



Maltby  
**Lilly Hall**  
Academy

# Early Years Foundation Stage Policy

***“The first five years have so much to do with the way the next eighty turnout” –***

**Bill Gates**

At Maltby Lilly Hall Academy, we believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. Children who enter our EYFS develop the basic skills, knowledge, concepts and values whilst gaining a positive attitude to school and learning.

We begin each new year, by looking at the individual needs of our children and, taking into account their different starting points, we then carefully develop our flexible EYFS curriculum which enables them to follow the path of their learning journey, at a point that is suitable for their unique needs and stage of development. Children in both our Nursery (Bumblebees) and Reception (Ladybirds and Caterpillars) classes follow the Early Years Foundation Stage Framework 2021, this defines what we teach.

### Statement of Intent

At Maltby Lilly Hall Academy the Early Years Foundation Stage curriculum is designed to:

- Motivate and challenge children to achieve lifelong success.
- Build resilience and become creative, critical thinkers.
- Provide first-hand learning experiences that are engaging and exciting.
- Allow the children to develop interpersonal skills.
- Develop skillful communicators in both learning and play, within a vocabulary rich environment.

We celebrate and welcome differences within our school community. We provide enhancement opportunities to engage learning, widen their experiences, awe, and wonder. We believe that childhood should be a happy, investigative, and enquiring time in children's lives where there are no limits to curiosity.

### Curriculum Implementation

Our curriculum is a practical, playful approach to learning, based on the needs and interests of our children, it is delivered mainly through thematic based planning. We teach children in a variety of ways depending on their needs so this may be individually, in small groups, or in whole classes. Through a combination of teacher-led and continuous provision opportunities, learning is planned to encourage children to develop their skills independently through exploration, challenge and quality interactions ensuring they make the progress needed before moving into year 1.

The “Characteristics of Effective Learning” are at the heart of the Early Years curriculum and explore the different ways in which children learn. They highlight the importance of **playing and learning, active learning** and **thinking critically**. All the

learning experiences that we plan for the children promote positive attitudes to learning and school life which reflect the academy's curriculum core values and skills needed for future success.

Our learning environments, both inside and outside, are inspiring. They allow children to explore, experiment and take part in active learning where they can apply transferrable skills to gather information, express their theories and further their learning. We ensure our spaces are stimulating, exciting, and relevant to the needs and age/stage of our children. Carefully selected resources promote a purposeful and calm atmosphere conducive to learning, whilst easily accessible resources develop children's ability to access the curriculum independently.

Community involvement is an essential part of our curriculum as we celebrate local traditions and acquire new and meaningful skills to enable the children to learn the foundations of being a good citizen.

### Curriculum Impact

Children who achieve a 'Good Level of Development' are consistently above national expectations and all children fulfil their learning potential. Children transition seamlessly between Nursery, Reception and into Key Stage 1. Their learning behaviours are well established and a hunger for further learning developed. The children leave the EYFS with a clear sense of belonging to #LILLYHALLFAMILY and a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections, and become lifelong learners for the 21<sup>st</sup> Century.

### Guidelines and Frameworks

The Nursery and Reception classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) Framework. The EYFS framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

The EYFS 2021 framework includes seven areas of learning and development, all of which are important and included in the curriculum delivery. There are three prime areas, which are seen to underpin all the basics and support the other more specific areas of the curriculum.

The new Development Matters non-statutory guidance (2021) is very clear that teaching and learning should be aimed at what children should be learning to do in their developmental stage.

## Responsibilities

- The Governing Body has overall responsibility for the implementation of the Early Years policy at Maltby Lilly Hall Academy.
- The Governing Body has overall responsibility for ensuring that the Early Years policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the Academy's complaints policy.
- The Early Years Foundation Stage Leader is responsible and accountable for the day-to-day implementation and management of the Early Years Policy at Maltby Lilly Hall Academy.
- Staff, including teachers, associate professionals, and volunteers, are responsible for the application of the Early Years policy.

## Principles of the Early Years Foundation Stage

### **A unique child:**

- Every child is a unique, who is constantly learning to be resilient, capable, confident and self-assured.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

### **Positive relationships:**

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are important and will be nurtured and developed.
- Any relationship is respectful, caring and professional.

