



Lansbury Bridge School

EYFS Policy

Date of review & updates	Spring 2025
Next Review	Spring 2026
Signed on behalf of the Governing Body	
Signed by Headteacher	
Date	

Our Vision

At Lansbury Bridge School, all children should **learn** in an individualised way, **believe** in their capabilities and **shine**. Learning in the Early Years Foundation Stage (EYFS) will prepare young people for their time at school and for life beyond. We want our children to gain the confidence and independence that will support them through each stage of life.

To contribute to this, the Early Years Foundation Stage (EYFS) will promote teaching and learning to ensure children are ready for school and gives the children a broad range of skills and knowledge that provide the right foundations for good future progress through school and life.

Aims for the EYFS

We have 6 aims that will help us achieve our vision:

1. **Training and self-evaluation** - we will continually evaluate teaching practice and the learning environment and improve upon it. This includes fostering strong links and good communication with local schools and the wider community.
2. **Equality of access and opportunity** - we will ensure that all children feel included and valued in a safe, secure and happy environment. No child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
3. **Health and safety** - To ensure that high standards of Health & Safety are met.
4. **Parents as partners** - To work in partnership with parents in an atmosphere of mutual respect within which adults and children can have security and confidence.
5. **Individualised curriculum** - To plan an effective foundation stage curriculum which takes account of children's different starting points and matches the different levels of young children's needs and provides opportunities for planned and purposeful play both indoors and outdoors.
6. **Assessments of children** - To observe, assess and respond appropriately to children, informed with knowledge of how children develop and learn.

OVERARCHING PRINCIPLES

Four guiding principles underpin these aims in the early years. These are:

- Every child is a unique child – who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time
- Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

These four principles work together to underpin effective practice in the delivery of the EYFS.

HOW WE DELIVER THE AIMS

1. Training and self-evaluation

As practitioners, we aim to reflect upon our own practice and improve upon it through a structured approach to staff development for which we have opportunities throughout the year both through Lansbury Bridge School and through training provided by colleagues within the St Helens Early Years Hub.

Practitioners have high aspirations and are constantly striving to make ongoing improvements to provide high quality education and care. Practitioners are able to access courses delivered by the Merseyside Special Schools Network. Practitioners also work alongside other Early Years settings within St. Helen's through St Helen's Early Years Quality & Inclusion team which enables best practice to be shared.

We offer support, advice and training for schools that support pupils with SEND, within St Helens Local Authority.

2. Equality of access and opportunity

Equal opportunities are provided for all the children and adults. The children are encouraged to be sensitive to the needs and feelings of others and to understand,

value and respect all other cultures and beliefs, as well as differences in race, gender, class, religion, ability and disability of those in the immediate and wider environment.

- The whole environment (indoors and outdoors) is available and accessible to all the children
- A positive learning environment has been created which reinforces equality of opportunity for all the children and adults in the school
- Teachers and Learning Assistants (in collaboration with parents/ carers) devise and evaluate Personal Learning Goals, to ensure that individual needs identified in EHCP Objectives are systematically and consistently addressed. Targets established for PLGs (Personal Learning Goals) provide an important means of ensuring that the curriculum is tailored to the individual.
- A variety of learning and teaching styles are encouraged in order to facilitate differentiation and to cater for children's individual needs.
- The curriculum is planned to cater for children's different starting points, building on what they can do and matching their individual needs.
- All materials and resources are monitored to ensure they are free from bias and prejudice, challenge traditional stereotypes and promote positive images of all sectors of the community.
- Opportunities for Literacy and Maths throughout the provision, including in outdoor areas. This includes regular 1:1 learning sessions with supporting adults and opportunities for independent exploration to develop skills.

3. Health and safety

- A designated practitioner will attend any meetings where appropriate, regarding the health and safety of the Little Lansbury building, to ensure pupils, staff and the environment within the EYFS building are safe.
- EYFS Risk Assessment to be completed with site manager, reviewed annually and updated as necessary.

4. Parents as partners

At Lansbury Bridge School, we recognise that parents are children's first and most important educators. We aim to work in partnership with parents to enhance children's development and learning throughout the foundation stage.

A successful partnership requires a two-way flow of information, knowledge and expertise. This will include:

- Staff and parents have two-way daily communication through the online ClassDojo communication app.
- All observations are posted on a journal using EFL Application. Teachers will be able to share observations with parents during parental meetings.
- Information about school organisation and daily routines, content of the educational program, assessment and reporting to parents
- Six monthly reviews (for children under 5)
- Parents Evenings
- EHCP/Annual reviews for all children
- Home visits are made prior to entry to school, by the EYFS Lead and Family Liaison Officer.
- Before children start school, parents and/or key workers and their children attend stay and play sessions during the summer term.
- Pre-entry visits, termly coffee mornings, parent workshops, open days and invitations to concerts and whole school celebrations.
- Staff available to speak to parents at the beginning and end of each session and over the telephone or email as and when required
- At the beginning of the school year, all children start on a part-time basis for the first two weeks, so that they settle into the routines at Little Lansbury.
- Parent meetings to discuss aspects of the EYFS
- Parents are invited to a 'Graduation Ceremony' in summer to celebrate their time in the EYFS.

5. Effective curriculum

At Lansbury Bridge school, we believe that learning in the foundation stage should be a rewarding and enjoyable experience, in which children explore, investigate, discover, create, practice, rehearse, repeat revise and consolidate their developing knowledge, skills, understanding and attitudes.

During the foundation stage, children will be given the opportunity to develop their learning through playing and communicating in their preferred mode with each other and interacting with practitioners.

Practitioners will support children's learning through direct teaching, interacting, questioning, responding to questions, working with and observing children, assessing and reporting children's progress. This includes planning and creating the indoor and outdoor learning environment, organising time and the use of resources to support and extend children's learning.

Strategies used in learning and teaching will be varied in response to children's individual needs and will include:

- Children being encouraged to initiate activities and learn from each other
- Children being given time to explore their own ideas and interests in depth

- Children being given the opportunity to learn in different ways and at different rates.
- Practitioners modeling appropriate use of resources and positive behaviour
- Children being presented with opportunities to learn individually, in small and large groups

Well planned and appropriately resourced provision areas will provide children with opportunities to explore and develop a range of skills, knowledge and understanding across all seven areas of learning (Please see Annex 2).

6. Assessment of children

At Lansbury Bridge School, we shall make systematic observations and assessments of each child's achievements, interests and learning styles and use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences.

We shall observe children by:

Watching what children do
 Listening to what they say
 Noticing how they behave
 Watching their interactions with others
 Interacting and talking with children
 Raising questions
 Posing problems for them to consider
 Being aware of the context in which children are learning
 Recognising children's achievements
 Collecting and annotating their work

After their first half term in the Early Years Foundation Stage, children are baselined and will follow a Lansbury Pathway (1, 2, 3 or 4) from which their learning targets are taken. These pathways are organised to meet the developmental needs of our learners. The pathways are not defined by age but by stage of development. The pathways ensure that learning is relevant to each individual child and enables them to make steps of progress at their own individual levels which can be acknowledged and celebrated. The targets within each pathway are aspirational and allow teaching to be adapted to suit each learner and their learning style.

Dated photographs and annotations of activities/work alongside the children's targets taken from their pathway or PLG are posted on an online journal using the EFL application.

Both PLG and Pathway targets are reviewed termly and updated when a child has met that target and either mastered or generalised a skill. New targets are then

added for the children to work on and allow them to develop and make steps of progress at their own individual levels.

Within the first 6 weeks of starting Reception, for the pupils for whom it is appropriate, the Reception Baseline will be completed. In the final term of the year in which a child reaches five, the EYFS Profile assessment is completed for each child.

Each child's level of development is assessed against the early learning goals. We as practitioners will indicate how many EYFS outcome statements are met.

The results are shared with parents/carers at EHCP meetings, Annual or 6 Monthly Reviews. Copies of PLG's are sent home for parents to approve when updated.

Annex 1 - Definition of terms:

Throughout this policy the Foundation Stage refers to children working within this stage at Lansbury Bridge School

All of the adults who work with the children are referred to as practitioners.

The word parents refers to mothers, fathers, legal guardians and the primary carers of children in public care.

The term curriculum is used to describe everything children do, see, hear or feel in their setting.

The role of the practitioner includes establishing relationships with children and their parents, planning the learning environment and curriculum, supporting and extending children's play, learning and development, and assessing children's achievements and planning the next steps. The word teaching is used to include all these aspects of their role.

Annex 2 – Areas of learning and Early Learning Goals

The Early Years Foundation Stage curriculum is organised into seven areas of learning. All areas of learning and development are important and interconnected. Three areas are particularly crucial for developing curiosity and enthusiasm for learning, and for building a child's capacity to learn, form relationships and thrive.

These three areas the **prime areas** are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported in four **specific areas** through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These seven areas provide the framework for the foundation stage curriculum. At Lansbury Bridge school we recognise that young children's learning is not divided up into separate areas and that children can develop a number of skills, competencies and concepts through one experience.

In planning and guiding children's activities, we as practitioners reflect on the different ways children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The framework identifies early learning goals that establish expectations for most children to reach by the end of the foundation stage.

Our Curriculum and assessment identifies small steps of progress towards the early learning goals which help practitioners understand what the goals mean for young children throughout the foundation stage.