



Leverton Church of England Academy

Early Years Foundation

Stage Policy

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Introduction

At Leverton C of E Academy we recognise the major impact the early experiences of children aged birth to five has on their future life. We believe that each child deserves access to high quality early years experiences and provision. Our EYFS setting offers all children valuable and fulfilling experiences that create a firm foundation as a bed rock to their time at our school and the rest of their education.

Admissions to Willow class

The early years foundation stage applies to children from ages 0-5. At Leverton C of E Academy we accept children from aged 2 according to the following:

- 2 year olds can start with us as they turn 2 if they are paying for the provision
- 2 year olds who are eligible for the 15 hours funding can start the term after their 2nd birthday
- All 3-4 year olds are entitled to 15 hours of universal funding. They can access this from the term after their 3rd birthday. Some children are eligible for up to 30 hours of provision
- Children start the Reception year in the September of the year that they turn 5. This means they turn 5 between 1st September and 31st August. All children must complete a school application with Nottinghamshire county council and parents should receive a letter through the post in order to apply.

If your child is born between:	They are eligible to start from:
1 st April - 31 st August	Autumn Term - Usually September
1 st September - 31 st December	Spring Term - Usually January
1 st January - 31 st March	Summer Term - Usually April

Applying for an early years place at our school:

If you are interested in securing a place for your child at our school please contact the office for further information and to arrange a visit to our setting. If you would like to reserve a place for your child we ask you to complete a session application form to enable us to timetable the sessions and staff accordingly. Please see the chart below for our session times. Funded sessions are those in blue.

**Prices accurate as of September 2021, charges are reviewed on an annual basis*

Children accessing 15 hours are entitled to 5 of the blue sessions, 30 hours equates to all 10 sessions. Please read the terms and conditions about booking and paying for sessions. Parents will be contacted when a place is confirmed and all registration documents will be sent across.

Session & Time	Cost	Hours	Mon-Fri
Breakfast Club 8.15-8.45	£2	30mins	Mon-Fri
AM session 8.45-11.45	£12	3 hours	Mon-Fri
Lunch Club 11.45-12.15	£2	30mins	Mon-Fri
PM session 12.15-3.15	£12	3 hours	Mon-Fri
Twilight club 3.15-4.15	£4	1 hour	Mon-Thurs
Full day 8.15-4.15	£32	8 hours	Mon-Thurs

Aims

- To build upon the knowledge that children have acquired prior to entering the Foundation Stage unit
- To establish a supportive working partnership with parents
- To offer a planned play based curriculum with activities and experiences that are challenging but achievable
- To encourage a positive attitude and disposition to learning
- To provide a rich and stimulating indoor and outdoor learning environment
- To promote social interaction with adults and peers
- To provide a smooth transition from the Foundation Stage to Key Stage One

Our Ethos

At Leverton C of E Academy, our EYFS setting values the importance of play. We believe effective **learning** and **play** involves:

- ❖ Children **initiating** activities that promote learning and enable them to learn from each other
- ❖ Children learning through **movement** and all their senses
- ❖ Children having **time** to explore ideas and interests in depth
- ❖ Children feeling **secure**, which helps them to become confident learners
- ❖ Children learning in **different ways** and at **different rates**
- ❖ Children **making links** in their learning
- ❖ **Creative** and **imaginative** activities that promote the development and **use of language**

Learning and development

The EYFS curriculum is split into seven areas of learning and development of which three are "prime areas," and four "specific areas." As children begin their education at Leverton C of E Academy we focus

on the Prime areas of learning to ensure that each child has the right foundations to support them in acquiring the relevant knowledge, skills and understanding they will learn through the specific areas of learning. Often when children are engaged in activities in school, whether these are adult led or child initiated, they will be developing more than one area of learning. Opportunities to build upon previous skills in each area of development are planned weekly, some of which are taught discretely and others planned for through the careful consideration of the activities and resources that are on offer around the environment. A coherent curriculum intent and implementation document outlines the provision that is available, how it builds upon prior knowledge and how this supports children in meeting the early learning goals.

