

Ladywood Primary School



EYFS Policy
September 2025

Ladywood Primary School
Early Years Foundation Stage Policy

Our School Intent

Throughout our journey at Ladywood, we receive an **ambitious, inclusive** education which promotes a life-long **love of learning** preparing us for our next stage of education and life in an ever-changing world. We develop **confidence, resilience** and **enthusiasm**. We **acquire knowledge**, skills and vocabulary whilst **experiencing wider opportunities** and becoming **curious** and **articulate** learners. We are **happy** and **respectful**, **appreciate diversity** and **celebrate our successes**.

Our school motto 'If we can dream it ... we can do it'

Principles of the Early Years Foundation Stage

Our EYFS curriculum is sequenced over time based on the educational programs from the **EYFS statutory framework** so that children engage with a growing variety of experiences, developing knowledge, skills and understanding. Our curriculum is designed with a constant awareness of the need to be flexible and embrace spontaneity for our young learners in order to respond to children's emerging interests and meet the needs of every unique child. Staff respond to key learning opportunities which happen in the moment, and as a result, themes and some concepts on the long-term sequence document are adapted to support this style of delivery. The sequence is planned and delivered in such a way as to embed and revisit learning regularly.

At Ladywood our children join us from the age of three years and upwards. We have an Early Years Unit in which Nursery and Reception children learn and play together.

The EYFS curriculum is based upon four guiding principles which shape our practice at Ladywood. These are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Ladywood School we recognise that every child is a unique and 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, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

We are committed to inclusive practice. We intend that all learners, regardless of need or starting point, are equipped to achieve their full potential in the EYFS setting. Children will develop the knowledge, skills and vocabulary to enable them to find out more about the world around them and their place within it, which will prepare them for their future learning.

Inclusion is central to everything that we do and underpins all planning and activities. We value the diversity of individuals and we give our children every opportunity to achieve their best.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of children with special educational needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Children with special educational needs are identified and supported in liaison with the Special Needs Coordinator, Inclusion Manager and appropriate outside agencies and wider professionals.

We meet the needs of all our children through:

- Ensuring children's emotional wellbeing needs are fully met
- Planning a wide range of opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence
- Encouraging children to think for themselves in order to build resilience and curiosity.
- Recognising that each unique child is an active agent of their own development
- monitoring children's progress and taking action to provide support as necessary
- Recognising that play and self-initiated activities are ideal opportunities to build 'Characteristics of Effective Learning' (a statutory element of the EYFS)

Positive Relationships

At Ladywood School we recognise that children learn to be strong and independent from secure relationships. We want our children to feel a sense of belonging and we aim to develop warm and trusting relationships. We strive to develop caring, respectful, professional relationships with the children and their families. We are consistent in setting clear boundaries and always respond to the child's needs, feelings and interests.

We acknowledge 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 their child.

We do this through:

- A visit to all children in their home setting prior to their starting school
- A visit to any feeder settings that the children attend and liaise with staff
- The children and parents have the opportunity to spend time with their teacher before starting school during 'ready steady play' sessions
- Parents are invited to an informal chat with the teacher prior to their child starting at school where relevant information is shared
- We offer parents regular informal opportunities to talk about their child's progress
- We offer a pupil progress meeting for parents each term at which the teacher and the parent discuss the child's progress in private
- Parents receive a report on their child's attainment and progress at the end of each school year
- We arrange a range of activities throughout the year that encourage collaboration between child, school and parents
- We ask parents to keep us informed of any out of school achievements and interests

Enabling Environments

At Ladywood School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by first observing the children and assessing their interests, development and learning. Staff plan challenging but achievable activities and experiences to extend the children's learning through play and playful teaching. We ensure that the experiences we provide value learning and all people.

The EYFS environment is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The resources are stimulating and encourage children to become resilient, risk takers who like to explore and play.

The EYFS unit has its own partially covered outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Children have regular access to the outdoors and know to use this area to develop their ideas on a larger scale, take risks and explore resources. The outdoor area is a valuable teaching and learning space which is used effectively to accelerate learning in all areas and presents children with different challenges and experiences.

Nursery and Reception children have a whole class input in their own designated teaching place.

Learning and Development

At Ladywood School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development and aim to foster the characteristics of effective learning - playing and exploring, active learning and creating and thinking critically.

