



# **Lüderitz Blue School**

## **EYFS (Early Years Foundation Stage) Policy**

### **1. INTRODUCTION**

The Early Years Foundation Stage (EYFS) is crucial for preparing children for later schooling. At Lüderitz Blue School, we believe that this stage lays the foundations for each child's future learning and is therefore a very significant time.

### **2. AIMS OF POLICY**

The aims of this policy are that:

- i) Children in the Early Years Foundation Stage (EYFS) have access to a comprehensive and balanced curriculum that provides them with the knowledge and skills necessary for successful progression through school and beyond.
- ii) Lüderitz Blue School offers a secure, structured, and well-resourced learning environment that is stimulating, challenging, and nurturing, both indoors and outdoors. This environment should cater to the individual developmental needs of young learners and support their future learning endeavours.
- iii) All children are empowered to become confident, motivated, and joyful learners, fostering the skills and attitudes essential for their future educational success.
- iv) Teaching and learning are of high quality and consistent, ensuring that every child makes good progress and no child is left behind.
- v) There is close collaboration between practitioners and parents or caregivers to support each child's learning effectively.
- vi) All children are embraced and assisted through equal opportunities and practices that discourage discrimination. They are encouraged to cultivate their independence and uniqueness, while also promoting respect and tolerance for others, regardless of their abilities, race, beliefs, gender, or background..

### **3. GUIDANCE**

- i) This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).
- ii) Grade 0 provision at the school is also conducted in line with guidance from both the Ministry of Gender Equality, Poverty Eradication, and Social Welfare and the Ministry of Education, Arts, and Culture in Namibia.

### **4. STRUCTURE OF EYFS AT THE SCHOOL**

- i) As of 2024, EYFS at Lüderitz Blue School currently comprises Grade 0 (learners age 5 turning 6 throughout the academic year).
- ii) Grade 0 may also be referred to as Grade R, or Reception Class.
- iii) As demand grows, the school may extend provision to younger learners (eg. to offer Nursery/Grade 00 or younger)

### **5. EYFS CURRICULUM**

- i) The EYFS curriculum is planned and delivered by class teachers and experienced Teaching Assistants.
- ii) The Head of Early Years and Key Stage One has oversight of the curriculum.
- iii) Our Early Years Curriculum follows the guidance as outlined in the 2017 statutory framework of the EYFS. The EYFS extends from birth to the end of Reception (Grade 0) and the beginning of Key Stage 1.
- iv) Play underpins the delivery of all the EYFS.
- v) As a school, we understand that children form attitudes towards learning that last a lifetime during their earliest years of development.
- vi) We understand that children who receive the right sort of support during these years will be curious and motivated learners throughout their lives.
- vii) In the EYFS, we follow principles of effective teaching on learning to focus on how a child is learning to learn, rather than concentrating on what they are learning.
- viii) These are as follows:
  - Playing and exploring – engagement
    - Finding out and exploring
    - Playing with what they know
    - Being willing to ‘have a go’
  - Active learning – motivation
    - Being involved and concentrating
    - Keeping trying
    - Enjoying achieving what they set out to do
  - Creating and thinking critically – thinking
    - Having their own ideas
    - Making links
    - Choosing ways to do things

## 6. EYFS CURRICULUM STRUCTURE - AREAS OF LEARNING AND LEARNING GOALS

i) The EYFS framework comprises seven interconnected areas of learning and development, with three prime areas considered especially crucial for sparking curiosity, enthusiasm for learning, and fostering children's capacity to learn, form relationships, and thrive.

ii) Alongside these, there are four specific areas, all of which are interconnected. These include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas, and provide important contexts for learning.

iii) In total, these seven areas encompass seventeen Early Learning Goals.

iv) Please refer to table below:

3 Prime Areas	17 Early Learning Goals
<b>Communication and language</b>	<ol style="list-style-type: none"> <li>1. Understanding</li> <li>2. Speaking</li> <li>3. Listening and attention</li> </ol>
<b>Physical development</b>	<ol style="list-style-type: none"> <li>4. Moving and handling (gross and fine motor)</li> <li>5. Health and self-care</li> </ol>
<b>Personal, social and emotional development</b>	<ol style="list-style-type: none"> <li>6. Making relationships</li> <li>7. Self Confidence and self-awareness</li> <li>8. Managing feelings and behaviour</li> </ol>
<b>4 Specific Areas</b>	
<b>Literacy</b>	<ol style="list-style-type: none"> <li>9. Reading</li> <li>10. Writing</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>11. Numbers</li> <li>12. Shape, Space and Measures</li> </ol>
<b>Understanding the world</b>	<ol style="list-style-type: none"> <li>13. People and communities</li> <li>14. The world</li> <li>15. Technology</li> </ol>
<b>Expressive Arts and Design</b>	<ol style="list-style-type: none"> <li>16. Exploring and using media and materials</li> <li>17. Being imaginative</li> </ol>

## **7. EYFS SCHOOL DAY**

- i) Drop off for Grade 0 is from 7:45-8:00. Only parents/guardians of EYFS children are permitted to drop their children at their classroom, if they wish.
- ii) Registration is at 8:00.
- iii) The day includes a morning playtime when the children eat their snack.
- iv) Children stay at school for lunch, which is eaten with their class and teachers.
- v) Table manners and behaviour will be reinforced during snack and lunch time, as will eating a balanced meal.
- vi) Parents may choose to collect their child at 2:00 after lunch and a final activity, or to permit their child to stay on for extracurricular activities.

## **8. EYFS PLANNING**

- i) Staff plan activities and experiences that support children's effective development and learning. Practitioners working with the youngest children focus strongly on the 3 prime areas to achieve these goals.
- ii) Staff consider each child's individual needs, interests, and stage of development to plan engaging and challenging experiences. If a child has a special educational need or disability, staff assess whether additional learning support is necessary.
- iii) Practitioners reflect on the various ways children learn when planning and guiding their activities, incorporating these insights into their practice.
- iv) The EYFS profile's objectives form the foundation for planning throughout the foundation stage.
  - Medium-term plans are topic-based and outline the intended learning outcomes for children during this period.
  - Weekly and daily planning includes indoor/outdoor independent learning and adult-directed activities, highlighting the week's objectives and the activities children will participate in to achieve them.
- v) The school utilises all learning spaces within and around its premises. Designed for free-flow activities, both inside and outside the classroom, the classrooms are interconnected, enabling collaborative learning to be seamlessly integrated into classroom, shared, cohort-based, and outdoor settings. A planned programme of suitable activities is implemented throughout the year.

## 9. EYFS TEACHING

- i) The foundational principles of teaching and learning outlined in the Teaching and Learning policy are applied in the Foundation Stage. Within the Early Years Foundation Stage (EYFS), both children and adults become part of a community committed to lifelong learning. High expectations for teaching, learning, and behaviour are established and consistently applied throughout the school.
- ii) Each area of learning and development is promoted through purposeful play, combining adult-led and child-initiated activities. Practitioners observe and respond to each child's evolving needs and interests, guiding their progress through positive interactions.
- iii) Key practices that contribute to the EYFS include:
- A close partnership between teachers and parents, fostering a positive self-image and a sense of security and confidence in children.
  - Teachers' understanding of early child development and special educational needs, informing their teaching practices.
  - A curriculum delivery approach that emphasises kinesthetic and visual learning, offering diverse opportunities for "small world" and role-playing activities.
  - Various teaching methods that provide hands-on experiences, clear explanations, and opportunities for play, socialisation, and communication.
  - A strong focus on communication in multiple languages, encouraging dialogue about learning and productive responses from children.
  - A well-planned curriculum and resources, including off-site visits, that support children in achieving the Early Learning Goals.
  - A high value placed on Music, Art, and performing arts.
  - A safe and high-quality learning environment indoors and outdoors, accessible in all seasons.
  - Ongoing assessment through observations, regularly shared with parents, to identify children's achievements, progress, and learning needs.
  - Continuous monitoring of teaching practices and peer observations to enhance understanding of the curriculum and share good practices.
  - Regular developmental lesson observations and learning walks by school leadership to ensure consistency and promote improvement.
- iv) As children progress and develop, there is a gradual shift towards more adult-led activities to prepare them for formal learning, particularly in Grade 1.

## **10. ASSESSMENT IN THE EYFS STAGE**

- i) Assessment within the Early Years Foundation Stage is an important and valuable tool which helps teachers to identify the needs of learners, in order to plan the next steps of their learning.
- ii) The school uses the Early Years Foundation Stage Profile to plan for and assess children's progress and attainment.
- iii) The school follows the appropriate statements in Development Matters, which lists all the age appropriate objectives within each of the seven areas of learning.
- iv) Assessment in Early Years Foundation Stage takes the form of observations activities at school and other evidence gathered.
- v) Baseline Assessment
  - To measure children's progress and ensure appropriate learning levels, teachers assess each child's abilities during the first six weeks of school. Initial assessments cover knowledge of numbers and sounds, followed by a comprehensive baseline assessment of the seven learning areas.
  - Baseline assessments help identify patterns of attainment within the cohort, informing planning and target setting for individual children and groups
- vi) Ongoing formative assessment (observation)
  - Staff observe learners daily to determine their level of achievement, interests, and learning styles. These observations inform future planning and include both child-initiated tasks and teacher-led activities in indoor and outdoor learning environments. Observations shared by parents are also considered. The child's work and any photos or other evidence may be kept in a learning journal or similar.
  - Twice a year, learners are assessed against the 17 early learning goals, indicating whether they have achieved expected levels.

## **11. PROCESS FOR CHILDREN JOINING EYFS**

- i) Ideally, children joining the EYFS begin school at the start of the year.
- ii) In the week before school opens, children and their parents/guardians may be invited in for a stay and play session. This is an opportunity for the children to familiarise themselves with the learning environment, become settled and for the class teacher to exchange information with the family.
- iii) For further information about joining the school, please refer to the Admissions Policy.

## **12. 'KEY PERSON' APPROACH**

- i) The Key Person approach aims to foster close attachments between children and practitioners. These attachments provide children with a sense of security, helping them become confident, independent, and capable learners.
- ii) In school, the Key Person can be either an EYFS class teacher or one of the class assistants. From Grade 0 (Reception), this is usually the Class Teacher.
- iii) The role of the Key Person is to meet each child's needs, respond sensitively to their feelings, and work in partnership with parents. They collaborate closely with other adults in the class, the Head of Early Years and Key Stage One and the Head/s of School.
- iv) A Key Person is:
  - A named staff member who has more contact with the child than others
  - Someone who builds relationships with the child and parents
  - Someone who helps the child become familiar with the setting
  - Someone who meets the child's individual and care needs
  - Someone who responds sensitively to the child's feelings, ideas, and behaviour
  - The main point of contact for parents

## **13. WORKING WITH PARENTS/GUARDIANS**

- i) At Lüderitz Blue School, we recognize that children learn and develop well when there is a strong partnership between practitioners and parents.
- ii) Parents are kept informed about their child's progress and development. The progress check and EYFS profile provide a comprehensive picture of the child's knowledge, understanding, and abilities. .
- iii) Each child is assigned a key person to ensure their learning and care are tailored to their needs. The Key Person supports parents/guardians in guiding their child's development at home and helps them access specialist support if necessary.
- iv) We acknowledge the important role of parents/guardians by:
  - Inviting all parents and children to a stay-and-play event before joining the school to exchange key information about the child.
  - Offering regular opportunities for parents to discuss their child's progress through an Open Door policy and parent meetings.