### **Enabling environments:**

- Learning and play environments are vital for supporting and extending a child's development.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs.

### **Learning and development:**

- Maltby Lilly Hall Academy is organised in a way that encourages children to explore and learn safely whilst making their own dynamic assessments of personal risk.
- There are areas for activities and play, and others for quiet time and direct teaching.
- The setting is designed to enable children to learn and play independently and ensures that children develop at their own rate whilst being fully inclusive.

## Teaching and Learning

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.” (Ofsted September 2015)

The learning experiences within our early years ensure children are ready for year 1. Learning is linked to the seven areas of learning and development within the EYFS framework, those of which shape the curriculum delivered. These are split into the Prime and Specific areas. The three prime areas are those which the children should develop first.

The “**Prime**” areas of learning and development are:

**Communication and Language:**

- Listening, Attention and Understanding
- Speaking

**Physical Development:**

- Gross Motor Skills
- Fine Motor Skills

**Personal, Social and Emotional Development:**

- Self-Regulation
- Managing Self
- Building Relationships

The Prime Areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. Prime Areas are fundamental, work together, and move through to support development in all other areas. These are the primary focus within our Foundation 1. These areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.

The “**Specific**” areas of learning and development are:

**Literacy:**

- Comprehension
- Word Reading
- Writing

**Mathematics:**

- Number
- Numerical Pattern

**Understanding of the world:**

- Past and Present
- People, Culture and Communities
- The Natural World

**Expressive arts and design**

- Being Imaginative and Expressive
- Creating with Materials

The Specific Areas include essential skills and knowledge. They grow out of the Prime Areas and provide important contexts for learning for children to participate successfully in society.

Teachers complete long term, medium term, and weekly planning as well as continuous provision planning; these plans include all areas of learning and are cross-curricular.

## Learning and Development

- Learning and development is implemented through a mix of whole class, adult-led learning, adult-directed learning and child-initiated learning. All these modes of activity are reactive to the child's interests, fascinations and stage of development.
- Play is important to learning and development and we therefore do not make a distinction between work and play.
- We plan children's activities to reflect their interests and the intended learning outcomes.
- Assessment for learning is conducted through observation when required and play and learning opportunities are adapted accordingly.
- We reflect on the different ways that children learn, and we support children in demonstrating the three characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage, which are: playing and exploring, active learning, creative and critical thinking.

## Teaching Strategies

**“What a child can do in co-operation today, they can do alone tomorrow” -**

**Lev Vygotsky**

Throughout the school day there is a clear balance of adult-led and child-initiated learning opportunities to enable children to reach their full potential in all areas of learning.

Children are exposed to a range of skills, interests, and inquiry-based learning opportunities in order to maximise progress over time.

During child-initiated learning the adults' role and interaction with the children builds the children's understanding, guiding, and scaffolding new learning. This is done through modelling, demonstrating, and questioning what the children are doing, either through participation in the children's activity or by encouraging the children to participate and complete a task with the adult. The children are taught through a number of different strategies that are both Early Years based as well as direct teaching through a cross curricular approach.

Stimulating and exciting indoor and outdoor environments are carefully designed and resourced to reflect children's interests, support pathways to progress, encourage exploration, promote language, support vocabulary, offer challenge, and encourage independent thinking and action with provision areas of interest that both build on prior learning and introduce new concepts to the children.

Play is purposeful to the child's learning journey; staff always engage in high quality interactions to ensure that there are maximum learning opportunities and a language rich culture where children can receive exceptional learning experiences.

## Reading

We value reading as a fundamental life skill and are dedicated to enabling that our children become lifelong readers. We have an ambition that all children will develop a love of reading. It is our aim that all our children should have strong decoding skills and a range of strategies that allow them to become fluent, confident readers, who are keen to learn and use new vocabulary. We value fluency of reading because this supports children in gaining understanding of what they have read.

In Nursery children begin to listen to sounds in the environment and progress into recognising individual phonemes. The daily delivery of phonics is based on recapping previous sounds and using multi-sensory approaches to enable children to learn new sounds by first reading them and then learning to apply these to their writing.

We believe that reading is the key to overall academic success. We have therefore tailored our curriculum often utilising key texts as focus of the learning journey. Children will experience a wide range of texts such as picture books, non-fiction texts, nursery rhymes and traditional tales.