Prime areas of learning: Communication and Language, Personal, social and emotional development & Physical Development

Specific areas of learning: Literacy, Mathematics, Understanding of the world, Expressive arts and design

When planning any activities or enhancements to the environment we consider the different ways that children learn. We ensure there are opportunities for children to expand on the **way** in which they learn not just **what** they learn. At Leverton C of E Academy 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
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All staff in our setting use the statements within our curriculum intent document, which are taken from Development Matters 2020 documentation, to assess and plan learning opportunities that are relevant to each child's individual needs. Our 2 year olds access the continuous provision supported by the staff, where they ensure they learn and grow at their own individual pace by providing play opportunities and experiences that will enhance their development. Our FS1 (3 and 4 year olds) and FS2 (Reception children) have a more structured curriculum that is planned through a mixture of adult directed and child initiated purposeful play. A long term plan of a 2 year rolling programme is used as a skeleton to our teaching and provision. A copy of this can be found in appendix 1 along with an example of our medium term plan.

Effective Teaching and Learning

Effective teaching and learning builds upon, supports and extends the existing knowledge, skills, understanding and confidence of the children. It takes account of each individual's strengths and areas for development, including those with Special Educational Needs. Equal opportunities for all is a core principle for all school activities and staff should exemplify this guiding principle in all their work. Play is a central tool for learning; it is a key way in which young children learn with enjoyment and challenge. At Leverton C of E Academy we base our teaching and learning on child centred pedagogy. This means that we provide a range of opportunities to learn through play in different ways that tune into the child's wants, needs and interests. Children have the opportunity to access a balance of free flow, child led and structured play throughout their time in the setting.

Free flow play - Children access the continuous provision that is available to them on a daily basis. They have access to indoor and outdoor play throughout the day and use their intrinsic curiosity to explore the carefully planned environment

Child led play - Staff support and extend children's learning as the child leads the play, often through additional enhanced resources that have been carefully provided by the early years staff team

Structured play - Staff provide purposeful play activities that have been carefully planned to meet a clear intention or goal

Effective teaching and learning in the early years is a balance between the adult, child and environment. Adults are a key resource to support, enhance and extend children's learning through purposeful interactions which scaffolds children's learning through play.

Within our 2 year old provision, planning will be heavily led by the child interests and reflect more free flow play and less structured play as mentioned below. Children in FS1 will be introduced to more structured play which includes short bursts of daily phonics learning, maths blast & circle time/assembly. Children in FS2 will take part in more structured play which will enable them to access all areas of the learning across a week according to the medium term plans put in place.

Enabling Environments

At Leverton C of E Academy we create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to high quality indoor and outdoor environments that are set up to provide opportunities for all areas of learning, with planned continuous and enhanced provision. Children have access to a 'core' environment which we call the continuous provision. This means the resources and activities that are available to the children throughout their time in early years. On a weekly basis we enhance this provision with additional resources, activities or provocations that enable children to develop accordingly. We believe that effective learning builds and extends upon prior learning, and that children's interests should underpin our planned learning environments. Effective planning is informed by observations of the children to ensure we follow their

current interests and experiences and aim to provide enhancements which focus on identified skill development. These observations are recorded on the children's individual class dojo portfolios for practitioners and staff to see and use. Practitioners have a good understanding of their key children's next steps and this feeds into the activities and provision that is provided week on week. We believe that the early years' environment should be well organised, well-resourced and clearly labelled to build the children's independence and confidence in their abilities. Neutral tones and backgrounds are used throughout the setting to provide a calming environment where children's work is celebrated and enhancements are clear.

Inclusion/Special Educational Needs & Disabilities (SEND)

All children and their families are valued at Leverton C of E Academy. 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 possible 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 schools Special Educational Needs Co-ordinators (SENCO) is called upon for further information and advice. Please see our SEND policy for more information.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and taking action to provide support as necessary
- More information can be found in our Special Educational Needs & Disability Policy

Parents/Carers as Partners

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

We do this through:

- Talking to parents/carers about their child(ren) before they start at our school. This also enables staff and parents/carers to get to know each other, as well as the children.
- Offering home visits to children starting in FS1 where they have not attended our setting previously
- Providing transition sessions for new pupils
- Inviting all parents/carers to an induction meeting during the summer term before their child starts full time school
- Encouraging parents/carers to talk to the child's teacher if there are any concerns
- Providing access to the child's individual class dojo portfolio where children's achievements are recorded regularly. Parents are able to comment and provide feedback on this system.
- Providing each child with an 'Adventure Book' to support home to school communication. These provide a space for parents to record achievements and adventures from home.
- Parent workshops are offered regularly throughout the year for parents/carers and wider family to come and work with the children in their classroom.
- Keep parents up to date with all class activities through Class Dojo where the teacher can celebrate the achievements of each child with Dojo points
- Provide daily diaries for pupils in our Little Acorns setting (2-3year olds) to ensure effective home-school communication of key information such as sleep and toileting.