- Encouraging parents to support their child in home learning activities and to communicate any concerns with the child's teacher.
- Providing a range of activities throughout the year that encourage collaboration between child, school, and home.
- Inviting parents to curriculum and learning support meetings to discuss the children's work and how they can support learning at home.
- Providing two annual written reports on their child's attainment and progress.
- Opportunities to attend school assemblies, performances, and productions, with dates published on the website and calendar at the beginning of each term.
- Progress meetings at the start of the year, and additional meetings when necessary.
- Information meetings and parent workshops throughout the school year, including sessions on teaching reading and early Mathematics skills in the EYFS.

#### **14. INCLUSION IN THE EYFS**

- i) Lüderitz Blue School is an inclusive school, committed to ensuring that all children can and will achieve their best. We achieve this by considering their diverse life experiences when planning their learning.
- ii) Within EYFS, we set realistic but high expectations to challenge each child to reach their full potential. We plan to meet the individual needs of every child as well as the needs of different groups, including boys and girls, children with learning support needs, children from various nationalities, social, cultural, and ethnic backgrounds, and those with diverse linguistic backgrounds.
- iii) We meet the needs of all our children through:
  - Planning opportunities that build on and extend children's knowledge, experience, and interests, while boosting their self-esteem and confidence.
  - Using a variety of teaching strategies tailored to children's learning needs.
  - Providing a wide range of opportunities to motivate and support all children, helping them to learn effectively.
  - Offering a safe and supportive learning environment that values the contributions of all children.
  - Employing resources that reflect diversity and avoid discrimination and stereotyping.
  - Planning differentiated activities that challenge children, addressing their educational needs and abilities.
  - Monitoring children's progress and providing support through our learning support department.
  - Informing the Leadership Team of any concerns and seeking advice when necessary.



- Identifying groups of learners and ensuring that all groups and individuals are effectively planned for and make good progress.
- Conducting regular data analysis to identify and address the needs of individual learners and groups.

## **15. PASTORAL CARE IN THE EYFS**

- i) The class teacher is responsible for the pastoral care and academic progress of each child, supported by Teaching Assistants.
- ii) As many staff as possible are fully First Aid trained.
- iii) All medication is stored in the Medicine Box in the School Office, out of reach and sight of learners.
- iv) Medicine may only be administered in line with our Medicine in School Policy.
- v) In line with the school Behaviour Policy, physical intervention is only permitted to prevent immediate danger of injury and must be recorded and reported to the Head/s of School, with parents informed as soon as possible.
- v) All safeguarding and child protection concerns are reported to the Designated Safeguarding Lead, following the school's Safeguarding Policy.
- iii) Children are taught to stay safe through the Citizenship and Wellbeing Curriculum.
- iv) Lüderitz Blue School prioritises learner safety, with related policies and procedures available on our website. The Head of School is available to discuss these in more detail upon request. Specifically, the following procedures must be observed:
  - At 8:15am, the doors to the school, including the EYFS area, are closed, and parents are discouraged from entering unless they have an appointment. Security systems operate throughout the day, allowing visitors to enter via the main entrance and report to the School Office. Visitors can only access teaching areas with a visitor pass issued by the office. All parents/guardians must leave the teaching area promptly at 8:00am.
  - The reverse procedure operates for prompt collection of children at the end of the day.
  - No child will be handed over to an adult other than their parent/guardian, or an adult appointed in advance by the child's parent/guardian.

- No mobile phones/cameras, except for the designated school devices to take photographs for advertising and marketing purposes (with appropriate permissions) may be used in EYFS. Visitors, including parents, are expected to respect this policy.
- The EYFS learning environment is frequently checked for health and safety, with records maintained in a log regularly reviewed by the Head/s of School.

Written: 22.05.24

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Reviewed by: Marnie Allen, May 2024

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## APPENDIX A

### List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures in place according to the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Medicine in School Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy