



**Lonsdale School**  
**Early Years Foundation Stage (EYFS)**  
**Statement of Purpose 2020 - 2021**

***'Learning for Life'***

In EYFS at Lonsdale, we recognise that important foundations for learning are laid during children's time in Nursery and Reception. We work holistically to ensure that opportunities for learning in Nursery and Reception are tailored to individual needs and interests through a play based environment. 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 support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
4. 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
5. To provide a curriculum that offers equal learning and development opportunities for all the children
6. To provide a curriculum which works towards the 'Early Learning Goals', as identified by the Standards and Testing Agency
7. 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
8. To implement therapies recommended throughout the school day including the use of specialist equipment, specific programmes in PE, swimming, music and movement
9. 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.

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)** Involves supporting children in developing a strong, positive sense of themselves, and of others; form strong attachments and relationships and develop respect for others to develop their social skills and learn how to effectively manage their feelings. This area also supports the children in understanding appropriate behaviour and develops confidence in their own abilities.
- **Communication and Language (CL)** Involves children being provided with the opportunity to experience a language rich environment; develop confidence in expressing their wants, needs and feelings and being able to speak and listen in a variety of contexts.
- **Physical development (PD)** Involves children being encouraged to be interactive and active in their learning, and develop control, coordination and movement. They are supported in understanding the importance of physical activity and how to make informed healthy choices at meal times.

The specific areas which are supported by the prime areas:

- **Mathematics. (M)** Encourages opportunities to develop and improve counting skills, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, space and measures.
- **Literacy (L)** Encourages children to link sounds and letters and begin to read and write. Children are given access to a wide range of reading materials to ignite their interest. Including Phonics.
- **Understanding the World (UW)** Involves supporting children in making sense of the world around them and their community by providing opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Art and Design (EAD)** Enables children to explore and play with a wide range of media and materials, as well as encouraging the sharing of thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

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 topics are 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, independent and child initiated activities are planned on weekly and daily bases. Children will participate in whole group, small group, supported and independent learning.

When planning and guiding activities practitioners will reflect upon the different ways that children learn and ensure they utilise this within their practice. The Characteristics of Effective Learning are:

### **Playing and Exploring**

- Supports children's engagement and investigation and to experience things through being willing to 'have a go'

### **Active Learning**

- Supports children's motivation to learn by helping develop their concentration, ability and will to keep trying when challenges occur and celebration of completing a task.

### **Creating and Thinking Critically**

- Supports children's thinking skills through developing ideas, making links between differing ideas and create strategies for completing a task.

The EYFS emphasises that parents are a child's primary educator and therefore encourages parents to contribute to their child's 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 next steps 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.

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.

### **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 the children's next steps in their learning and supporting opportunities to reach those next steps.
- 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.
- Scribbling 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.

## **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. We aim to keep good channels of communication with all parents open at all times through diaries and email. 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, Class Teachers

Jacquie Yule, Nursery Nurse

Gina Clarke and Kat Foxworthy, Learning Support Assistants

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