# Overview

The EYFS at The Lancaster School shares the intent of our Federation

**“Nurturing aspirations”**

The EYFS is where children and families begin their journey with us and where we develop understanding of our Federation’s core values

* Respect
* Collaboration
* Nurture
* Creativity
* Resilience
* Aspiration

As well as ensuring the Federation’s Golden Threads are implemented

* Inclusivity for all
* Every child a reader
* Experience for deep, sustained learning across the curriculum
* Mental, physical and emotional wellbeing
* A community approach

# 1. Aims

*All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.*

*(EYFS Statutory Framework for groups and school based providers, DfE Sept 2023)*

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 [EYFS Statutory Framework for groups and school based providers (EYFS).](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

# 3. Structure of the EYFS

Our EYFS unit consists of Nursery and Reception classes.

Our Nursery accepts children from the term after their third birthday.

Nursery places on offer are:

* 30 hours a week for eligible families – 8:45 until 2:45
* 15 hours a week – every morning, 8:45 until 11:45
* 15 hours a week – every afternoon, 12:30 until 3:30
* 15 hours a week – full days, either 8:45 until 2:45 Monday & Tuesday, Wednesday 8:45 until 111:45 OR Wednesday 12:30 until 3:30, Thursday & Friday 8:45 until 2:45

# 4. A Unique Child

The statutory framework states, *“Every child is a****unique child****, who is constantly learning and can be resilient, capable, confident and self-assured.”*

At The Lancaster School we understand that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by their school and home environments. We use the Characteristics of Effective Learning to observe how children learn, and use this information to plan engaging and effective provision to develop effective learners. Questioning, praise and encouragement are used to develop self-esteem and a positive attitude towards learning.

# Inclusion

All children and their families are valued within our school. We value diversity and do not discriminate. Teachers plan activities that enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

It is vital that all children in the school are safe. Within our nurturing environment we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

# 5. Positive Relationships

The statutory framework states, *“children learn to be strong and independent through positive relationships.”*

At The Lancaster School we recognize that children learn to be confident and independent through the development of secure relationships. We ensure we develop caring, respectful, professional relationships with children and their families.

# Parents as Partners

We recognise the important role parents play in educating their children. We build links with parents by:

* providing children with the opportunity to complete both phases of the EYFS at The Lancaster School,
* inviting the children to spend time with their teacher in the classroom before starting at school,
* conducting home visits for our nursery children in the weeks before they begin,
* inviting all parents to an induction meeting during the term before their child starts school,
* encouraging parents to attend parent’s evenings in the first term and fourth term to discuss their child’s progress,
* providing parents with a written report on their child’s attainment and progress at the end of each school year,
* inviting parents to attend a variety of parents projects including reading sessions and craft afternoons,
* using Tapestry as a communication aid between school and home, with opportunities for parents/carers to look at observations completed in school, with the option to add their own comments and observations
* sharing our approach to reading through phonics workshops.

# We have good links with the local feeder nurseries and childminders. The EYFS teachers meet with feeder settings to discuss the new intake. 5. Enabling Environments

The statutory framework states, *“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.”*

# Planning & Assessment

Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school’s topics. Medium Term Plans are written half termly and used by the EYFS teachers as a guide for weekly planning. We base our planning around topics and children’s interests are incorporated throughout our free flow activities. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children. We use the information in Development Matters (DfE 2023), and practitioner’s expert knowledge of child to development, to identify next steps for each child to deepen, challenge and extend their learning.

The EYFS environment at The Lancaster School is carefully planned to ensure all areas are used to enable learning for every child. Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our provision accordingly. We enhance our provision with prompts, challenges and questioning.

We value the importance of providing our children with opportunities which will create awe, wonder and delight, as well as develop both cultural and intellectual capital. We understand the importance of life skills and ensure that, particularly towards the start of the year, emphasis is placed on pupils becoming independent and confident learners. We place particular emphasis on language and vocabulary acquisition from the moment our children join us in the early years. We want our children to develop a love for reading and have therefore placed great emphasis on developing children’s early reading skills which is also threaded throughout the curriculum.

In September we will complete the statutory Reception Baseline Assessment (RBA), as well as capture our own baseline assessments. This assessment will support us in recognising the children’s needs and plan appropriate activities and support.

In the EYFS assessment will be formative and ongoing, allowing us to shape teaching and learning experiences for each child. Assessment will draw on practitioners’ knowledge of the children and their own professional judgement of attainment and progress. Parents will be kept up-to-date with their child’s progress and development through regular communication with practitioners. Tapestry will also be used to capture celebratory moments, special events and achievements.

RE is also taught in the reception classes in accordance with Lincolnshire guidelines.

PSHE (Personal, Social, Health & Emotional Education) is taught through the school wide Jigsaw scheme ([www.jigsawpshe.com](http://www.jigsawpshe.com))

**Play**

Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children’s development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

# 6. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in The Lancaster School’s safeguarding policy.

# 7. Monitoring arrangements

This policy will be reviewed and approved by Naomi Haughton (Headteacher)/Sara-Clare Robertson (EYFS Leader) every 4 years.

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