

LGCS Policy	Early Years Foundation Stage Policy					
Approved by		Issue Date	Oct 23	Review Date	Oct 24	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council		Parents	✓	General Public	
		✓		✓		✓

Contents

1. Aims of Policy	1
2. Legislation	1
3. Structure of the EYFS	2
4. Curriculum	2
5. Planning and Teaching.....	3
6. Assessment	3
7. Working with parents	6
8. Transition.....	6
9. Safeguarding and welfare procedures.....	6

1. Aims of policy

This policy aims to ensure the following:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child has the opportunity to progress and achieve.
- A close working partnership between staff, parents/carers and outside agencies where appropriate.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2023.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The following non-statutory documents are used alongside the above:

Birth to 5 Matters

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

LGCS Policy	Early Years Foundation Stage Policy					
Approved by		Issue Date	Oct 23	Review Date	Oct 24	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council		Parents	✓	General Public	

3. Structure of the EYFS

Context of setting

At Littleton Green, our Early Years provision includes a flexible hour preschool provision for 2-3-year-olds, two form entry 15-hour and 30-hour Nursery for 3 and 4-year-olds and two form entry full-time Reception.

All Early Years settings are open term time between the hours of 8.50 am – 3 pm with wrap-around care available for all children.

Enabling Environment

The environment supports children to be fully engaged in purposeful play. Both outdoor and indoor areas allow learning on both small and large scales supporting the development of a healthy and active lifestyle. This offers children opportunities for freedom of movement, problem-solving and contact with the natural world. All environments offer space where they can explore, create, think, learn and develop.

4. Curriculum

Our early years setting follows the September 2023 EYFS statutory framework. The framework includes 7 areas of learning consisting of 3 prime and 4 specific areas.

The 3 Prime areas:

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

The 4 Specific areas:

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

At Littleton Green, we promote the Characteristics of Effective Learning through all 7 areas.

These are:

- Playing and Exploring
- Creating and thinking critically
- Active Learning

LGCS Policy	Early Years Foundation Stage Policy					
Approved by		Issue Date	Oct 23	Review Date	Oct 24	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council		Parents	✓	General Public	
		✓		✓		✓

5. Planning and Teaching

Early years Practitioners (EYPs) plan activities and experiences that enable children to develop and achieve across all areas of learning; offering opportunities to develop their cultural capital.

EYPs also 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, EYPs consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. (See SEND and Inclusion Policy.)

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Learning experiences in each area are implemented through planned, purposeful play activities and through a combination of both adult-led and child-initiated activities. Staff plan an engaging continuous provision which is enhanced in order to move learning forward. EYPs respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

At Littleton Green, we use a range of planning documents to support EYPs in creating a progressive curriculum ensuring full coverage of the EYFS framework. Through this, we equip all children with the knowledge and skills to progress and achieve their potential.

- Literacy- The Literary Curriculum and Narrative Immersion Approach
- Phonics- FFT Success for All Phonics
- Mathematics- White Rose Maths for reception and Master the Curriculum for Nursery & Preschool
- Topic- Cornerstones

In addition to this, children are offered opportunities to learn about seasonal events, special days and religious festivals throughout their early years.

6. Assessment

How we monitor and assess children

Through high-quality, intentional interactions we gather knowledge about each child to help inform and build a picture of each child's development. Our practitioners are skilful communicators having back-and-forth conversations, supporting all areas of children's development, stretching children's thinking and problem solving and moving their learning on in the moment.

Short Observations: Throughout the year we will capture those spontaneous wow moments and share them with parents on Class Dojo which will be colour-coded to the different developmental areas.

Assessment checklist: When each child achieves a statement on the Birth to 5 matters document, this is highlighted and dated. This is then used as a working document that identifies key areas of development and shapes planning.

LGCS Policy	Early Years Foundation Stage Policy					
Approved by		Issue Date	Oct 23	Review Date	Oct 24	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council		Parents	✓	General Public	

Class Learning journey: We have class floor books that celebrate a snapshot of the week’s learning with its primary purpose being to help children to reflect and review on their prior learning and vocabulary. This also supports us in developing a language-rich environment. We use the floor books to show progress across the year.

Two-Year-old Progress Check: Saplings Preschool will receive a statutory 2-year-old progress report between the ages of two and three. Its primary purpose is to work in partnership with parents to support children’s development and well-being by working together. It allows us to identify early on where children need extra help.

Reception Statutory Baseline Assessment: This is an activity-based assessment of pupils’ starting points in language, communication, literacy and mathematics. It consists of short task-based assessments. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception.

Cornerstones Teacher Assessment: At the end of every block, children are identified as either being ‘on track’ or ‘not on track’ to meet age-related expectations by the end of the year by the teacher. Pupil progress is discussed at Raising Attainment and Progress (RAP) meetings.

End of Year Report: Children also receive a report on their progress and attainment in line with whole school expectations.

Expected Attainment and Progress (EYFS)

At Littleton Green, we know that every child is unique, and children develop in their own way and at their own rates. We understand that the ‘Birth to 5 Matters’ guidance is not to be taken as necessary steps, nor assumed to be in any particular order, for individual children. The age links overlap ranges because these are not fixed age boundaries but suggest a typical range of development.

