



All learning together

**Langton Primary School**  
**Early Years Foundation Stage Policy**

**Adopted by: Full Governing Body: December 2015**

**Review date: December 2016**

## Introduction

At Langton we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS 2012).

As children commence their journey at Langton, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

## The Early Years Foundation Stage

The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is a competent learner.
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments - supporting and extending a child's development.
- Learning and Development - 3 prime and 4 specific areas of learning and development.

The seven areas of learning and development are divided into three prime areas and four specific areas. The three prime areas which are Foundations for Schools readiness and future progress, linked with the National Curriculum areas are:

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

These are then supported by four specific areas that strengthen the prime areas. The specific areas are:

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- Playing and exploring
- Active learning
- Creating and thinking critically Provision
- Our Early Years Foundation Stage team is professional and caring and we plan and work closely together to provide a high quality curriculum.
- We value our parent partnership with an open door policy.
- We provide a rich and varied learning experience.
- We have a welcoming, child friendly and stimulating indoor and outdoor area that is safe and enclosed.
- Routines are established so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines.
- We provide clearly labelled and easily accessible resources.
- Children feel confident to have a go without the worry of making mistakes.

Langton prides itself in supporting each child in transitions. This is achieved through the following ways:

- Each child has the opportunity to visit the school prior to starting.

- The EYFS teacher visits children in their nursery setting, during their last summer term.
- The transition between Nurseries and Reception is calm, happy and successful. The move up days at the end of the summer term, encourage a gentle transition.

### The Cycle of Observation, Planning and Assessment

At Langton we hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practise.

Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child initiated activities and planned activities. These are recorded on an i-pad and transferred to each child's individual folder which makes up their profile.
- Learning from parents about what the child does at home.
- Considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The EYFS requires Langton to undertake a summative assessment in which staff review children's progress and share a summary with parents at the end of the EYFS in the EYFS Profile.

### Progress Checks

The Early Excellence baseline assessment is used to assess each child during the first six week of their entry into the reception class.

Progress checks are made each half-term and offer staff, professionals and parents a clear picture of individual children's stage of development. This shared knowledge and understanding benefits all concerned but most importantly, the child. Parent's views and contributions are taken into account and added to the progress check. The progress check is taken from on-going assessment and observations from

everyday practice. Langton strive to listen to the voice of the child “the child has a right to be listened to and valued in the setting” (EYFS 2012)

In the final term of the year in which the child reaches age five, Langton completes the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child’s development, knowledge, understanding and abilities, as well as their progress against expected levels.

The teacher will determine whether the child is meeting the expected levels, exceeding them or below expected levels of development. The child’s level of development is assessed against the 17 early learning goals. In compliance with Early Years regulations parents may have access to developmental records about their child e.g. Early Years Foundation Stage Profile, etc. Equal Opportunities, Inclusion and Special Needs

### Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

### Equal Opportunities

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

Our curriculum respects a child’s ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.

It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children.