



Lawn Primary and Nursery School

Foundation Stage Policy 2021

Policy Owner

Early Years Co-Ordinator

Procedure History

Date	Created
July 2021	First created and approved
Statutory Guidance: Statutory Framework for the Early Years Foundation Stage https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf	
Supporting Policies	
Curriculum Policy	SEND
Teaching and Learning Policy	Inclusion
Equal Opportunities	Assessment Policy
Equality Scheme	Curriculum Policy



‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’ Early Years Foundation Stage Framework, 2021

Intent

At Lawn Primary and Nursery School, we believe that early childhood is a time of play, and by offering play in a stimulating environment, we discover the excitement of learning, the rewards of achieving and acquire our life-long skills. The objectives from the [Curriculum Statutory Framework for the Early Years Foundation Stage](#) set the standards for learning, development and care for our curriculum.

We intend that our ambitious and inclusive curriculum facilitates all children to gain the knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners as they start out on their educational journey, and influence their wider thinking across all areas of the curriculum. We recognise that all children come into our setting with varied experiences and we endeavour to give each child the best possible learning opportunities to widen their knowledge and understanding of the world, setting ambitious expectations for all, which enables them to fulfil their full potential and achieve future success.

We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. It is our intention that children experience the seven areas of learning through a balance of whole class/group teaching and play-based learning. This is through the children’s interests,

books, themes, continuous provision activities, and phonics. Learning is carefully planned by the staff to support communication and language development; personal, social and emotional development; and physical development as well as literacy, mathematics, understanding of the world and expressive arts and design

Implementation

At Lawn Primary and Nursery School, we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning. We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. We ensure the content of the curriculum is **differentiated** to meet the needs of all learners and is taught in a logical progression so that children build on prior learning. We consider the all-round development of children.

Our children are immersed in lots of practical, **first-hand learning experiences** through which they are encouraged to explore, experiment and challenge themselves. The children use both the indoor and outdoor classroom during teacher directed and child-initiated times. We have a particular love for outdoor learning and each day we go outdoors to learn about our outdoor environment. We offer enhanced outdoor experiences throughout the year and organise several exciting activities, outings and visits/visitors to enhance the children's learning.

We provide **high quality interactions** with adults that demonstrate and impact on the progress of all children. High quality questioning and interactions enable us to check understanding and address misconceptions.

We recognise that **language and communication** are vital in all areas of a child's development. We support children's development by providing a rich language environment, where conversations, singing and sharing stories become a regular part of the children's day. Nursery have core rhymes, which support language development. Each week, a rhyme of the week is chosen, and the children chant or sing the rhyme at group times. By the time the children leave nursery they are familiar with each core rhyme. In addition to [our phonics scheme](#), Read Write Inc (~~below~~), we have a 'reading map' with key books we read frequently with the children. These books are the type of books that can be re-visited again and again, on different levels to support language development. The idea is that children will develop language and increase vocabulary in addition to gaining a love of books and will become very familiar with these known texts so that they can remember and re-tell them. Staff act as role models to the children they teach in order for children to develop their own speaking and listening skills.

We believe that learning through play is vital. We have created a stimulating and **engaging environment** that is set up so that children can access all areas of learning both inside and

outside at any one time and use this effectively to ensure the children's needs are met through continuous provision, enhanced provision and following their interests. Staff teach an objective through whole class, small group teaching and going into provision to observe children's play and move learning forward at that point.

We recognise the important role parents and carers play in the child's education and so work collaboratively to provide **home learning opportunities** with information about what has been taught, allowing parents to build on their child's school experiences, at home.

Although EYFS has a separate curriculum, we are keen to make sure our children are prepared for the next chapter in their school life. At Lawn Primary and Nursery School we encourage children to 'pursue the best' and the enjoyment of the curriculum promotes achievement, confidence and good behaviour.

