



Foundation Stage (EYFS) Policy

Reviewed: January 2025

Next review: January 2027

This document outlines the provision Leen Mills Primary School offers to all its pupils aged four to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS).

Introduction: Our Curriculum

At Leen Mills Primary School we believe that the Early Years Foundation Stage provides the building blocks. It is the starting point to every child's journey in education. Every child has the right to an education therefore we ensure that our curriculum is inclusive and that every child thrives.

When the new EYFS Framework came into force in September 2021 staff ensured that they used their knowledge of child development and had a top level view when planning the new curriculum. They looked at all the things they wanted the children to experience, know and be able to do. Staff have planned a curriculum which allows for progression. The curriculum is balanced meaning that all areas of learning are planned for. Staff ensure that the curriculum is language rich and gives children the skills they need in order to move up to Key Stage One.

Areas of Learning

There are seven areas of learning covered by the EYFS Framework.

The three prime areas are:

- Personal, Social and Emotional Development (managing self, self-regulation and building relationships)
- Communication and Language (listening, attention and understanding and speaking)
- Physical Development (Fine and Gross Motor)

The four specific areas are:

- Literacy (Word Reading and Comprehension and Writing)
- Mathematics (Number and Numerical Pattern and Shape, Space and Measures)
- Understanding the World (Past and Present, People, Cultures and Communities and The Natural World)
- Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive)

Staff at Leen Mills ensure that the Foundation Stage offers a broad and balanced curriculum and know that the areas cannot be taught in isolation.

Learning at Leen Mills Primary School

We believe there should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Children in the Foundation Stage have a mixture of adult directed learning and child initiated. The morning is structured and consists mainly of adult directed teaching. This includes whole class carpet time and adult led group tasks. We feel that this helps get our children ready to go to Year One.

In the afternoon children engage in child initiated play. We know that children do some of their best learning through play. During this time children are happy, form friendships and learn to deal with difficulties. When the children are playing staff are busy interacting with them. We believe that interactions are key to how children learn. Staff demonstrate, explain, facilitate, question and encourage the children. Staff challenge the children's thinking and help develop conversations through the use of language.

Planning and Assessment

At Leen Mills Primary School planning is divided into long term, medium term and short term. Staff use the Leen Mills Foundation Stage progression document when planning. The progression document was designed using Development Matters and matches the needs of the children attending our school.

- Long term plan states the topics to be covered for each year.
- Medium term plans illustrate the objectives being taught each term and suggested activities.
- Short term or weekly plans, show specific activities planned to achieve the objectives.
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Staff ensure that all children are encouraged to experience all areas of the curriculum during the week, although they may not experience them each day. Mixtures of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme.

Within the termly topic there are occasions when we take the children out of the immediate school environment. These may take the form of walking to the post office, local shops or library, or may venture further afield for example a visit to the farm. Parents will be informed of these visits and permission to take children out of school will be sought and appropriate risk assessments made.

Also there are occasions when people from the local community are invited into school to talk to the children. These people may include the police, ambulance and fire services, local doctors, nurses and clergy.

Children are assessed on their entry to the Foundation Stage. Staff carry out the statutory reception baseline assessment. Staff also carry out their own baseline designed using the schools progression document. The Foundation Stage value the complete child; therefore, all subjects are treated equally. No child is subjected to testing in the Early Years. Data is recorded electronically. At the end of the academic year all children are assessed against the Early Learning Goals. All information can be viewed by parents and carers if requested.

The Learning Environment

The classroom is set up in zoned areas. Each area is resourced with the aim that the children will be able to access the resources independently. The children can independently choose as they play and are challenged from interactions with adults. The children also have access to an outdoor play space which is secure and provides a safe play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor play is a very important part of children's development. Across the Foundation Stage we encourage free flow between the classrooms and outdoor area. We endeavour to staff the outdoor areas for the majority of the school day.

The children in the Foundation Stage also have access to the main school grounds including the forest school area.

Positive Relationships

At Leen Mills we know that having positive relationships with our parents and carers help children to thrive at school. Parents are able to speak with staff in person during drop off and pick up times. Parents are also able to communicate with staff via the dojo app. Staff post regularly to share with parents the learning taking place and parents are able to message staff should they need to. On occasion staff may also send a text or a letter home.

Parents are able to attend various school events such as special mention assemblies, Christmas Productions and stay and read sessions. Parents and carers are encouraged to attend our termly Parent's Evenings and special events. Throughout the year evidence is collected to inform teaching staff and parents of the children's progress.

At the end of the year we provide a written report that informs parents and carers of their child's ability to engage with other people and their environment, to play and explore their environment independently and to actively learn, create and think critically.

Transition from Nursery to Reception

We understand that starting school can be a very anxious time. To help children settle into Leen Mills Primary School staff:

- have conversations with nurseries/pre-schools
- hold a parent/carers meeting about the process of starting school
- visit (or make contact with) nurseries/pre-schools
- hold two transition mornings for children to meet their new teacher and see their new classroom. One of these visits will include staying for a school dinner.
- old a teddy bear's picnic on the school trim trail prior to starting school.

- Two stay and play sessions prior to starting school.

Transition from Reception to Year One

Before the children transfer to KS1 teachers discuss the progress and needs of individual children and concerns are addressed. The Head Teacher is made aware of any issues arising from discussions.

The child's Foundation stage profile transfers with them in order to formally inform the KS1 teachers of their progress.

Special Educational Needs

At Leen Mills children with SEND will be educated alongside their peers in the Foundation Stage classroom and access the Early Years curriculum where possible. In some cases some children with SEND may need a differentiated curriculum. The staff work closely with the school SENDCo and parents/carers to ensure that a provision map is in place if needed. Please see the schools SEND policy for more information.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability. Please refer to the separate Equal Opportunities Policy.

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