



Lodge Farm Primary School

EYFS Policy

October 2024

Our Vision

It is our vision at Lodge Farm Primary School that all the children in the Early Years have the opportunity to:

- Explore, develop and represent learning experiences which help them make sense of the world
- Practise and build up ideas, concepts and skills
- Learn how to control impulses and understand the need for rules
- Be alone, alongside others and cooperate as they talk or rehearse their feelings
- Take risks and make mistakes
- Think creatively, imaginatively and positively
- Be excited by their learning
- Communicate with others as they investigate or solve problems
- Express fears or relieve anxious experiences in controlled and safe situations
- Be respected and valued as an individual whilst developing their six school values (PRIDE).

We follow the Statutory Framework for the Early Years Foundation Stage (published in March 2021) – setting the standards for learning, development and care for children from birth to five. We follow a programme of enquiry questions each half term and regularly reflect on ways to ensure flexibility and to include children's and family interests and cultural backgrounds in our curriculum. Our planning is bespoke to follow pupil voice and interests, regularly evaluated and altered according to day-to-day occurrences and the quality of the learning taking place. For example, if a topic is engaging the children in learning, we may extend the topic or if we feel the children are no longer engaging, we will adapt the topic.

As stated in the Statutory Framework for the Early Years Foundation Stage, the four overarching principles are:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates and all areas of Learning and Development are equally important and inter-connected.

As reflected at Lodge Farm Primary School:

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. Practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Children are entitled to provision that supports and extends knowledge, skills, understanding and confidence and helps them to overcome any disadvantage. Practitioners should ensure that all children feel included, secure and valued. They must build positive relationships with parents, ensuring an effective partnership when guiding and enriching each child’s individual learning journey.
- Early years experience should build on what children already know and can do. It should also encourage a positive attitude and disposition to learn and aim to prevent early negative learning experiences. Every child’s individual needs or circumstances are catered for with no child being disadvantaged because of ethnicity, culture or religions, home language, family background, special educational needs, disability, gender or ability.
- Early identification and intervention is key, and children with specific needs are identified early. For individual need a personalised learning programmes is devised and where there is a group of children with a similar need, group interventions will take place. Parents and practitioners work together in an atmosphere of mutual respect within which children can have security and confidence. To be effective, the Early Years curriculum should be carefully structured to cover the following strands:
 - Provision for the different starting points from which children develop their learning, building on what they can already do and their current level of knowledge.
 - Relevant and appropriate content that matches the different levels of a young child’s needs
 - Planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors.
 - Child Initiated Learning opportunities for children to develop their own interests and ideas with the support of EYFS practitioners. There should be opportunities for children to engage in activities planned by adults and opportunities to plan or initiates activities of their own choosing. Children need time to become engrossed, learn in depth and complete directed activities.

The Curriculum

The Early Years Foundation Stage is organised into seven areas of learning as follows:

The Prime Areas

- Communication and Language – Listening, Attention and Understanding, Speaking
- Physical Development – Self-regulation, Managing Self, Building Relationships
- Personal, Social and Emotional Development – Gross Motor Skills, Fine Motor Skills

The Specific Areas

- Literacy – Comprehension, Word Reading, Writing

- Mathematics – Number, Number Patterns · Understanding of the World – Past and present, People, Culture and Communities, The Natural World
- Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive

These provide the basis for planning throughout the Early Years Foundation Stage classes, laying secure foundations for all the children’s future learning journeys and development.

Organisation of the Learning Environment

At Lodge Farm Primary School our goal is to provide a rich and stimulating environment which enables all of our children to feel safe, secure, valued, included and happy. We aim to ensure consistency in teaching and learning, use of key language and classroom organisation, both inside and outside, throughout the Foundation Stage classes. We want to develop highly competent learners: curious, questioning and imaginative, who are able to make choices, investigate new ideas, communicate and solve problems. At the end of the Reception Year we strive for each individual child to reach their potential, making good progress from their starting point. We aim for a large majority of the cohort to secure each of the Early Learning Goals and reach a ‘Good Level of Development’ to ensure school readiness for their learning journey into Key Stage 1.

Nursery Provision

Children that are eligible for **30 hours funding** will attend school from the hours of 8.30-3.30pm every day. A small charge for lunch club will be added from September 2025, or there will be the option to collect your child at 2.30pm if preferred.

