



Lenham Primary School

Take Pride; Be Proud

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Early Years Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At Lenham Primary School we have one Early Years Class which is our reception class. We call it Rainbow class. We have 30 children in the setting with 1 teacher and 1 teaching assistant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

We also place equal importance on the Characteristics of learning which foster and encourage engagement, motivation and higher thinking in their learning:

- Playing and Engagement
- Active Learning
- Creating and Thinking Critically

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 Prime areas.

Planning is a cycle based on observations and assessments and changes throughout the week to meet the needs of the children.

Staff 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, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Our curriculum plan for Rainbow class can be found on the class page, Year R on the website.

4.2 Environment

Staff will provide an enabling environment in which activities are set up for the children to support and embed the adult-led learning where possible. There is a balanced use of the inside and outdoor areas and children have 'free flow' access to each area throughout the day whenever possible. The environment engages and inspires children to explore, create, build relationships and learn independently through providing tactile and open ended experiences when relevant.

4.3 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Lenham Primary School, ongoing assessment is an integral part of the learning and development **process**. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

We use an electronic system call Tapestry. Each family have their own login and can see photos and videos of their child's learning. We use Tapestry to collate evidence and these observations inform staff judgements about a child's achievements and development. We reference all observations against the EYFS framework

(Development Matters). We use this evidence to make judgements on children's achievements and assessment them against EYFS framework (development matters).

We also value and love to take into account observations shared by parents and/or carers. These can be uploaded onto Tapestry and make become part of the child's learning journey. They also allow us to learn about the 'whole' child both inside and out of school.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels Working towards expected levels ('emerging')

The profile also reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers at the end of the Foundation Stage.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through Tapestry, 2 yearly reports and 2 parent's evenings. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities and enable us to share their next steps along their learning journey.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every 3 years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy