early years, however, our curriculum encompasses a wider remit. The framework provides the trunk of our children's learning but branches out to provide opportunities to broaden their horizons, build their cultural capital, expand their thinking and respond to their learning needs and interests.

At Legrave Primary School we have a robust focus on the prime areas whilst strengthening and applying specific skills in number, literacy, understanding of the world and creativity. We respond directly to need and as such have a particularly strong focus on developing children's language, early reading and social skills as priority areas. We provide a curriculum which offers a language rich environment and experiences which are both happy and positive and enable them to grow academically and emotionally.

We consider the characteristics of effective learning in our plans and ensure that playing and exploring, problem solving and creativity are embedded within our curriculum.

At each stage of our children's development, our intent is to lay solid foundations for the next stage so we are careful in our observations and assessments and allow these to inform the next steps in their learning. We consider and align skills, knowledge and understanding at each age phase and reflect these in our curriculum. The provision we offer will adapt and change as appropriate and necessary in response to cohort need and contexts.

Implementation

Children access the curriculum and learn through a structured balance of adult led and child initiated activities. Their days are carefully planned so that they receive directed teaching in English, maths and phonics every morning which is supported by focus groups for children who may need additional input. We have extensive and well- resourced indoor and outdoor provision which is utilised across all curriculum areas to enable children to apply and enhance the learning experienced in the taught sessions.

Play is an important aspect of our implementation and children are provided with opportunities to engage in it purposefully. We encourage exploration and risk taking through a variety of experiences which are carefully planned to engage and challenge. We facilitate the 'loose parts' approach to spark interest and encourage curiosity.

The curriculum is planned in conjunction with subject leaders to enable all aspects of learning to be developed. There are clear links between prime and specific areas and KS1 subjects which enables knowledge to be built upon at each stage.

In response to our children's needs, key vocabulary has been identified and isolated and is taught and encouraged across the setting through a range of strategies including modelling, story- telling and sharing, book exploration, reading aloud, conversation groups and explicit teaching.

Early reading is at the core of our learning. We have a rigorous and systematic phonics programme with matching reading books where children can apply their knowledge.

We place a significant emphasis on social skills. Turn taking, communication, negotiation and self-regulation are explicitly taught through the planned activities.

We are a school, rich in diversity and as such encourage and practice tolerance and empathy whilst celebrating and embracing the uniqueness of each child. We celebrate a wide variety of events and significant festivals across the faiths to reflect the community whom we serve.

Quality assessment is key to meeting the needs of the children and information gained from our assessment tools shape the content of our curriculum. We use early years developmental criteria and information gathered from parents and adults who work with the children to identify the most appropriate learning journey for each child.

We have a highly skilled early years workforce who understand early education and their role in it. Their careful observations play an integral role in children's development and enable them to collaborate and respond to individual needs and identify next steps.

We are mindful that children develop at different rates particularly in the early years therefore we are careful in assessments and vigilant to signs of delay as we believe that early intervention has the potential to make the difference to successful development. Our SENDCO (Special Educational Needs

and Disability Co-ordinator) leads on provision for children who may experience barriers to their learning which relate to a special educational need.

We appreciate the role of parents as partners in their child's development and run workshops and open lessons to encourage participation and engagement. We welcome contributions and observations from parents and carers as it helps to form a holistic picture of their child.

Experiences in the early years can shape children's perception of learning throughout their education. We are aware that transition can be an area of vulnerability so we pay special attention to these points. We have three specific transitions during children's time in EYFS and each of these is managed with care in partnership with parents and adults across each phase to ensure smooth and confident moves.

We take the emotional and physical safety of children extremely seriously both in and out of school. We have a dedicated safeguarding team who are alert to early warning signs that may signal a child is unsafe. From the very early days of their education we teach children to think about and how they can keep themselves safe and ensure they know who to talk to if they are concerned.

Impact

Through the implementation of our curriculum the children make excellent progress from their starting points and develop skills knowledge and understanding across the prime and specific areas. Where there are emerging delays we apply early intervention to provide them with the best possible start in year one. The children are proficient in early reading skills which enables them to access the wider curriculum. Children are ready for KS1 both academically and socially.

Policy Implementation

- The School Governing Body is responsible for the implementation, review and evaluation of this policy.
- This policy is freely available on the school's website and a hard copy is available, on request, from the school's office.
- It was agreed and adopted by the Governing Body of Legrave Primary School on
- This policy will be implemented in **November 2023**.
- It will be reviewed in **November 2026** or before, if legislation changes.