



---

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY:

---

Date of Next Review: November 2025

## **INTENT**

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”

### ***Statutory framework for the early years foundation stage (2021)***

At Levendale Primary School, we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We want our children to leave the EYFS as confident, capable and resilient learners. We build upon children’s own experiences and offer them real life learning experiences with which to deepen and develop their knowledge. We provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. We believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children’s education. We believe that the EYFS framework and our own EYFS curriculum allows a natural progression into the National Curriculum at the beginning of Year 1. Our curriculum is inclusive and tailored to meet the needs of all pupils.

Our Curriculum Goals are threaded throughout our curriculum from EYFS to Y6.

- Healthy and Safe
- Positive mind-set
- Respect
- Independence
- Pupil Voice
- Aspirations

## **THE EARLY YEARS FOUNDATION STAGE FRAMEWORK**

This Policy is in accordance with the statutory framework for the EYFS

[https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_-\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf) (effective from 1 November 2024).

The framework covers the education and care of all children in early years provision, including children with Special Educational Needs and Disabilities (SEND).

## **ROLE OF STAFF AND KEY PERSON**

All staff hold a full and relevant qualification as designated in the guidance.

<https://www.gov.uk/guidance/early-years-qualifications-finder?scrlybrkr=3405517f>

[https://assets.publishing.service.gov.uk/media/65844707ed3c34000d3bfd40/Early\\_years\\_qualification\\_requirements\\_and\\_standards\\_-\\_Jan\\_24.pdf](https://assets.publishing.service.gov.uk/media/65844707ed3c34000d3bfd40/Early_years_qualification_requirements_and_standards_-_Jan_24.pdf) (effective 4th January 2024)

“Children learn to be strong and independent through positive relationships” (EYFS Framework 2024).

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child’s care is tailored to meet their individual needs; to help the child become familiar with the setting; to offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive, respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children’s well-being now and their future successes. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences. Staff access professional development as part of the school’s ongoing improvement process.

**CPD- Training**

Early Years staff keep up to date with training and national guidance. They regularly attend EY meetings and moderation sessions both within The Trust and the Local Authority. This supports teaching, learning and assessment and enables them to make secure judgments about children’s learning and development. The EY Lead attends Senior Leadership meetings regularly to discuss cohort needs, staff development etc.

**IMPLEMENTATION**

**Our Curriculum**

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected; three areas are seen as particularly important for igniting children’s curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive. These three areas support children’s learning in all other areas; they are known as the Prime areas.

These are crucial to developing curiosity and enthusiasm for learning, building children’s capacity to learn, forming relationships, and thriving. Communication and language is the most important of these as it underpins learning across all other areas.

PRIME Areas			
<b>Communication and Language</b>	<b>Physical Development</b>		<b>Personal, Social and Emotional Development</b>
<ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul>		<ul style="list-style-type: none"> <li>Building Relationships</li> <li>Managing Self</li> <li>Self-Regulation</li> </ul>
SPECIFIC Areas			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Number</li> <li>Numerical Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Past and Present</li> <li>People, Culture and Communities</li> <li>The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>Creating with materials</li> <li>Being imaginative and expressive</li> </ul>

The Areas of Learning and Development address children’s physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others, they are closely interlinked. This

ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas are given equal weighting and value.

Levendale Primary School is committed to ensuring that every child learns effectively and is kept healthy and safe.

We adhere to the following Overarching Principles of the EYFS:

#### **A Unique Child;**

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;

#### **Positive Relationships;**

- children learn to be strong and independent through positive relationships;

#### **Enabling Environments;**

- 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

#### **Learning and Development**

- importance of learning and development. Children develop and learn at different rates.

The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

At Levendale, our nursery and reception work in partnership ensuring both Nursery and Reception children have access to a strong curriculum, which can include mixed age provision. Pupils follow the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage (EYFS) document.

The DfE documents 'Development Matters' and 'Birth to 5' are also used to support classroom practice.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.753\\_4\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.753_4_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

<https://birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf>

#### **Communication and Language**

Our curriculum has been designed to give Oracy skills high priority. The EYFS Statutory Educational Programme for Communication and Language states: ***"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."***

#### **Physical Development**

We promote physical development through learning and play, providing opportunities both indoors and outdoors. Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

## **Reading**

Reading is embedded throughout our Early Years Curriculum. We aim to teach children to read and develop a love of books as soon as they arrive at Levendale School, and books are used to teach topics and to enhance our whole curriculum.

## **Phonics**

We follow a systematic approach to **phonics** teaching using Little Wandle Letters and Sounds Revised Phonics scheme which begins in Nursery. In Nursery children access Foundations for Phonics and in Reception children are taught phase 2, 3 and 4 phonics. We share information about the delivery of phonics with our parents.