Transition

We understand the importance of building strong relationships with staff and children from the very beginning and ensuring parents/carers are well-informed of what to expect when their child starts with us. Children starting in our 2yr old provision will receive a phone call from the lead practitioner to introduce themselves and discuss the arrangements for their child to start. Children are welcome to come to a settling in session which will be agreed with the staff in school and parents will be invited to stay for a short while to support settling in. When a child is due to start as an FS1 the teacher will phone the parent and discuss the arrangements for a transition session with us, children will be invited to a transition session before they are due to start. Children due to start FS2 full time will be given dates of a full transition day during the Summer term. Children who join us from other settings may require

additional transition meetings/sessions and these will be arranged with the staff due to work with the child. We know that all children are individuals and have differing levels of confidence about separating from their parent/carer. We work with parents to ensure there is a clear plan which supports the individual child settling into our school.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents/carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals. The Profile indicates whether children are meeting expected levels of development, exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of future learning in Year 1. Teachers work closely together to pass-on information to the child's next teacher and we ensure that children are prepared for the increased formal style of learning that begins in Year 1.

Assessment

Children's learning and development is assessed to determine what children can do and what they know. Practitioner's knowledge of child development is crucial in facilitating high quality provision alongside accurate assessments that enable the setting to identify strengths and areas that require additional support to enable children to reach their full potential. Where children's learning and development causes concern it is vital that parents and school work together to assess, plan, review and take action.

When a child starts at Leverton C of E Academy practitioners will spend the first few weeks getting to know what the child can do and what they know to allow them to make an accurate assessment of their abilities. Practitioners will use the Developmental Matters 2020 document to support them in assessing which age band they are working at and if this matches their chronological age. Children are assessed as working within the following bands; Birth to 3, 3-4 years and the reception year. This initial baseline assessment will then be used to monitor the progress of the child as they move through our early years settings. Children will be formally assessed three times a year to identify the progress being made. Informal assessments of children's learning and development are ongoing and form part of our daily

provision. Class Dojo is used to record achievements which can then be accessed by parents and this forms part of our learning portfolios to support practitioners in their accurate assessments throughout the year.

At the beginning of the reception year, all children will be assessed using the 'Reception Baseline Assessment' (RBA) produced by the Standards and Testing Agency. This is a statutory process for all children starting Reception from September 2021. The RBA is a short, interactive assessment of the child's early literacy, communication, language and mathematic skills when they begin school. The purpose of this assessment is to measure how well school's support children in making progress during their time in primary school between reception and year 6. Internal baseline assessments using our informal observational records as mentioned above will be how we measure progress throughout the reception year and beyond.

Staff working with children aged between 2 and 3 must complete an 'early years progress check' which documents the strengths and weaknesses arising from the child's development. This is shared with parents and discussions take place where any concerns are raised. Parents are encouraged to share this with their health visitor.

At the end of the reception year (FS2) we will complete an Early Years Profile, which is a statutory assessment. A completed EYFS Profile documents the attainment of each child assessed in relation to the 17 Early Learning Goals (ELG) descriptors, together with a short narrative describing the child's 'three characteristics of learning'. We believe that accurate assessments are made when there are contributions from a range of people including those of the child, parents and carers and other adults who have significant interactions with the child.

In order to complete the Early Years Profile, practitioners must judge whether a child is meeting expected levels (expected) or not yet meeting expected levels (emerging) for all of the ELG's. This assessment is only made at the end of the year but assessments gathered throughout the year can support practitioners in making accurate judgements. The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information to inform their future practice.