Our curriculum is predominantly text-led and because of this children will experience a wide range of texts such as picture books, non-fiction texts, nursery rhymes and traditional tales.

We strive to promote a reading culture within the academy; reading is the backbone of our curriculum immersing children in high quality daily reading experiences.

### Curriculum Core Values and Daily Teaching

EYFS staff model 'always' learning behaviors to the children as part of their everyday practice.

In Nursery, each child is encouraged to participate in an activity led by an adult on a daily basis.

Children in Nursery participate in phonological awareness and listening and attention activities before beginning to access daily Read Write Inc. sessions which are suitable to their age and stage of development. They also have daily counting and number activities, allowing the children to experience number every day. Children are encouraged to take a book home to promote a lifelong love of books and enhance communication and language opportunities with their parents/ carers.

Children in Reception participate in daily Read Write Inc. sessions where their phonic learning is tailored to their individual age and stage of development. They also have an English and Mathematics focus teaching session daily. Further daily learning opportunities include role play, story and question time, shared reading and writing, counting, number rhymes, sorting, measuring. All adult directed learning is engaging, interactive and purposeful. This allows the children to apply their learning into child-initiated play through enhanced provision. Learning is cross curricular, focusing on basic skills and children's interests to ensure that we have Year 1 readiness.

### Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. At Maltby Lilly Hall, we try to enhance children's cultural capital by providing them with opportunities of exceptional first-hand experiences and exposing the children to memorable events that make learning purposeful.

Educational visits and visitors play a vital role in the Early Years at Maltby Lilly Hall Academy; these are an opportunity to further develop children's views and understanding of their world and community. During the academic year, the children widen their experiences through visits or have visitors invited into the school who are experts in their field. Each of these visits or visitors are carefully chosen and tailored to the learning journey that the children are actively engaged in.

When out of school we ensure that all ratios are matched for the year group carefully. We ensure that there is a ratio of 1:4 with the Reception classes and 1:1 with the children in Nursery as children are required to be accompanied by their parent.



## Classroom Organisation

Our Early Years classrooms promote all seven areas of learning. They encompass children's interests, promote language and collaboration across Nursery and Reception with a shared area outdoor. Classrooms are exceptionally well organised with defined areas of provision and clearly labelled resources. Some provision areas are set up by adults to encourage exploration and engagement in learning unknown to the child, whilst others are totally child initiated. All areas of learning are clearly identifiable using provision mapping signs which are visible. Areas include role play, small world, sand, water, creative, malleable, maths, construction, writing and reading.

The outdoor area includes further opportunities for both gross and fine motor development as well as all the other areas of learning. It has defined zones with clearly labelled resources. Again, some areas are set up by adults to encourage specific learning opportunities whilst others remain completely child initiated. There is a Forest School area which the children access weekly as part of 'Nature Explorers'. The children access Forest School in all weathers and engage in child initiated exploratory play as well as directed focus learning for example designing and making bird feeders, planting, and creating dens as part of the adult led curriculum.

## Assessment

Assessment is an integral part of the Early Years for children's learning and development. Practitioners observe children whilst engaging with them in a variety of opportunities to gain an understanding of each child's level of understanding. This then allows practitioners to shape teaching and learning that reflect that knowledge. This is also evident during child-initiated times when children are embedding and extending any previous learning. Children are monitored throughout the year on their development and progress in relation to age related expectations. Evidence of children's learning is built up throughout the year in the form of:

- Transition notes from previous settings.
- Photographs and videos.
- Work completed by pupils.
- Summative and formative assessments.
- Anecdotal evidence.
- Professional judgement of EYFS teachers and associate professionals
- Comments and evidence provided by parents/carers.

The vast majority of assessment information used to inform judgments is collected by professionals engaging in high quality interactions with the children.

Teachers regularly update class trackers and FFT when children are secure in their

outcomes and judgements are discussed at Pupil Progress Meetings. Gap analysis is conducted as part of assessment for learning to allow opportunities for intervention to be planned for.

The cycle for assessment is as follows:

- Baseline assessment: Within 6 weeks of the child's start date of school and is a statutory requirement in Reception.
- Progress assessments: February and June.

All assessments are reported to parents during the bi-annual parents' meetings and formally in the child's end of year academic 'Record of Achievement'.

### Completing the Early Years Foundation Stage Profile

During the Summer term, of the academic year that a child turns five, we complete the Early Years Foundation Stage Profile (EYFSP). Practitioners assess a child's attainment against the 17 Early Learning Goals (ELGs) and consider whether a child has reached a 'Good Level of Development' (GLD).

Judgements are recorded as a child has reached the expected level of child development or is still working towards age related expectations as so is emerging in their development. Following the 2021 EYFS curriculum reforms there is no longer an opportunity for children to 'exceed' the good level of development.

The EYFSP provides everyone with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Children have differing levels of skills and abilities across the EYFSP, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

We follow the most up-to-date guidance published by the government in the form of the Assessment and Reporting Arrangements (ARA) for any given year.

#### Reporting to Parents

During the year there are two opportunities for parents to meet formally with their child's class teacher and share work and discuss attainment and progress; along with daily informal meetings during drop off and collection. Further parental support is sought during the year to evidence objectives that are more commonly seen at home such as using technology in the home and parental responses are added to the child's Learning Profile.

Should a parent wish to email school any additional evidence it can be sent to:

[info@maltbyLillyHallacademy.com](mailto:info@maltbyLillyHallacademy.com)

## Reception Baseline Assessment

All children participate in the Reception Baseline Assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between Reception and Year 6 / the end of Key Stage 2.

The RBA is a short, interactive, and practical assessment of your child's early literacy, communication, language, and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.

The assessment has been designed to ensure that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). The teacher can pause the assessment at any time if the child needs a break. There are also modified materials available for children with visual and hearing impairments.

The data from the assessment will only be used by the Department for Education when the child has reached the end of Year 6, to provide the baseline to measure the progress of the child's year group from reception to year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school, or national level.

The child's teacher will receive a set of statements which provide a narrative description of how the child performed in the assessment; this will be shared with parents at Parents Evening during the Autumn Term.

For more details you can also visit [www.gov.uk/STA](http://www.gov.uk/STA).

## Parents and Carers as Partners

The Early Years Foundation Setting cannot function without the support of parents and carers. Relationships between parents and staff are forged during the induction process and the staff at Maltby Lilly Hall Academy EYFS endeavor to nurture these relationships throughout the school year. Every child is assigned to a key person, this is a safeguarding and welfare requirement. Parents are informed of their child's class teacher in the Summer term before their child starts school.

At Maltby Lilly Hall Academy, we believe that Parents/ Carers are the child's first educators. We work in partnership to ensure that we build a full picture of the child and give them the best possible start to their educational journey through regular engagement including:

- Parents Transition Meeting, held prior to children starting school.
- Open evening events, held prior to children starting school.
- Inviting parents to stay for lunch with their children.
- Twice annual formal Parent Evenings.

- Annual open classroom / information evening
- An annual Phonics parents meeting.
- Asking parents to complete admissions/induction forms, a medical form and to complete a Transition Questionnaire to help us to understand each child's character and personality.
- Having an open-door policy to enable parents to come and speak with teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents, the school, and the wider community.
- Weekly whole school awards assemblies.

## Safeguarding and Welfare

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 EYFS Statutory Framework September 2021; ensuring that our school is welcoming, safe and stimulating, and where children can enjoy learning and grow in confidence. Our Academy has a rigorous safeguarding policy and procedures in place that are used to identify anyone at risk of harm or radicalisation, this sets out a clear procedure for reporting any concerns from minor to major.

All staff are trained in Safeguarding, which is updated regularly, focusing on contextual issues. The school has rigorous checks when employing members of staff, ensuring that they have the relevant qualifications and are DBS checked. All DBS checks are updated in a rolling basis as required.

We have an E-safety policy which stipulates and advises how to keep children safe when online, which is available on our schools' website. Staff and children are regularly made aware of how to keep safe online and have training around this. This is also regularly promoted throughout the school during e-safety weeks and newsletters. The school also has a filtering system that blocks any unknown or suspect websites. However, professional judgement is always advised and promoted throughout the school.

Parents are asked to provide passwords so that children are safe at the end of the day. Specific staff are trained in Team Teach, which enables children to be positively handled who are at risk of harming themselves or others, and again this training is regularly updated and refreshed.

