



LaceyField

The home of Eastfield Infants and Nursery Academy
And
Lacey Gardens Junior Academy

EYFS Policy 2023-2024



Academy Name:	LaceyField: The home of Eastfield Infants' and Nursery Academy and Lacey Gardens Junior Academy
Author/Lead	Gemma Barrett
Approval date	
Approval by	
Date last reviewed	September 2023
Review date	September 2024

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five DFE March 2021.

LaceyField EYFS

The EYFS is based upon four overarching principles:

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

A Unique Child

At LaceyField we believe that every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

We recognise that children mature in every area of development at their own pace and in their own individual ways, at varying rates.

Our practitioners understand and observe each child’s development and learning, assess their progress and plan for next steps. They also value and respect all children and families equally and support the children to develop a positive sense of their own identity and culture.

Inclusion

At LaceyField we provide an inclusive environment in which every individual is fully accepted, respected and valued. We give our children every opportunity to achieve their best.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

Welfare

At LaceyField we understand 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 understand that we are required to:

- Be alert to any issues for concern in a child's life and following appropriate safeguarding policies and procedures (**Child protection**)
- Check the suitability of practitioners and other people who have regular contact with children (**Suitable people**).
- Ensure staff are sufficiently qualified and have the knowledge and understanding necessary for their role (**Staff qualifications, training, support and skills**).
- Assign a named member of staff to build relationships with the child and parents in order to meet the child's individual needs (**Key person**).
- Ensure children are adequately supervised at all times (**Staff-child ratios**).
- Promote the health of children and implement procedures regarding illness, infection, food and drink, and accidents (**Health**).
- Use appropriate strategies to understand and manage unwanted behaviour (**Managing behaviour**).
- Ensure that indoor and outdoor space is fit for purpose and suitable for the age of the children and the activities offered (**Safety and suitability of premises, environment and equipment**).
- Put the necessary arrangements in place to support children with SEN or disabilities in accordance with the [SEND Code of Practice](#) (**Special educational needs**).
- Maintain records and share information with parents and professionals as appropriate to meet children's needs (**Information and records**).

Positive Relationships

At LaceyField we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Partnership with parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. This sets the scene for children to thrive in the early years.

We do this through:

- Talking to parents about their child before their child starts in our academy.
- Children having the opportunity to spend time with their teacher before starting school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress
- Using Tapestry, to share with parents their child's experiences, development and learning through their Early Years.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities/workshops throughout the year that encourage collaboration between child, academy and parents, e.g. sports day.
- Encouraging parents to leave comments relating to their children's achievements on Tapestry.
- Providing extra help for those families that need it (PSO's).

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. They are sensitive and responsive to their needs, feelings and interests and are supportive of their own efforts and independence.

Enabling Environments

At LaceyField we understand that children learn and develop well in enabling environments. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

At LaceyField we know that ongoing assessment is an integral part of the learning and development process. It involves our practitioners knowing children's level of achievement and interests, and then shape teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, we respond to our own observations about children's progress and observations that parents and carers share.

When we assess whether an individual child is at the expected level of development, we draw upon our knowledge of the child and our own professional judgement.

We ensure parents and/or carers are kept up-to-date with their child's progress and development and address any learning and development needs in partnership with them, and any relevant professionals.

Assessments inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Assessments at the start of the Reception year

In the first six in which a child starts Reception, The Reception Baseline Assessment (RWA) is undertaken. The RBA assesses a child in early Mathematics, literacy, communication and language. Its purpose is to form the starting point for cohort-level school progress measure. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school.

Assessments at the end of the EYFS

In the final term of the Reception year, we complete the Early Years Foundation Stage Profile (EYFSP) for each child. It provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

The profile reflects our practitioners own knowledge and professional judgement of a child and it is used to inform discussions with parents and carers and any other adults whom the teacher, parent, carer judges can offer a useful contribution.

We also provide our Year 1 teachers with a copy of the Profile report and provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classrooms have access to an enclosed outdoor area and the use of the Woodland Area. This 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. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

At LaceyField, our environments have been created to allow children to have lots of opportunities to play and explore, but also support their learning through implicit and explicit challenge.

- They contain resources that are open to interpretation and exploration. (Playing and Exploring)
- They are led by children's interests and give children lots of opportunities for learning on their own. (Active Learning)
- They provide lots of opportunities to think, puzzle and work things out on their own and with others. (Creating and thinking critically)

Learning and Development

There are seven areas of learning and development that shape our Curriculum at LaceyField. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

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

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At LaceyField we consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

We decide what we want our children to learn and then choose the most effective way to teach it. We know it is important to stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

We understand that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. For most children their play is natural and spontaneous although some children may need support from adults. At LaceyField, Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others.

Characteristics of Effective Teaching and Learning

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately.

Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



These are closely connected to our 'BEEhaviours for Learning'.

Playing and exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The Head teacher and subject leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.