At Leverton C of E Academy we take regard for all areas of the Statutory Framework for Early Years Foundation Stage 2020. All safeguarding and welfare requirements are met through the extensive policies we hold within school.

Policies to consider in relation to this policy:

Behaviour Policy

Child Protection and safeguarding policy

Prevention of extremism policy

Behaviour policy

Special Educational Needs and disabilities (SEND) policy

First Aid policy

Intimate care policy

Terms and conditions of the EYFS provision

Staff handbook

Staff code of conduct

Example continuous provision across FS1/FS2

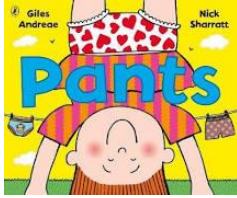
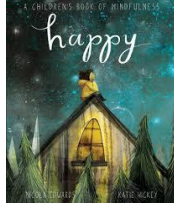
	ALL	Specifically targeted
Communication & Language	<p>Daily SEAL/assembly Daily rhyme time Weekly picture news Weekly willow news/adventure books Weekly parent workshops Reading area/story boxes Role play indoor/outdoor</p>	<p>Daily letters and sounds - phase 1 Daily Read write Inc</p>
Personal Social, Emotional Development	<p>Daily SEAL/assembly sessions Take 5 Turn taking - all areas Building relationships with peers - all areas Role play area Practitioner modelling</p>	<p>Picture News</p>
Physical Development	<p>Daily indoor and outdoor opportunities Outdoor area - resources and equipment cover range of physical development Fine motor activities daily Dough disco/dough area Model making area Mud/water play Sand play Snack time</p>	<p>Planned fine motor activities Weekly handwriting Weekly PE session</p>
Literacy	<p>Writing area Post box - focused letters at times Clipboards, writing equipment available in all areas Reading area Daily story time</p>	<p>Phonics session daily RWI daily Adult led guided/Shared/independent writing sessions weekly</p>
Maths	<p>Maths area Small world Water/mud/sand play Self-service baking Model making area Construction</p>	<p>Daily maths blast Daily maths blast Teacher focused activities</p>
Understanding the World	<p>Technology station Adventure books Self-service baking Role play area Outdoor provision Gardening provision Mud kitchen - outdoor Fidget Factory - outdoor Water works - outdoor</p>	<p>Outdoor extended provision weekly</p>
Expressive Art and Design	<p>Dough area Painting/creative table Role play area - in and outdoor Model making area</p>	<p>Weekly creative enhanced provision</p>

FS2 focus

FS1 focus

All

Medium term plan FS1/FS2

	Week 1 This is me!	Week 2 Being happy Listening	Week 3 Feeling & relaxing	Week 4 Tasting	Week 5 Touching & Discovering	Week 6 Smelling	Week 7 Harvest/Autumn
<p>Magnificent Me!</p> <p>Children consider what makes the special and unique. They will learn about friendship and making the right choices. They will build confidence to follow the rules in the setting, take responsibility and build independence. They will initiate conversations with others and develop their creativity through a range of media and materials. Children will begin to learn and use all single sounds to begin orally blending CVC words ready for reading</p>							
<p>Key texts</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>							
Communication & Language	<p>Daily story time Daily assembly/circle time</p> <p>Skeleton/people puzzles in tuff tray</p>	<p>Daily story time Daily assembly/circle time</p> <p>Sound Bingo</p> <p>Musical instruments in tuff tray</p>	<p>Daily story time Daily assembly/circle time</p> <p>Discussions - I am sad when...</p> <p>Mirrors and magnifying glasses in tuff tray</p>	<p>Daily story time Daily assembly/circle time</p> <p>Tasting session</p>	<p>Daily story time Daily assembly/circle time</p> <p>Feely bags</p> <p>Shaving foam in tuff tray</p>	<p>Daily story time Daily assembly/circle time</p> <p>Smelly trays/pots</p> <p>Herbs in med kitchen</p>	<p>Daily story time Daily assembly/circle time</p> <p>Feely bag of autumnal objects</p>
Personal Social, Emotional Development	<p>Introduce Circle time rules</p>	<p>Circle time/Assembly sessions</p>	<p>Circle time/Assembly sessions</p> <p>Blow bubbles - blowing troubles away</p>	<p>Circle time/Assembly sessions</p>	<p>Circle time/Assembly sessions</p>	<p>Circle time/Assembly sessions</p>	<p>Circle time/Assembly sessions</p>
Physical Development	<p>Using large equipment safely</p> <p>Introduce self-service baking - Oat and Raisin cookies</p>	<p>Jigsaws - two sizes</p>	<p>Threading a face</p> <p>Threading a body</p> <p>Yoga poses and activities</p>	<p>Cutting herbs/veg with adult support</p>	<p>Fine motor - tweezers and range of beans/pulses</p>	<p>Manipulate dough with different smells</p>	<p>Autumnal tray - magnifier, sketching materials, rubbing crayons</p>

Literacy	<p><i>This is me!</i> Children share photo of themselves to talk about. Write their name label</p>	<p>HAPPY - What makes you happy? - sticking activity Listening - Sound/nature walk. Clipboards to record marks Alliteration activities Initial sounds</p>	<p>HAPPY - Add shared sentences to photos of emotions. I am sad when... I am happy when... Alliteration activities Initial sounds</p>	<p>HAPPY - I like the taste of... Shopping lists - mark making PANTS - Begin to notice rhymes in the book Rhyming activities/games</p>	<p>HAPPY - Sort textures to the words - rough, soft, smooth etc That's not my bear books PANTS - Design and make own paper pants - Use words to describe them</p>	<p>Rhyming activities Rhyming wheels Sort rhyming words Rhyming word games</p>	<p>RHYMING activities- Making rhyming rockets</p>
Maths	<p>Daily counting Teacher focused activities Rhyme time Shapes to make picture of self</p>	<p>Daily counting Teacher focused activities Rhyme time Counting maths games - Counting beats on drum etc</p>	<p>Daily counting Teacher focused activities Rhyme time Peg patterns</p>	<p>Daily counting Teacher focused activities Rhyme time Sorting - like/dislike. How many children like the taste of...</p>	<p>Daily counting Teacher focused activities Rhyme time Numicon in play dough</p>	<p>Daily counting Teacher focused activities Rhyme time Patterns with compare bears</p>	<p>Daily counting Teacher focused activities Rhyme time</p>
Understanding the World	<p>Set up role play doctors Growing up sequencing pictures Babies in water tray</p>	<p>Yoghurt pot telephones Walkie talkies</p>	<p>Exploring outdoor area - what areas make them happy?</p>	<p>Tasting pots Healthy/Unhealthy foods Lunchbox game</p>	<p>Collect different texture on double sided tape Add textures to mud kitchen</p>	<p>Potion making in tuff tray - oil, water, herbs, spices</p>	<p>Changes to the leaves Harvesting crops - photos and videos Pumpkins etc cut up, explore seeds and insides</p>
Expressive Art and Design	<p>Powder paint - portraits Rhyme time - Heads shoulders, knees and toes. This is the way...</p>	<p>Musical station Rhyme time - Tapping and clapping out rhythms 10 fat sausages</p>	<p>Collage faces using different expressions Rhyme time - Listening to different types of music - how do they make you feel? If you're happy and you know it...</p>	<p>Paper plate collage - food wrappers Fruit/veg printing</p>	<p>Collage materials on to letter shapes and numbers</p>	<p>Cutting sandpaper - rub with cinnamon</p>	<p>Leaf printing Conker rolling in paint</p>

Example continuous provision across 2-3 year old provision (Little Acorns)

Classroom areas	Resources available	Areas of learning
Reading	Books Cushions Puppets Story sacks	CL PSED
Sand	Buckets Spades Trowel	PSED CL PD UW
Water	Different sized containers Water wheel Animals/shells	PSED PD CL UW Maths
Creative	Paint Paper Collage materials Brushes Toddler scissors Mark making resources	PSED PD CL Literacy Maths EAD
Construction	Duplo Large wooden bricks Large wooden vehicles	PSED PD UW
Home corner	Toddler kitchen Crockery and cutlery (plastic) Doll & Accessories Wooden farm set	PSED PD CL UW
Outdoors	Trikes Scooters Cars Climbing frame Chalk board and chalks Den building materials	PSED PD CL UW EAD Literacy