### Intimate Care

Depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and staff will work in partnership with parents to give the right support to an individual child. See separate EYFS Intimate Care policy.

## Health and Safety

Health and Safety is paramount to the children at Maltby Lilly Hall Academy. We ensure that all reasonable steps are taken to ensure staff and children in our care are not exposed to unnecessary risks. We complete both an indoor and outdoor risk assessment which is reviewed annually. Children learn when they feel happy and secure. To meet these needs the following is in place:

- Healthy school meals – Children in Reception are entitled to a free school meal and are provided with this. The school meals are carefully catered and follow a healthy food model.
- Healthy snack – Fruit and milk are provided and are available throughout Nursery and Reception for children to eat. We also encourage children to bring a water bottle into school which they can access throughout the school day; we only permit water in bottles. Milk is free of charge but becomes payable following the child's 5th birthday.
- Accidents and first aid – All EYFS staff are Paediatric first aiders and are always on site. All first aid cupboards are clearly labelled and regularly updated. All accidents are recorded, and parents are informed of any accidents. If a more serious accident occurs (e.g., significant bump, scrape, or graze) parents will have a phone call home to inform them of anything that has happened before the end of the session.
- Nappies – We encourage all parents to ensure that their children are toilet trained before they start in Nursery, but if this is not possible, we will put into place a care plan which will ensure that the child is well looked after and regularly changed.
- Fire alarms – A fire alarm practice is organised at least once per term, and all of these are timed and recorded. We have set fire doors throughout the setting and the caretaker carries out regular safety checks.
- Lockdown procedure – In order to ensure that all our children and staff are prepared for extreme circumstances beyond our control a lockdown drill will be scheduled annually.
- Child Protection and Safeguarding – We have a very clearly set out safeguarding policy, which is available on our website.

The designated safeguarding lead is Mr R Pease (Principal), deputy designated safeguarding leads are Mrs R Moore (Acting Assistant Principal), Miss A Hood (Family Support and Safeguarding Manager) and Mrs Leahy (Safeguarding Governor). If you have any queries or worries around safeguarding, please speak to our safeguarding team who will assist you.

Further details can be found in the whole school policies:

- Child Protection policy
- Health and Safety Policy
- Supporting Children with Medical Conditions Policy

## Transition

There are several transitions throughout the Foundation Stage that are planned and delivered with due regard. Children starting their school journey by joining Nursery can visit prior to them enrolling. Strategic meetings with parents are organised to ensure that vital information is shared about the children and parents/ carers are given the opportunity to ask questions. Transition into Nursery from private settings are made seamless by liaising about children's interests, abilities and individual needs and organised by the EYFS Leader.

The second transition that occurs during the Early Years is from Nursery to Reception. Children's needs when moving from part time to full time school is managed successfully by clear communication within the EYFS team and is overseen by the EYFS Leader.

Parents new to school are invited to attend a transition meeting during the term prior to their child attending to provide them with key information including the school ethos, the curriculum, expectations and learning journeys and an opportunity to meet the EYFS team.

There are internal transition meetings during the summer term between the Nursery Teacher and the new class teacher in Reception, allowing information about each child's development to be shared and have the opportunity pass on any other important information about each child (e.g., medical, SEND, EAL).

The third and final transition is that between Reception and Year 1. During this transition the children attend a planned transition session in which the children are hooked into a new project and can spend a full morning with their new class teacher. We also ensure that Reception teachers and Year 1 teachers meet to inform the child's new teacher about each child's level of development, Early Learning Goal achievement and any other information about each child (e.g., medical, SEND, EAL).

## Special Educational Needs and Disabilities

Maltby Lilly Hall Academy is an inclusive school which offers a broad, balanced and creative curriculum which aims to encourage all children to achieve their full potential, including children with SEND.

- A member of our Senior Leadership Team (Mrs J Wildin) is the designated Special Educational Needs Coordinator (SENDCo).
- Maltby Lilly Hall Academy gives consideration to whether a child may have a special educational need or disability (SEND) which requires specialist support.
- If a child's progress in any prime or specific area of learning gives cause for concern, we will discuss this with the SENDCO and the child's parents/carers and agree how to support the child.
- Further details can be found in the following whole school policies:
  - Special Education Needs and Disability Policy and Information Report
  - The Accessibility Plan
  - The Equality Policy