LGCS Policy	Early Years Foundation Stage Policy					
Approved by		Issue Date	Oct 23	Review Date	Oct 24	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council		Parents	✓	General Public	

Key to understanding the age ranges:

A Unique Child

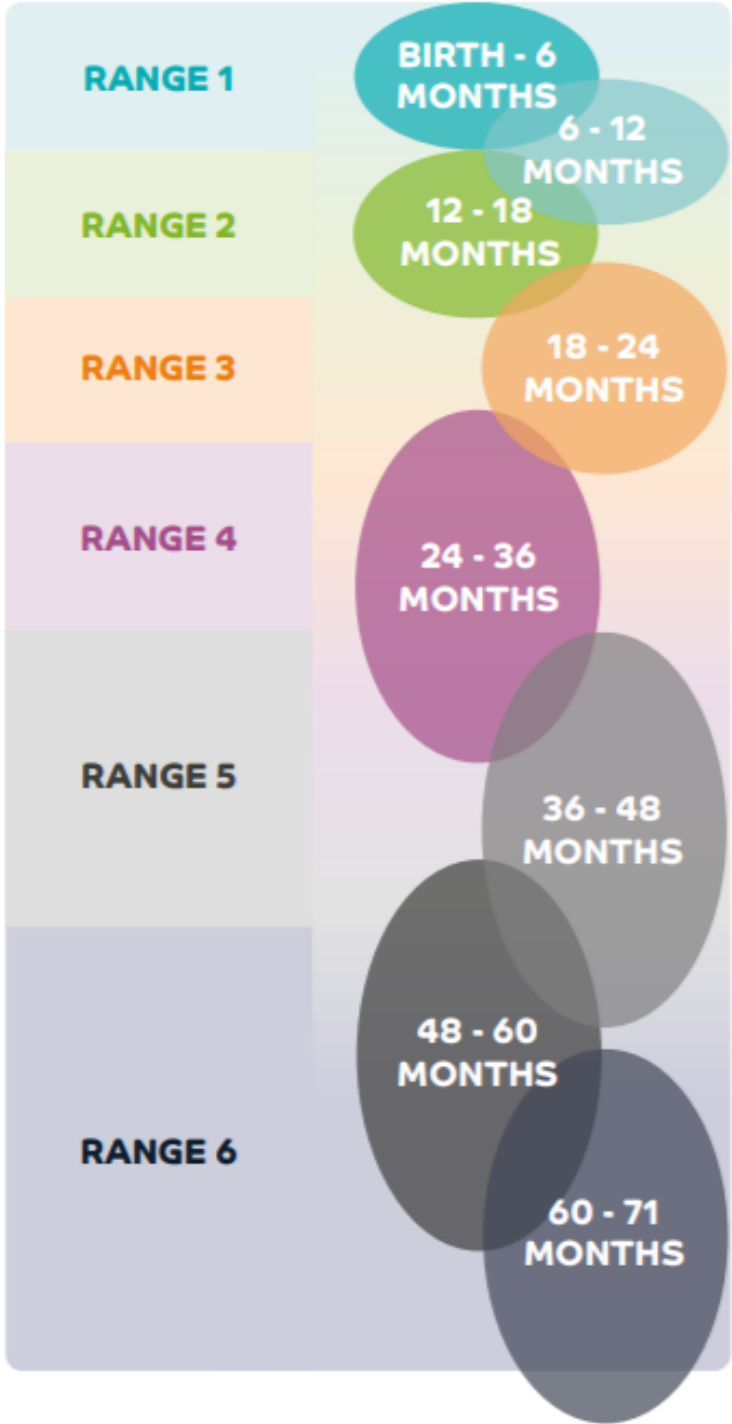
When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.



LGCS Policy	Early Years Foundation Stage Policy					
Approved by		Issue Date	Oct 23	Review Date	Oct 24	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council		Parents	✓	General Public	
		✓		✓		✓

7. Working with parents

At Littleton Green, we strive to create and maintain strong partnerships with parents and carers; we recognise together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education in the following ways:

- Informal day-to-day communications with parents/carers during greeting and dismissal.
- Class Dojo is used regularly to share achievements and to keep parents informed of learning activities that are taking place within the classroom.
- Class Dojo is also available for parents to communicate with teachers and share home achievements.
- Parents/carers are invited to attend parents' evenings and open days throughout the year.

Each child in EYFS 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 and/or carers in guiding their child's development at home.

8. Transition

To ensure children have the opportunity to develop familiarity with the setting and teachers, they are invited to visit their new classroom before they start. All parents are invited to an induction meeting to meet staff and gain information about their child's new setting.

At the end of a child's EYFS journey, EYPs provide Year 1 teachers with relevant information regarding pupils well-being and academic attainment, allowing them to accurately plan effective learning for their next steps in KS1.

9. Safeguarding and welfare procedures

We know 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." (DFE Statutory Framework for EYFS 2021). We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We allow children to take risks and provide them with the skills to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

There are clear procedures for assessing risk (see Healthy and Safety Policy and whole school risk assessment procedures). EYPs will ensure daily risk assessments of the EYFS environment are conducted to identify any hazards or risks and that actions are taken to minimise these.

Due to the age of children within the EYFS setting, all staff adhere to our intimate care policy in regard to nappy-changing routines. (See Intimate Care Policy).

To ensure our young children are transferred from a parent to teacher's care safely, we have a strict arrival and collection procedure. (See the Procedure for arrival and collection policy).

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy (see Safeguarding Policy).

In addition to the policies noted above, EYFS staff follow and adhere to all Littleton Green Community school and SUAT policies.