



Lonsdale School
Early Years Foundation Stage (EYFS)
Statement of Purpose 2019 – 2020

‘Learning for Life’

In EYFS at Lonsdale, we recognise that important foundations for learning are laid during children’s time in Nursery and Reception and we work holistically in line with our Lonsdale Strategic Plan to ensure that opportunities for learning for Nursery and Reception age children are tailored to individual needs and interests. In Foundation Stage children are, effectively, learning to learn and we aim to support every child to maximise their potential for learning so that they will flourish during their years at Lonsdale and be as successful as they can in all that they do. Physical, academic and emotional well-being are all respected and catered for within a balanced Early Years Curriculum that reflects guidance in the most recent Early years inspection handbook for Ofsted registered provision, published May 2019 and updated September 2019.

Aims of the Early Years Foundation Stage at Lonsdale

1. To provide high quality learning experiences through practical and playful activities which are structured, balanced, relevant to each child and related to the real world and their experience of it
2. To provide a curriculum which takes account of and responds to, each child’s developmental needs and starting points and allows them to make progress in accordance with their differing abilities
3. To ensure that each child has positive experiences of success at their own levels, in order to develop their confidence and motivation for future learning
4. To provide a curriculum which works towards the ‘Early Learning Goals’, as identified by the Standards and Testing Agency
5. To provide a curriculum that offers equal learning and development opportunities for all the children
6. To work in collaboration with specialist staff (physiotherapist, occupational therapist, speech therapist and nurses) to maximise physical potential of all the children and maintain their health and well-being
7. To implement therapies recommended throughout the school day including the use of specialist equipment, specific programmes in PE, swimming, music and movement
8. To work in partnership with parents and other professionals to support and enhance children’s individual development and progress

The Curriculum

In the Early Years Foundation Stage (EYFS) class at Lonsdale School we aim to provide a broad, balanced, differentiated curriculum which addresses the children’s social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. We

work in line with guidance as set out in the Early years inspection handbook for Ofsted registered provision, (September 2019) by demonstrating our *intent, implementation and impact* and we endeavour to give children the best possible starts to their early education by ensuring access to 'cultural capital': the essential knowledge that they need to prepare them for future success.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people and to respect and uphold British Values. Such activities will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures
- Discussions with and between the children about the similarities and differences in their experiences, and the reasons for those similarities and differences

Our curriculum enables each child to learn and develop skills, attitudes and understanding in seven areas of learning:

The prime areas, which underpin all learning:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical development (PD)

The specific areas which are supported by the prime areas:

- Mathematics. (M)
- Literacy (L)
- Understanding the World (UW)
- Expressive Art and Design (EAD)

Throughout EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for moving into the National Curriculum and pupils are encouraged to take an active role in all of their everyday activities, participating as independently as possible during the time they are at school.

Planning, recording and assessment

Children learn in a variety of ways and all activities are based on topics or themes which are planned by the class teachers and developed by the whole Early Years team. The first topic of each year is always centred on the children, their families and their experiences and as relationships between staff and children develop and the year progresses, topics become linked to children's interests, always taking current levels of achievement and success into account and planning for progress and further development of skills, knowledge and understanding.

Each topic is expected to run for roughly half a term, but this will be adjusted as appropriate to best suit the learning paces of the children. The EYFS curriculum overview details the skills which will be taught within each area of learning and provides an overview of what each child will experience in a term.

Adult focused and independent activities are planned on weekly and daily bases and children will



participate in whole group, small group and supported and independent learning.

Learning Journals documenting and recording each child's learning path through Early Years are an important way of evidencing achievement and progress. Journals contain observations of the children taken by staff during adult-led and independent activities, photographs, pieces of work such as mark making and drawing that the children have completed and any information that is relevant to the compilation of a 'biography' of the child's experience of Early Years.

Learning Journals are used to support assessment of children against The Early Years Outcomes. This tool helps practitioners to ascertain the levels at which a child is working, to identify the gaps in their learning and to plan activities and targets which will maximise opportunities for further development and progress. The Marvellous Me app is also used to record children's activities and achievements and enables parents to actively participate in children's learning by offering them opportunities to learn about what they have been experiencing and to respond with their own comments.

At the end of a child's Reception year, they will be assessed against the 17 Early Learning Goals. This assessment is statutory and must be completed by teachers at the end of Foundation Stage.

The Early Years Learning Environment

The indoor learning environment has clearly designated areas of learning:

- Mark making
- Maths
- Book area
- Role play and small world
- Art and craft
- Construction
- Investigation
- Music

Resources are organised so that children can access them as easily as possible, particularly when directing their own learning and while they are discovering how to make choices and play either independently, alongside or with their peers.

The outdoor learning environment provides opportunities for development of gross motor skills through activities such as bat and ball play, sand and water play, den making, gardening and large construction. Learning opportunities that are offered indoors are also always available in the outdoor area such as marking making, investigation, reading and mathematical and musical activities.

Further specific activities are timetabled during the week such as swimming, PE, cooking, music and sensory activities in the sensory room, enabling children to practise skills in a wider range of contexts and to gradually broaden their learning experiences.

It is always our aim to create a rich, exciting and stimulating learning environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities

- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

Learning through Play

Play, both indoors and outdoors, is children's work and the fundamental way in which they learn. It is through play that children practice and rehearse the concepts and skills they have acquired or been taught during adult led sessions and as such it is crucial that they have time and opportunities to play in a supported and creative way. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure and stimulating environment with effective adult support, children will be able to:

- Explore learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences, in controlled and safe situations

Adults in the setting will support play and learning by:

- Planning and resourcing a stimulating environment
- Identifying and understanding gaps in children's learning and supporting opportunities to fill those gaps
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas, then taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.
- Scribing for children when appropriate

Taking up a place in Early Years at Lonsdale

Before a child takes up a place in Early Years at Lonsdale, parents will meet with Anne Smart, Head of Support and Student Care and will discuss the child's Education and Health Care Plan so that any specific requirements can be put into place before the child's first day. During visits prior to starting, the Early Years teachers will talk to the child and the parents about ethnic, religious and cultural heritage and experiences at home. Working with the parents, we will complete an 'All about Me' booklet. Staff will use this information when planning and carrying out activities, to ensure that familiar experiences are used as starting points for learning.



All children are given support to participate in activities, experiences, visits and discussions and everyone is listened to carefully and with respect. The need for equality of opportunity when planning activities and experiences is always considered and when necessary activities are modified or additional equipment or materials provided to ensure all children have access at all times.

Working with parents

We aim to build strong relationships with parents and to encourage them to take an active part in their children's education. A new group for parents and carers with very young children with physical disabilities now offers parents the opportunity to visit Lonsdale and meet other similar families for activities and social time and we aim to keep good channels of communication with all parents open at all times. The Marvellous Me App supports this and there are also regular opportunities for discussion and celebration of children's progress and achievement.

The current Early Years team at Lonsdale:

Michelle Baker and Sue Tanton, class teachers (this is a shared role)

Jacque Yule, Nursery Nurse

Gina Clarke, Learning support assistant

We are also supported by the school's team of care workers

Working with a multidisciplinary team

We aim to work as a multidisciplinary team with all the therapists that visit or work at Lonsdale School. Where possible, the therapy interventions are kept within the classroom to encourage the children to develop their skills in a comfortable and familiar setting. In this way they can be easily integrated into their daily routines.

School staff are also often trained to deliver therapy programmes and will meet regularly with all therapists to ensure that we everyone is working towards similar targets and reviewing and updating all programmes as appropriate.

Appendix:

Supporting Documents:

- The Lonsdale School Strategic Plan, 2019
- Early years inspection handbook for Ofsted registered provision, May 2019, updated September 2019
- Early years foundation stage assessment and reporting arrangements (ARA), October 2019
- Statutory framework for the early years foundation stage, March 2017
- Early years outcomes, September 2013