We do this by ensuring that:

- The partnership between teachers and parents is effective, so that our children feel secure at school and develop a sense of well-being and achievement.
- The range of approaches used provide quality first-hand experiences, give clear explanations and modelling, make appropriate interventions and extend and develop play and talk.
- The carefully planned curriculum helps children work successfully towards the Early Learning Goals throughout EYFS.
- The indoor and outdoor provision allows children to take part in activities that build on and extend their interests and develop their cognitive, physical, social and emotional abilities.
- Progress and future learning needs of children are carefully monitored through observations and discussions, which are shared with parents. The early identification of children with special educational needs is swift and effective in supporting children and families. If a child's progress in any area of learning gives reason for concern, we will discuss this with the Inclusion Manager, SENCO and the child's parents. We will work together in partnership and agree how to support the child.
- Information from previous settings and home is passed on effectively allowing all children to have the best possible start.

The Characteristics of Effective Learning

Promoting positive dispositions and learning how to learn are outlined in the 'Characteristics of Effective Learning' outlined below:

A. Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

B. Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

C. Creativity and Critical Thinking

Children have opportunities to play with ideas in different situations and with a variety of resources. They discover connections and come to new and better understandings and ways of doing things.

Children are given the opportunity to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. During Child initiated activities pupils have free access to a range of resources both inside and out.

Areas of Learning

The EYFS is made up of 7 areas of learning (3 prime and 4 specific): All areas are inter-connected.

Prime Areas

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

Specific Areas

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

All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that outline the level of development children are expected to have attained by the end of the EYFS. The ELGs support practitioners to make a holistic, best-fit judgement about a child's development.

Safeguarding and Welfare

Safety and child protection is paramount and all necessary steps are taken to keep children safe and well. Ladywood Primary School has a robust and effective Safeguarding Policy. It is important to us that all children in school are safe and all the welfare requirements are adhered to.

"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." (*EYFS statutory framework*)

We understand that we are required to:

- Follow child protection requirements and have regard to the government's statutory guidance.
- Liaise with other professions and agencies.
- 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, and are CRB checked.
- Ensure that the premises, furniture and equipment is 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.
- Have clear procedures for the collection of children from school.

Health and Safety

Further details can be found in the whole school policies; child protection and health and safety.

We ensure all reasonable measures are taken to maintain the health, safety and well-being of all:

- We complete a risk assessment for both indoors and outdoors which is reviewed annually.
- We ensure fresh water is available and children's dietary requirements are acted upon.
- We ensure fresh fruit or vegetables and milk are provided at snack times.
- Staff are trained in first aid and accidents / injuries are recorded in an accident book. A first aid kit is accessible at all times.
- A fire and emergency evacuation policy are in place.
- Equipment and resources are all accessible and are stored safely.

Monitoring and Assessment

We make regular observations and assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Evidence of children's learning is collected throughout the year in the form of; transition notes from previous settings, annotated photographs, observations, work samples and comments and evidence

from parents and carers. Each child's level of development is recorded against the 7 areas of learning; 3 prime and 4 specific areas. The 3 Prime Areas of Learning are: Communication and Language, Physical Development and Personal, Social and Emotional Development. The 4 Specific Areas of Learning are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

In the final term of the Reception year the EYFS profile is completed for each child. The profile provides parents, carers and practitioners with a well-rounded picture of their child's attainment against expected levels. Each child's level of development will be assessed against the early learning goals, indicating whether pupils are; meeting expected levels or emerging towards the levels. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals.

Thirty Hours

We offer a limited number of 30-hour Nursery funded places for working families that meet certain criteria. Please look at the information on our website which will explain the 30 hours entitlement and how to apply.

Monitoring and Review

It is the responsibility of the EYFS teachers and staff to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS (Elizabeth Eland). This governor has opportunities to observe EYFS practice and provide feedback to the whole governing body, raising any issues that require discussion. The EYFS leader (Sue McQuillan) holds regular discussions with the allocated governor and reports on current developments and progress towards the most recent action plan.

The Headteacher and subject coordinators visit lessons to observe the quality of teaching and learning in different areas. Discussions with staff following these visits provides effective feedback and any areas to develop are shared and implemented.

The Early Years Foundation Stage Leader will be responsible for the day-to-day implementation and management of the Early Years Policy.

Policy written by: Sue McQuillan: September 2025
(EYFS Leader and Assistant Head)