

# Lady Bay Primary School

## Early Years Foundation Stage Policy



### **'The Lady Bay Way'**

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## **Aims and Values**

At Lady Bay Primary School, we recognise that the Early Years are an important stage of children's development and we believe that learning in the Foundation Stage helps children to develop positive attitudes to education laying the foundations for lifelong learning. We value all our children as individuals and aim to give every child the opportunity to achieve their full potential. We also acknowledge that children learn and develop in different ways and progress at different rates. We aim to provide a broad and balanced curriculum and provide opportunities for children to develop their knowledge, skills and understanding across all areas of learning and take a child-centered and cross-curricular approach to teaching and learning.

This policy outlines how we seek to provide:

- High-quality teaching and learning which ensures that every child makes good progress from their starting points
- Meaningful, hands-on learning opportunities which interest, excite and spark curiosity
- Regular opportunities for ongoing formative assessment and observations of children's independent learning
- A close partnership between teachers, teaching assistants and parents / carers
- Equal opportunities for all children, ensuring that every child is supported and included
- A rich, stimulating and safe environment where children can practice and revisit new learning independently through purposeful play activities, both indoors and outdoors

## **Teaching and Learning in the EYFS**

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage that came into effect from September 2024. There are seven areas of learning and development which shape teaching and learning in the Foundation Stage:

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

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

All of the areas of learning are interconnected and equally important. For the most part, we plan lessons and activities which are based on a particular theme or topic, or stem from the children's own ideas and interests.

## **Learning Through Play**

Learning in the Foundation Stage is delivered through a combination of adult-led and child-initiated opportunities. Learning through play is an important part of the Foundation Stage as it allows children to ignite curiosity, develop and practice their skills through hands-on meaningful activities whilst also interacting with their peers. Teaching staff provide purposeful play activities through the continuous provision activities available each day, and ensure that the learning environment enables children to independently select and use the resources they need to extend their play and enhance their learning.

Learning through play also enables teaching staff to support children in developing the Characteristics of Effective Learning:

- **Playing and exploring:** pupils investigate and experience things, and are willing to 'have a go'.
- **Active learning:** pupils concentrate and keep on trying if they encounter difficulties, and enjoy celebrating their achievements.
- **Creative and critical thinking:** pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **The Learning Environment**

We have one Foundation stage unit, however the children are registered and taught in their own base classrooms for whole class carpet sessions, but they can access the whole of the unit during the continuous provision. The unit is set up to enable children to use and develop their skills in all areas of the curriculum, accessing the resources and equipment they need independently.

At Lady Bay, we also make full use of the outdoor provision and outdoor activities take place every day throughout the year and in all weathers. The outdoor environment offers opportunities for active learning and allows children to explore the world around them first hand. Learning outdoors also allows children to play on a much larger scale, developing their strength, balance and coordination and using all of their senses. Staff in the Foundation

stage plan activities for the outdoors which support the children's development in all areas of learning. When learning and playing outside, staff ensure that children have access to resources and equipment to support development in all areas of the curriculum.

## **Assessment in the EYFS**

Within the first 6 weeks of a child starting in foundation, the class teacher's carry out an individual baseline assessment for each child, the RBA, and our own tailored baseline to Lady Bay. This enables them to determine appropriate starting points and activities to support children's learning, and also helps us to find out about a child's interests, likes, dislikes, strengths and areas to improve. Using the information gathered from ongoing daily assessments, staff are able to plan activities which are fun, relevant and meaningful for the children in our care.

Throughout the year, teachers carry out regular assessments of children and track their progress towards the 17 Early Learning Goals. The ELGs support the teachers to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. This is undertaken by Foundation teachers and reported to the Local Authority. The Profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. At the end of the Summer Term, parents will receive a report outlining whether their child is Emerging or Expected for each of the 17 Early Learning Goals.

## **Observations of Learning**

Observations of children, play an important role in assessment in the Foundation Stage. Teaching staff will often stand back and observe children, rather than interrupting their play. We feel that it is extremely important that adults do not overshadow the children, and instead strive to foster the child's natural curiosity and imagination and provide opportunities to extend learning through play activities.

During child-initiated activities the adult can extend children's learning by using some of the Rosenshine Principles:

- Providing additional resources.
- Observing the children.
- Asking open questions. (How could you...)
- Playing alongside them.
- Interacting with the children. (I wonder if....)
- Giving praise and encouragement. (I like how you have...)

- Taking photographs to use as a talking point at a later time.

## **Transition**

Before children start school in Foundation, they will have a number of visits to help them settle into their new setting and meet the staff. Each year, we run a 'New Starters' information evening for parents and carers of children starting in Foundation. This is an opportunity for parents to meet the staff that will be working with their children and ask any questions they may have. During the Autumn term, there is also a Welcome Meeting/ Open Afternoon and Parents' Evening to discuss how the children have settled in and to share any information about children's learning and individual needs.

## **Partnership with Parents**

At Lady Bay, we highly value strong parental links as we recognise that parents are children's first educators. The information parents can provide about their child is fundamental to establish starting points.

We believe in a two-way flow of communication between home and school. In addition to their home school diary, every parent has access to their child's SeeSaw account where staff and parents can continue their communication. Staff also share daily photos/videos and information to keep parents informed and updated on their child's learning journey. We also share regular updates about our topics and activities via the school website. The website is regularly updated, with lots of ideas for how parents can support their child at home and various guides on phonics, reading and early maths.

## **Food and nutrition**

At Lady Bay we are committed to supporting children's health and wellbeing by promoting a positive, safe, and consistent approach to food and nutrition. We provide a healthy snack each day (fruit or vegetables) for all the children. The parents can also send in a healthy snack (fruit, vegetable sticks, breadsticks or crackers). Drinks are limited to plain water or milk — no squash, juice, or fizzy drinks.

In Foundation, we have two snack sessions, one in the morning and one in the afternoon. The children have to sit down on the 'snack mat' to eat their snacks. A paediatric first aider is always with the children whilst they are eating. At lunchtime, there is a PFA watching the children whilst they eat ensuring their food is cut up into small pieces to reduce the risk of choking.

## **Roles and Responsibilities**

The Foundation Stage Leader is responsible for monitoring and evaluating the application of this policy. They are also responsible for monitoring the quality of teaching in the Foundation Stage, alongside the Headteacher and the Deputy Headteacher. The EYFS leader will also be involved in ordering resources, supporting colleagues in teaching and planning

for the EYFS and ensuring staff are kept informed about current developments in the Foundation. Class teachers are asked to record good examples of work and make these available to the subject leader as evidence of achievement and progression.