

# Linchfield Academy



## Early Years Foundation Stage Policy



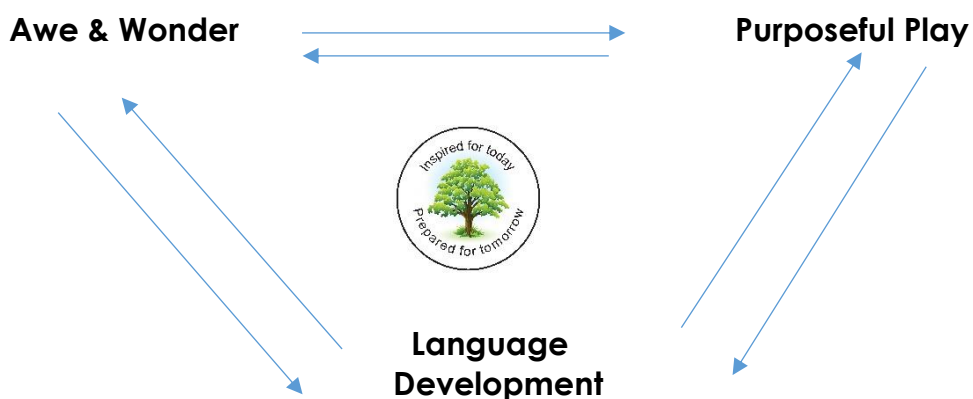
## Early Years Foundation Stage Policy

At Linchfield School we believe that by equipping children with a strong foundation in early years, we intend to lay the groundwork for their lifelong learning journey.

**Our vision** for children's education is rooted in providing a stimulating and enriching environment that maximizes their learning potential, fosters their overall development, and prepares them for future success.

**Our intent** is to create a culture of curiosity, exploration, and active engagement, where children feel safe, supported, and inspired to learn.

**Our curriculum** is broad and balanced and is designed to allow opportunities to revisit and build on previous learning through our expanding topics. We balance taught tasks with opportunities for the children to independently apply this knowledge in their play. We use a triad approach to learning in the Early Years to meet the needs of all of our children, supporting them to develop a love of learning.



We believe that our children should have as many real-life opportunities and experiences as possible and so we regularly attend forest school, enjoy baking, welcome visitors to support learning and attend school trip.

We encourage our children to become independent thinkers, problem solvers and show resilient through 'Purposeful Play' where the children are taught to plan, carry out and review a learning plan. We believe that children learn best from active learning experiences, which they can plan and carry out themselves taking responsibility for selecting apparatus independently and solving problems, with support, to achieve their goal.

Implementing our vision requires us to adopt a child-centred approach, where we acknowledge and value each child's unique background, abilities, and interests. Our highly knowledgeable and skilled early years practitioners employ a range of pedagogical approaches, including play-based learning, hands-on experiences, and quality interaction and communication to promote children's development across all areas of learning.



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Through carefully planned activities and a responsive curriculum, we provide opportunities for children to explore, experiment, and express themselves in a supportive and inclusive environment. Our continuous assessment and observation enable us to tailor our provision and scaffold learning based on each child's individual needs.

We teach our children to use 'Plan, Do, Review' each day to support their learning. This is a way of working with children, based on the idea that children learn best from active learning experiences which they plan and carry out themselves. Our children learn that they are capable, able to make decisions and solve problems about activities which are personally meaningful to them.

**Our environment** plays a crucial role in supporting our vision. We create a thoughtful and calm environment. Our spaces are organised to offer a range of learning opportunities, both indoors and outdoors. We ensure the provision has high-quality resources and materials that are carefully selected to promote open-ended play and problem-solving skills. Our environment is structured to allow the children to access core provision independently. There are spaces for quiet reflection, group collaboration, and social interaction, promoting empathy, and self-regulation.

Throughout the year we have a strong emphasis on fostering children's personal, social, and emotional development. Children demonstrate self-confidence, resilience, and a positive attitude towards learning through the use of our COEL bears. We support our children to develop strong relationships with their peers, staff, and families, displaying empathy, respect, and inclusivity. This is fostered through our 'Purposeful Play' sessions.

**Assessment and Progress** begins during our initial transition meetings. On entry we use the Reception Baseline Assessment (RBA) to assess children's understanding on entry to school. This information allows us to ensure that we are delivering the curriculum at the appropriate level of challenge for our children.

At Linchfield Primary School, assessment is an integral part of the teaching process, where we assess against our curriculum. Assessment is used to inform planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

The EYFS profile is a statutory assessment of children's attainment at the end of the early year's foundation stage. This enables teachers to summarise pupils' progress towards the Early Learning Goals. We record each child's level of development as 'expected', 'working towards' or 'above' the expected level at the end of the reception year.

**Special Educational Needs (SEN) and Inclusion** at Linchfield Primary School ensures our children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability, or gender.

As children begin in our reception classes they are monitored and supported to settle. Some children may have difficulty accessing the curriculum at the same level as their peers without scaffolding tasks, additional adult support and resources. This will be closely monitored, and we will follow the school procedures outlined in the Special Needs Policy.



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If your child has an identified SEND, we will work closely with their setting and yourself to ensure that we are in a position to meet their need when they begin at school.

**Transition into Reception** can be a stressful time for both parents and children. We aim to support you and your child through this process through the following events.

We hold a parent induction meeting during the Summer term. This allows parents to meet the staff and have an overview of the support we offer children as they begin school. It also allows staff to address practical issues such as school routines, uniform, PE kit, school dinners, including free school meals, and explain about the induction into Reception.

We support children by offering a nursery/pre-school visit from a member of the EYFS team before starting school. This allows children to informally meet a teacher in a familiar environment. It also allows staff to discuss individual children's needs with their current setting.

We also hold taster sessions during the Summer Term in school, where the children can meet all the staff and their new class friends. Sessions are focused on learning names, class rules, and adapting to new routines. Children joining school mid-year are also offered taster sessions for a smooth transition.

**Safeguarding and Welfare** is paramount to ensuring our children stay safe. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and EYFS Statutory Guidance (2024) while we adhere to the school's safeguarding policy using CPOMS.

Children are taught how to stay safe when playing outside and learn how to be 'Safety Inspectors' checking for hazards daily.

We have clear and consistent expectations with behaviour, and we manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs, following the school behaviour policy at a developmentally appropriate level.

We are a healthy school and participate in the free fruit and milk for the under-fives scheme. We provide the universal infant-free school meal scheme. Freshwater is readily available throughout the day.

We actively teach children how to stay healthy by eating a balanced diet, regular exercise and the importance of personal hygiene including dental care.