Children that attend Nursery for **15 hours per week** will be offered a morning session (8.30-11.30). From September 2025, there will be the option to include a one- hour lunch club at the end of their Nursery session. There will be a small cost for this.

Transition into Nursery

- School tours/open evening are offered to all prospective parents and children.
- Parents are invited to a Welcome Meeting in June where the Nursery teacher delivers a presentation to the parents. The Nursery teacher will also speak about the induction, and parents receive an information pack.
- All new Nursery children are invited into Nursery in July for an ‘exploration evening,’ with their parents. During this time, they will have the opportunity to explore the setting and meet the staff.
- All children will be invited for a ‘stay and play’ session in September, along with a parent/ guardian
- Children that attend other pre-school or childminding provisions will be offered a visit from a member of staff. During the visit, information will be shared about the

child from their key worker. Staff will also spend some time observing and talking to the child within their familiar setting.

- The Nursery teacher/ EYFS Lead analyses all the admissions forms/transition tool for the children entering Nursery and where possible, will speak to the child's previous setting or the child's parents to obtain further information to support a child's educational special needs.
- All children entering Nursery will be offered a home visit, providing they start in September i.e. home visits will not be offered to children entering mid-year.
- When starting Nursery, children will be offered a 'soft start,' where they can be introduced gradually to the Nursery session. There will be two 'soft start' timetables, one for 15-hour children and one for 30- hour children. Most children enjoy their first visit very much and are eager to come into Nursery. Staff ensure that all children are given appropriate support particularly during their first few days. A few children need extra support for a longer period of time and if this happens practitioners will work closely with the child and their parent/carer to solve any problems and agree a personalised induction plan to suit that child's needs.

Transition from Nursery into Reception

- Nursery and Reception children share the outdoor classroom. This means that children within Lodge Farm Nursery are already very familiar with staff and the school setting.
- Nursery children have opportunities to take part in special events within the school hall and within the Reception classrooms. For example, all EYFS children collaborate to celebrate Lunar New Year and Divali together. They also collaborate to produce a Nativity performance and an Easter bonnet parade for parents to enjoy. All of these experiences help the children to prepare for the transition to Reception.
- School tours /Open evening are offered to all prospective parents and children.
- Children that attend other Nursery settings will be offered a visit from a member of staff. During the visit, information will be shared about the child from their key worker. Staff will also spend some time observing and talking to the child within their familiar setting.
- Parents are invited to a welcome meeting in June, where the Reception teachers will deliver a presentation to the parents. The Reception teachers will also speak about induction, and parents will receive an information pack.
- In June there is an 'exploration evening' for all EYFS children. During this time, children can explore the whole setting with their parents
- Over a specified period of time in June and July, children that are new to Lodge Farm Primary (i.e. they do not attend our Nursery) are invited to a stay and play session during Child Initiated Learning, to experience the whole learning space in Reception.
- In July, all children will visit and spend an afternoon with their teacher
- When starting school in September, all children will attend on their first day for either the morning or the afternoon. The session will be allocated by staff. After this,

children can attend full time, or follow our 'soft start' timetable. If choosing to follow the 'soft start' timetable, children will gradually be introduced to the school day across 2 weeks. For some children an individualised plan will be implemented to ensure that the transition into school is both positive and successful.

Transition into Year One

- Reception children visit Year 1 with their own Reception teachers prior to the transition day. Across a 4- week period, Reception children will spend time in the Year One classrooms and outdoor area with their Reception teacher to familiarise themselves with their new environment.
- The Year 1 teachers moderate end of Reception judgements with Reception staff.
- The Year 1 teachers meet their new classes on the Transition Day in July.
- Both Reception and Year 1 staff have a transition meeting to discuss the needs of all the children in the class.
- There is a Year One welcome meeting where the Year One teachers will deliver a presentation about the Year One curriculum along with information about the daily routine.
- When children enter Year One, they are introduced to the full timetable gradually. Child initiated learning will continue for the first term and practical learning opportunities will be the main method of teaching.

