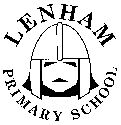
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**Lenham Primary School**

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

**Spring 2017**

Written by: Jo Garlinge, Sarah Howell, Louise Culver & Anji Martin

EYFS Governor: Lorraine Hattrait

**Statement**

The EYFS curriculum is provided for all children attending Reception Class at Lenham Primary School. The EYFS curriculum provides the basis for learning needed to engage in the National Curriculum from Year 1 onwards.

Compulsory education begins the term after a child’s fifth birthday, though parents are able to send their child to school from the September at the beginning of the same school year. Parents are able to defer their child’s enrolment into school if there are significant reasons for doing this. For further information, parents are advised to check KCC’s most recent guidelines for admission to primary school, the school’s Admissions Policy and government guidelines (<https://www.gov.uk/government/publications/school-admissions-code--2>)

**Aim**

At Lenham Primary School, we aim to;

* provide high quality care and education
* create a safe and happy environment
* motivate children
* provide enjoyable learning experiences
* develop confidence and independence in the children

as outlined in the EYFS Framework (March 2017):

*‘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.’*

[*https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/596629/EYFS\_STATUTORY\_FRAMEWORK\_2017.pdf*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

The various documents should be read in conjunction with this policy, including the school’s policies on: Admissions, Behaviour & Discipline, Safeguarding and SEND.

We adhere to the Statutory Framework for EYFS (March 2017) and the four guiding principles that shape practice within Early Years’ settings:

* every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
* children learn to be strong and independent through positive relationships
* children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
* children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special needs and disabilities.

**Principles Into Practice**

As part of our practice we:

* provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
* promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
* work in partnership with parents and within the wider context
* plan challenging learning experiences, based on the individual child, informed by observation and assessment
* provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
* provide a secure and safe learning environment indoors and out

**Foundation Stage Curriculum**

We plan a curriculum which is relevant to children’s needs and interests, and covers all seven areas of learning as stated in the EYFS curriculum:

‘There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.’

The Prime Areas of learning are:

* Communication & language
* Physical development
* Personal, social and emotional development

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

* Literacy
* Mathematics
* Understanding the world
* Expressive arts & design

The children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children have a combination of whole-class, small group and individual times to learn. As pupils progress through the EYFS curriculum, they also progress through daily phonics sessions, using ‘Letters & Sounds’.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children’s play, the adults interact with the pupils, in order to support and challenge children’s learning.

There is a free-flow environment for the pupils in EYFS, so they are able to access areas of learning both inside and outside the classroom.

**Observation & Assessment**

As part of daily practice, adults observe and assess children’s development and learning, in order to inform future plans.

Mid-year reports are sent to parents at the beginning of Term 4 and summary reports are sent to parents in Term 6. Parents are also invited to consultations with the class teacher in terms 2 and 5. Significant observations of children’s achievements are collated in their own personal folders, which are shared with parents at termly Book Looks.

**Safety**

Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

We promote good health and well-being to the children in our care, including: the provision of fruit, vegetables and milk, and following the school’s procedures for accidents and illnesses.

**Inclusion**

We value all of our children, irrespective of protected characteristic or vulnerability. We plan a curriculum which is accessible to all pupils and meets their needs.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

**Parents / Carers As Partners & The Wider Context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate confidently in their child’s education and care in numerous ways.

Regular information is provided for parents through a weekly update, available on the school’s website: http://www.lenham.kent.sch.uk/

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times, we may need to share information with other professionals, in order to provide the best support possible.

We draw on our links with the community to enrich children’s experiences by taking them on educational visits and by inviting members of the community into our setting.

**Transition**

Transition is carefully planned and time is given to ensure continuity. Initial contact is made with parents via a ‘welcome letter’ and information pack, and dates are shared in order for visits to be made to the school by parents and children, in the summer term.

Children starting the school are given several sessions to experience the school and classroom settings and to meet the school’s staff.

In term 6, the Year 1 teacher will meet with the EYFS staff, in order to discuss each child’s development against the Early Learning Goals, in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

***To reviewed: Spring 2020 by EYFS lead teacher, SLT & EYFS Governor***