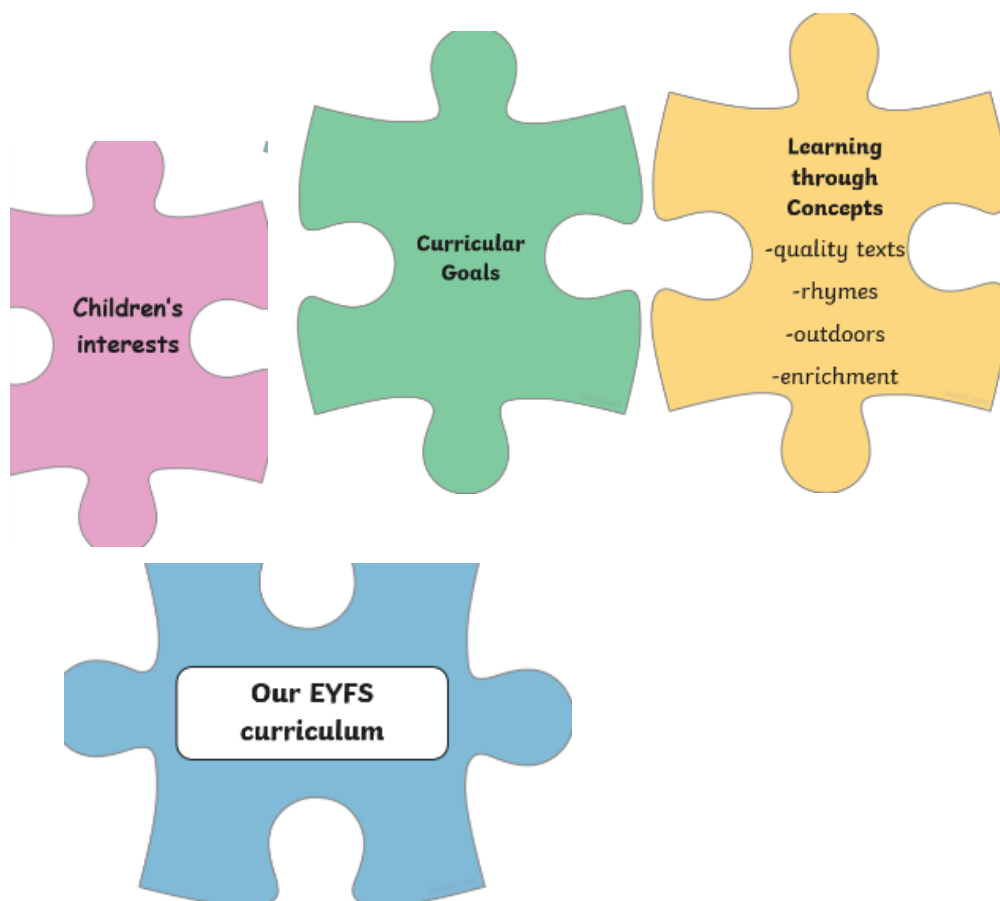
Impact

The broad and balanced curriculum design ensures that the needs of individual children including EAL, SEND and disadvantaged, and small groups of children can be met within the environment of high quality first teaching, supported by targeted interventions where appropriate. In this way, it can be seen to be impacting in a very positive way on pupil outcomes. Our children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. They develop skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways. Our children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning. They are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

From their own starting points, our children will make good progress academically and socially, developing a sense of themselves so that they are well prepared for Key Stage 1. The impact of our curriculum is measured by assessment procedures, which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of EYFS. The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future ~~e~~citizens ~~izens~~.

Curriculum Overview:

We offer a high quality broad and balanced curriculum, which has three main elements:



All aspects of our curriculum require EYFS practitioners to be flexible and to take account of our children's interests, alongside the explicit teaching of 'concepts' and our curricular goals. Our curriculum is based upon a 'progression model'; when we are building on

children's interests, we are planning to broaden or deepen those interests. For example, our cycle of 'quality texts' begins with very simple, repetitive texts, which over time, children progress onto texts with more complex vocabulary and concepts.

Teaching and Learning at Lawn Primary and Nursery School

Most learning is play-based and takes place indoors and outside. There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences, and adults take children's interests and strengths as a starting point, seeing each child as a competent learner. We offer lots of learning outdoors to build children's confidence, physical strength and co-ordination, for example through Welly Walks and balancing and climbing on our outdoor trim trail.

Once children have settled and can access the EYFS environment, we begin thinking with more detail about how they will access the curriculum and we support learning around their interests. For the children who settle quickly and are confident, especially those who were in the two year old provision, we can move into using the wider curricular goals quickly.

Our Curricular goals will be shared with our children's parents. We design them as a result of information gathered from home visits and nurseries. Their clarity helps parents to get involved and support their children's learning at home

There are seven areas of learning and development that shape our curriculum. All areas of learning and development are important and inter-connected. However, three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

We support children in four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Initial Assessments

Home Visits

Every child in Reception is offered a home visit or video call via Google Meet if the home visit is not possible. Parents share information about their child's interests, communication, confidence and physical health with the key person. The information shared by parents will be added to the child's starting points document. They will also build the child's interests into the planning of the provision.

Baseline Assessments and Checkpoints.

Baseline Assessment

The Reception Baseline Assessment (RBA) is a short, task-based assessment focusing on literacy, communication, language and mathematics skills, which is statutory for all schools from September 2021. The assessment will take place within the first six weeks of school for our reception children. During a short one-to-one session with their teacher, the children will do a number of practical and interactive tasks.