Inclusion

We value all our children as individuals at Lodge Farm irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the Early Learning Goals and some exceed. 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. See our separate policy on SEND. Every child needs to achieve success in order to develop a positive self-image. We recognise that all our children, including those with special educational needs, require a differentiated approach in order for them to have access to the whole curriculum and therefore reach their potential. Partnerships Partnership with parents

Partnership with parents

Parents are children's first and continuing educator; they need opportunities to share their knowledge and relevant information about their child with school. They also need opportunities to visit school prior to their child starting, so they are able to learn about our practices and routines. Working closely with parents during their child's time in the foundation stage has a positive impact on a child's successful development and learning. The

partnership needs a two-way flow of information, knowledge and expertise to support the child fully. To achieve an effective partnership with parents we will:

- Show respect and understanding for the role of the parent in their child's education.
- Give parents opportunities to discuss their child's development and to listen to concerns they have.
- Ensure our settling in arrangements are flexible, giving children time to become secure and all adults involved in this: staff, parents and carers, time to discuss each child's needs.
- Make all parents feel welcome and valued.
- When appropriate use the knowledge and expertise of parents and other family members to support learning opportunities in the classroom.
- Keep parents fully informed about the curriculum by sending weekly learning updates via Tapestry, along with half termly knowledge organisers.
- Discuss children's progress and achievements through parent's consultation evenings which take place in October and March.
- Provide a detailed written report for all children at the end of the year (July)
- Involve parents in continuing relevant learning activities at home. Similarly experiences at home will be used to develop learning at school.
- Include parent/carers contributions to Tapestry

Sharing information with parents

Our aim is to ensure parents are fully informed at all times about their child's learning. In order to achieve this we:

- Share information about topics and school events etc. via a weekly Tapestry post This may also give ideas of how parents can help their child with their current topic or learning.
- E-mail a weekly Newsletter every Friday to update parents about whole school events and information, along with celebrations of children's achievements.
- Each child has a book bag in which they take home books to share, for enjoyment and pleasure and to develop early comprehension skills.
- In Nursery, children can select a library book when they enter the setting with their parents, to take home and share with family. This is to encourage an early love of books.
- In Reception, children are given books to support the development of their reading skills. Ideas on how parents can support their child are shared during a phonics workshop in September. Parents are asked to contribute regular comments.
- Parents are invited to an annual class assembly where the children celebrate their learning and achievements.

Parents are invited to a Christmas production and an annual sports event.

Parents are welcome and encouraged to discuss any concerns with us verbally on an informal basis, or as a message on Tapestry.

Tapestry

At Lodge Farm Primary School we use Tapestry as our way of recording your child's learning journey. You will be required to sign a user agreement form before your child is set up with an account. Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. This system allows us to work with parents and carers to share information and record the children's play and learning in and outside of the classroom.

What is Tapestry's website address?

www.tapestryjournal.com/

You can also download an app to access Tapestry on a phone/ tablet.

How does Tapestry work?

Tapestry provides each individual child with their own Learning Journal held online. Parents and carers are given their own log-in using their email – you should receive an email link and using this you can set your own password. All of our staff are given a secure log-in. They can then upload observations, photos or videos; recording children's achievements and assessing their learning in reference to the EYFS curriculum. Parents can change their settings so that an email is then automatically generated informing them when an observation has been added so they can have a look and add any comments of their own.

How do I add an entry to my child's Learning Journal?

Choose the 'Add Observation' option (or the 'plus' icon on your iPhone/iPad/Android) and add the relevant information in the boxes on screen. Photos and videos may be uploaded by choosing the 'add media' option. When you have saved your observation, you may go back to the home screen at any time by choosing 'home'.

Who can access my Child's Learning Journal?

The preschool staff has access to all of the children's Learning Journals. The only other people that can see your child's account will be yourselves and anyone that you share your log in details with, such as Grandparents etc. If your child is featured in a group observation, their photo may appear in another child's Learning Journal. Please let a member of preschool know if you would prefer your child NOT to feature in other children's observations.

Children's Safety and Welfare

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 have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety, Child Protection, Intimate Care.

Behaviour Management

The class teacher has the overall responsibility for Behaviour Management supported by the other members of the team. All practitioners follow the same behaviour management system (see school policy) to ensure continuity and stability for the children. The children are aware of the Nursery and Reception rules through circle time and through positive behaviour being reinforced through praise.