The Brickfields Trust

Early Years Foundation Stage Policy

Lawford Mead Primary & Nursery School

2025

The Brickfields Multi Academy Trust is a company registered in England and Wales. Company Number: 10538130

EYFS Policy

Relationship to other policies

This policy should be read in conjunction with the following

- Child Protection Policy
- Curriculum Policy
- Inclusion Policy
- Equality Scheme Policy
- Phonics Policy
- Physical Restraint Policy
- Positive Behaviour Management
- Pupils with medical Conditions Policy
- SEND Policy and SEND Information Report

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Lawford Mead Primary School, children may join the Nursery when they reach their third birthday. They enter the Reception class at the start of the academic year in which they turn five years old. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well, and keep healthy and safe" We aim to support children in their learning through "teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life" (Statutory Framework for the EYFS 2021)

The EYFS is based on four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** –supporting the children in becoming strong and independent.
- **Enabling environments** –where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

A unique child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, positive individual and class rewards to encourage children to develop a positive attitude to learning.

Inclusion/ Special Educational Needs & Disability (SEND)

All children and their families are valued at Lawford Mead. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their

personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

Welfare

It is imperative to us, that all the children in the school are 'safe'. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect physical and psychological well-being of all children. (See Child Protection Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them".

At Lawford Mead, we understand that we are legally required to comply with certain welfare standards as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children, or who have unsupervised access to them are suitable to do so. (Documental evidence)
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We adhere to the **SET** (Southend, Essex & Thurrock) procedure

Positive Relationships

At Lawford Mead, we recognise that children learn to be strong and independent, from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/carers as partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Parents and children are invited to come and visit the school setting.
- Home visits are offered to all new Nursery children and new children to Reception.

- The children have the opportunity to spend time with their teacher before starting school during transfer sessions (see later detail)
- A member of staff to welcome both Nursery and Reception children at their gates each morning/afternoon valuing the importance of a warm welcome and first point of contact for any questions or concerns.
- Inviting all parents and carers to an induction meeting during the term before their child starts Nursery/School.
- Parents/Carers participating in a Curriculum workshop with their child, during the first term in Reception.
- Providing parents an opportunity to celebrate their child's learning, by using online Learning Journals, **Tapestry**.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest wherever possible.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and development.

There are seven areas of learning and development of which three are "prime areas" and four "specific".

The **prime areas** are:

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

The **specific areas** are

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At Lawford Mead:
"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and to relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is on-going judgement to be made by practitioners about the balance between activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the

balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1" (Statutory Framework for EYFS 2021)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Lawford Mead, we support children in using the three characteristics of effective teaching and learning. These are:

- **Playing and exploring** – children investigate and experience things, and 'have a go'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically –** children have and develop their own ideas, make links between ideas, and develop strategies for doing other things (EYFS 2012)

Assessment

Children are assessed through regular assessments, observations and evaluation of children's progress across all areas of learning. We aim for every child to make good progress relative to their starting points and capabilities and that any gaps in attainment are identified and addressed early.
In the final term of the reception year an EYFS profile will be completed for each child. Each child's level of development will be assessed against the seventeen Early Learning Goal. Teachers must indicate whether a child is meeting the 'expected' level for that area of learning or are 'emerging' thus they are not meeting the required level of development.
Assessments are based on the staff's knowledge of the child and are gained from observations, photographs and through daily interactions with the children. They take account of the contributions from the child, their parents and other relevant adults. The EYFS profile handbook and Development Matters are used to support staff to ensure their judgements are accurate about each child's attainment.
Tapesty online journal is used across both Nursery and Reception for parents to access their child's learning journey.
Reception parents are invited to Target Sharing Days at the end of a child's 1st half term in October and again at the end of Spring Term 1 in February. Nursery parents are invited to Target Sharing Days at the end of Spring Term 1.
Statutory Reception Baseline Assessments (RBA) is a short assessment taken in the first six weeks in which a child starts in Reception. The RBA is used to measure children's progress from reception until the end of KS2.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the Early Years curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and safety

At Lawford Mead, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

Detailed information and procedures are in the Child Protection & Safeguarding policies.

In line with the EYFS statutory framework 2021, at Lawford Mead we undertake:

- Supporting Pupils with Medical Conditions Policy ensures that there are systems in place so that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent/carer (e.g. Travel sickness tablet on school trips) At Lawford Mead, a written record is kept each time a medicine is administered to a child and informs the child's parents/carers on the same day (Statutory Framework EYFS 2021)
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- In the Nursery and reception classes, a First Aid box is accessible at all times, and a record of accidents and treatments is kept. There are nine members of staff with Paediatric First Aid training throughout the school (this includes two EYFS LSAs, one of whom is in the Nursery) and three additional members of staff who have successfully completed the full, four day course in First Aid training. All Foundation Stage staff have basic first aid training. Any approved medication for specific children is kept in the school medical room and administered by trained staff.
- The SENCo is the named inclusion manager for the whole school with the Early Years Foundation Stage Co-ordinator as the lead behaviour manager for the Early Years. (refer to Inclusion, Positive Behaviour and Physical Restraint policies)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- A Lockdown procedure and policy.
- A Photographic and Digital Images policy stating how iPads are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels. Staff are expected to wear clothing that supports them in physically getting to a child's level and playing and engaging with children at floor level.

Monitoring and review

The EYFS Lead, Head Teacher and Deputy Head monitor the effectiveness of this policy. This policy will be formally reviewed by the Local Academy Committee on an annual basis or earlier if new guidance becomes available.