Nursery Assessment

Our teachers and EYFS practitioners will also complete their own baseline assessments within the first six weeks. These will be play-based, and although they are non-statutory, are a useful starting point in understanding the needs of our new nursery children.

Curricular Goals

We have designed our curriculum to be ambitious. Our curricular goals provide an overview of many of the different things we would like children to know and be able to do. The goals are progressive, starting from our 2 year olds through to our Reception children. We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child will not make the same progress through the curricular goals. For instance, although many children will learn to bake bread, for some children with complex needs, managing to tolerate the feel of flour and water, and mix it together to make playdough, will represent strong progress. All of those children are participating in the same curriculum. Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts. For example, a child may follow different recipe cards to make different types of bread, and may help other children.

Curricular learning weaves in and out throughout the year and can be picked up and worked on together at multiple points. A curricular goal does not need to be the sole focus of the work the child and practitioner do together week in week out, unless the child is deeply motivated to return to the learning again and again, in which case we would follow the child's lead. Practitioners record the learning journey in our class floor books.

Planning and Assessment

In addition to our curriculum goals, we offer a broad range of experiences to the children in order to stimulate their interest, facilitate meaningful communication and promote purposeful play. Staff are aware of sustaining a dialogue with the children either individually (responding to questions and asking open question) or as a group (with shared thinking themes threading through the routines of the class). This detailed knowledge of each child informs the planning for the next steps of learning.

‘Here and Now’

One of the most powerful forms of assessment takes place in the here-and-now. This is when we notice something important about a child’s learning and respond to it to help them build their learning in that moment. That response can take different forms – we might:

- stand back and be encouraging;
- get involved to extend the learning, by joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do;
- reflect afterwards and bring in new resources or plan something special in response to what we noticed.

This type of assessment work is not always written down but is addressed in the ‘here and now’. Our role as EYFS practitioners is to notice what children can and cannot do, then decide when it will be helpful to step in and support and when it is best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

Enabling Environment

Children learn a huge amount through the play they choose. We will help maximise this learning by making sure we provide a high-quality learning environment. We can then sensitively get involved and extend their play. It is important that we have a systematic approach to evaluating the quality of the environment, and those interactions, so that we can build on what we do well, and improve where we need to.

Assessment and Tracking

In Nursery, our teacher and keyworkers spend quality time getting to know their key children and their families, and for Reception this is undertaken by a teacher and a TA. This trusting relationship helps children to settle and grow in confidence in their new environment.

Once the children are settled in our EYFS setting, our more formal assessments can begin. We start with information gathered from parents and other settings, along with our own observations of the children in their play to complete a baseline assessment. These assessments will inform a discussion with parents about how well their child is settling and will be used to help notice children who may need extra help.

Next steps from children's starting points are usually linked to how the children have settled into Nursery or Reception or anything of significance e.g. toilet training. If children settle quickly and engage in a wide range of play in their first five days, there will be no need to set out 'next steps'.

Most assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed. We will refer to the checkpoints in Development Matters and Birth to 5 throughout the year, checking children's development in the Prime areas and Specific Areas of Learning. If we notice that a child might be having difficulties with their development, we will take action quickly. We will continue to develop a strong relationship with their parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

Each child is discussed with the Senior Leadership Team once per full term. The lead practitioner/ class teacher talks about their observations and what they think it shows about the child. We discuss what the child knows, what they can do, and any barriers to learning.

Inclusion:

The curriculum at Lawn Primary and Nursery School is designed to enable all children who attend the school to access the learning. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Most Able, children with English as an Additional Language, disadvantaged pupils and children identified with a Special Educational Need and/or Disability (SEND); ensuring that every child is given the highest standard of education regardless of sex, race, ethnic origin, religion or background.

We aim for children to have an appreciation of the differing communities and cultures from which they come. We aim to instil respect and tolerance of the differences between us as well as ensure that we promote spiritual, moral and social development to enable children to work together and co-operate regardless of gender, culture or ethnicity. We continually aim for children to value the rights enjoyed by every person in society.

Parents/ Carers

We value the role of parents/carers in supporting children's learning and actively encourage support from home. Parental support and a high quality home learning environment make a huge difference to children.

Termly newsletters, homework grids and year group curriculum maps are regularly displayed on the class pages of the school website to enable children to share their learning with home. We regularly update parents on their child's learning via our school Facebook page and website and we send an overview of each child's learning, interests and needs in via our online ~~asement~~assessment tool DCPro, three times a year. There are also opportunities for parents and carers to participate in workshops and attend information meetings throughout the year as well as attend open afternoons and performances.