## **Writing**

Drawing Club is an approach to literacy that immerses children into a world full of imagination, enriches their language skills, and develops their oracy and their fine motor skills through a blend of tales, picture books and animations. Nursery children focus upon the character and the setting of the given story, whilst reception children develop the narrative further through 'I wonder...' activities.

We use phonics to support the early development of writing, with a focus on sounds the children have learnt and the correct formation of letters. We provide opportunities for children to write throughout the setting.

## **Maths**

We follow the 'White Rose Maths' scheme in Nursery and Reception. Reception children also access 'Maths Mastery.' We develop children's confidence in counting and a deep understanding of numbers to 10, their relationships and patterns. We use manipulatives including small pebbles and numicon to help develop vocabulary and mastery in maths. We also use spatial reasoning skills including when learning about shape, space and measures.

## **Personal Social and Emotional Development**

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the Levendale School Values of Be Ready, Be Respectful and Be Safe. These values underpin our whole curriculum throughout the EYFS and into Key Stages 1 and 2.

## **Expressive Arts and Design**

Our curriculum provides opportunities for children to be expressive and creative such as through listening and responding to music, singing and dancing. We plan opportunities for children to perform and provide resources for children to explore creatively through small world play, junk modelling, building, construction and role play. Children use a range of media including paints, water, mud and sand to be expressive.

## **Understanding the World**

Children learn from experiences and we use this to enable them to learn about their place in the world. We learn about families and communities, diversity, nature, and from the past. We use the outdoors to develop curiosity and gain experiences through play.

## **Cross-Curricular Themes**

The Levendale Curriculum is based around cross-curricular topics. Each topic is carefully chosen for specific reasons and we want to ensure that all children leave the Reception Year ready to start the Levendale KS1 curriculum. Topics do not last a specific amount of time but are based on the children's learning or events at the time, and so a topic can run from anything between two and seven weeks. Topics are introduced with a good quality storybook or age-appropriate non-fiction texts. Using books in this way teaches children that books and reading form the basis of learning.

The Levendale curriculum is ambitious and aims to teach all children the skills and knowledge in order that pupils reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix 7*).

We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

## **Oral health**

A daily supervised tooth-brushing programme is a local initiative to help improve the oral health of children in Teesside. Levendale Primary takes part in this initiative. Tooth brushing resources are provided by the Tees Community Dental Service Oral Health Promotion Department and consist of storage racks, toothbrushes and toothpaste. We teach children to brush their teeth at home and in the Early Years setting. We do this with the support of parents to implement this at home.

## **OUR LEARNING ENVIRONMENT**

**“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”** (EYFS Framework 2024).

At Levendale, we understand the importance of both the physical surroundings and the ethos of the school in affecting children's ability to learn. Members of staff working in the EYFS are responsible for preparing a welcoming, safe and enabling environment within their classrooms and the outdoor spaces. This includes offering a range of

activities that the children can reach and select themselves. The ethos is warm and accepting, whilst encouraging children to reach their full potential.

Nursery and Reception classes both have access to outdoor areas, as well as having regular sessions with a qualified Forest School teacher, Mrs Stonehouse. Children enjoy the opportunity to explore, use their senses and be physically active. Exploring, thinking about problems and relating to one another helps children build their self-confidence and development in all 7 areas of learning. Planned activities and high-quality resources both indoors and out support this.

## **IMPACT**

### **Assessment**

On entry to school, through discussion with parents, carers and observations of the children, areas of strength and focus are identified for each child.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). This is a statutory assessment completed for all children on entry to their reception year.

Throughout the year we make assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations and happens through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

Assessment allows staff to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is 'on track' or 'not on track' with their progress. In Reception, we assess whether they are 'on track' to meet a Good Level of Development (GLD) at the end of the year, in July.

At the end of Reception year, the class teacher assesses each child against the 17 Early Learning Goals (ELG). Children will be deemed to be either an 'emerging' level or an 'expected' level in each early learning goal. Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. This information is also shared with the child's Year 1 teacher who uses this information to make plans for the year ahead.

## **TRANSITION**

### **Children entering Nursery**

Children have a staggered entry to nursery throughout the year, and are invited to take up their place following their 3<sup>rd</sup> birthday. At Levendale, we offer both 15- and 30-hour provision. Nursery sessions run: 9.00am-12.00pm from Monday-Friday and 12.00pm – 15.00pm Monday-Friday or 9.00am-15.00pm for children taking 30 hours. Prior to a child starting at nursery, a home or school visit is completed, usually by the EY Lead or class teacher. This enables staff to talk through the Early Years Foundation Stage with parents and answer any questions they may have - as well as meeting the child in the familiarity and comfort of their home. At this meeting, familiarisation visits to nursery are planned and a provisional start date agreed.

### **Children entering Reception**

Before starting in Reception, all children are offered a series of visits into Reception during the summer term. The purpose of these initial visits is for the children to meet the staff and start to become familiar with the environment. It also helps support staff to develop their knowledge and understanding of each child in order to make the transition period as smooth as possible.

### **Transition to Year 1**

In the summer term, Reception children begin their transition to Year 1. Parents are invited to meet the Year 1 staff at an information evening and discuss any queries they may have. Year 1 staff visit children in Reception and begin to build relationships. Reciprocal visits are planned for the children to visit the Year 1 classroom culminating in a morning 'moving up' visit in the final couple of weeks of the summer term. Reception children also begin to access the KS1 playground for morning break time, and line up on the KS1 playground at the beginning of the day.

## **HEALTH AND SAFETY**

### **Risk Assessments**

Daily risk assessments are carried out of the classroom and outside area. More detailed risk assessments have been completed and are regularly reviewed. This includes: the inside and outside area, resources, visits and visitors.

### **Digital Safety**

It is important to note that members of staff do not use their mobile phones or personal handheld devices in the classroom and are prohibited from taking photographs with their personal devices. This is in line with Levendale's Child Protection Policy and other policies relating to Safeguarding and use of technology in the classroom. Members of staff do however use school iPads and cameras to take photographs, such as to share with parents or as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's learning journals, in class displays, newsletters and on the school website. All parents are asked to state if they give permission for their child's image to be used on newsletters and the school website through the paperwork in their



initial starter packs and consent on Arbor. These devices remain in school at all times and are not allowed to be taken home by individual members of staff.

### **Accidents**

Accidents are recorded in an accident book, and parents are informed on collection. We take all accidents seriously and always log and phone home immediately in the case of a serious injury. We have cold compresses stored in the Nursery fridge to assist with first aid.

### **Intimate Care**

We encourage all children to start school without nappies but will support any children struggling with toileting. We acknowledge that young children often have 'accidents' and have stocks of spare clothes. We change anyone who needs it (in line with our Intimate Care Policy). We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. Children are changed in the toilet cubicle or in the shower room should they need bathing / showering. We follow Levensdale's Intimate Care Policy.

### **SAFEGUARDING AND WELFARE PROCEDURES**

The safeguarding and welfare of children is paramount. Mrs Lewis, the Headteacher, is the School's Designated Safeguarding Lead. All staff receive update to date training and regular updates. Our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with '**Keeping Children Safe in Education 2024**'.

Through our curriculum, we educate children on boundaries, rules and limits and help them to understand why they exist. We provide children with choices to help them develop these important life skills. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

### **Supervision of pupils**

The EYFS Statutory Framework states that children must usually be within sight and hearing of staff. Whilst eating, children must always be within sight and hearing of a member of staff. We adhere to the required adult to child ratios in our setting. Staff hold paediatric first aid qualifications.

### **Fruit and milk schemes**

We participate in the free fruit and milk for under-fives scheme. For our Reception children, we provide the universal infant free school meal. We make sure that children with allergies or other dietary requirements are catered for in

conjunction with our catering providers and have robust systems in place ensuring that all children receive the correct meal.

### **Parental Involvement**

We recognise that parents and carers are children's first educators and we value having a positive relationship with them through:

- ✓ Making contact with parents/carers before their child starts school at our parent meetings, induction sessions, welcome packs and nursery visits.
- ✓ Inviting parents/carers and children to attend a lunch to meet staff and enjoy a school meal.
- ✓ Inviting parents to phonic and reading workshops/ lesson observations to see how their children will begin learning and how they can support them.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and weekly updates on Tapestry.
- ✓ Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).
- ✓ Offering parent-teacher consultation meetings across the year at which their child's progress and wellbeing is discussed.
- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in Reception.
- ✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.
- ✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers, accompanying trips, helping with forest school sessions.

### **Inclusion**

All children receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed, liaise with the school's Special Needs Co-ordinator, Mrs Henderson, and outside agencies. Parents and carers are encouraged to speak with staff about concerns they may have about their child. This ensures children with special educational needs are identified as early as possible.

Where children already have a diagnosis of Special Educational Needs, or where we suspect there may be needs that have not yet been identified, we work closely with parents and all relevant outside agencies to ensure that provision for these children matches their needs closely. We work in line with the SEN Code of Practice (2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, our own School Offer

<http://www.levendaleprimary.org.uk/wp-content/uploads/2016/01/Levendale-SEND-Support-Offer.pdf> and the Stockton Local Offer <http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

This policy will be reviewed Annually.