

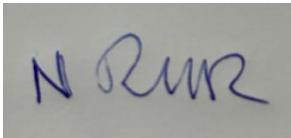
Lickhill Primary School



Early Years Foundation Stage

Date of policy reviewed: February 2025

Ratified by the Governing Body on: 10.03.25

Signed:  (Chair of Governors)

1. Rationale/Introduction

Lickhill Primary School's vision and ethos is to nurture successful, confident individuals who become responsible, effective contributors.

Children come to our school to be happy, resilient and successful. At Lickhill we strive to develop confident, self-assured, positive young people who love to learn, to contribute and to achieve.

We offer pupils a dedicated team of qualified staff who are committed to developing the knowledge, skills, attitudes towards achieving which will enable children to enjoy learning, attain success and to feel content and fulfilled. We ensure that our children learn about, and have confidence in, themselves as learners. Setting goals and holding high aspirations for their future.

We aim to provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. We plan a progressive curriculum with the children at the heart of the planning.

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Early Years Foundation Stage Profile, Department for Children, Schools and Families 2012.

2. Aims and Objectives

It is every child's right to grow up in a safe, healthy environment whilst enjoying their learning. Ensuring that they achieve at the highest standards, make good progress across the curriculum and realise their importance.

The EYFS is for children from birth to five years of age, at Lickhill we offer provision from the age of 2. We provide a holistic approach to learning, ensuring that families and the foundation stage work effectively in collaboration to support the learning and development of the children.

Development Matters drives the basis of the curriculum that we tailor for our children.

This document is categorised into three prime and four specific areas of learning.

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

- Literacy
- Mathematics
- Understanding the world

EYFS policy

- Expressive arts and design

We implement these through an active and play enriched approach by providing opportunities for exploring, talking and making links. The adult's role is to support and challenge the thinking of the children by enhancing provision and encouraging the sense of awe and wonder in the children that we work with.

We achieve these prime and specific areas of learning through:

- Playing and exploring
- Active learning
- Focused support and challenge
- Creative and critical thinking

Our aims are built on the principals as defined in the EYFS

1. **A unique child.** We recognise that every child has the potential to be a confident learner who can be ambitious, focused, innovative, proud, strong whilst taking risks and being part of a team. We appreciate that children develop in individual ways and 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 and rewards to encourage and develop a positive attitude to learning.
2. **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
3. **Enabling environments.** We recognise that the environment, both physical and emotional, plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
4. **Learning and development.** Pre School and Reception are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and think independently and in partnerships. There are both adult-led and child initiated provisions on offer as well as indoor and outdoor learning opportunities.

3. Assessment, Record Keeping and Reporting

For every child starting Reception, our practitioners will complete a Government baseline assessment within their first 6 weeks of school. At the end of Reception, we use the Early Learning Goals (ELGs) to assess whether a child is 'Emerging' or 'Expected', in all areas of learning and have achieved a Good Level of Development (GLD).

This formative assessment is vital to ensure that progress is being tracked in order to provide the learning steps for the children to gain progress in their learning. The Trusts standardisation documents are used as a guide for assessment as well as more formal summative assessments for example Read Write Inc phonics assessments.

In addition to this Pre-School also use Tapestry to gain insight into developmental milestones as a collaborative measure and sharing platform.

3.1 Equal opportunities and SEND

At Lickhill Primary School we are extremely proud of our inclusive approach to teaching and learning and our partnerships with parents and the wider community to ensure the very best for all children.

Successful inclusive provision at Lickhill is seen as the responsibility of the whole school community, permeating through all aspects of school life and applicable to all our pupils. Inclusive practice should enable all children to achieve the best possible standard; whatever their ability, gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children with Special Educational Needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Provision Maps identify targets in specific areas of learning for those children who require additional support in line with the school's Special Educational Needs Policy. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as and when appropriate.

In line with the school's Equal Opportunities Policy and Equalities Statement, we will provide access to all aspects of learning for all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, sexuality or ability to ensure that every child is value as an individual.

All staff are role models and are aware of the influence they have in promoting positive attitudes they use that influence to challenge stereotypical attitudes.

3.2 Welfare and Safeguarding

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.

We follow the safeguarding and welfare requirements detailed in the latest 'Keeping Children Safe In Education'. Please refer to Lickhill Primary School's Safeguarding Policy.