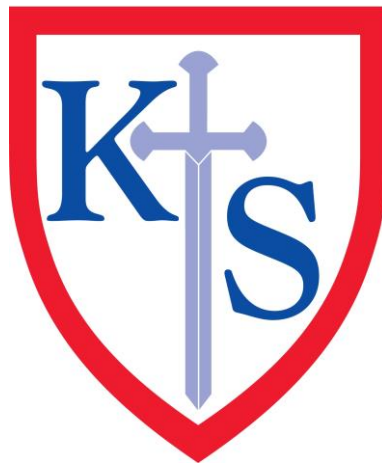


# Kingsland CE Primary School

## Early Years Foundation Stage (EYFS) Policy



### Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

**Let your light shine** on our vision:

*As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.*

February 2024



# Kingsland C E Primary School

## Early Years Foundation Stage (EYFS) Policy

Date for full implement: February 2024  
Review Date: February 2027

### Principles and Ethos

Kingsland Church of England Primary School is a warm, welcoming and happy school. The Reception Class provides a secure learning environment where children are valued and where every child's unique learning potential is developed.

Warm caring relationships are established in the class and children are encouraged to develop their creativity and self-esteem. The children are taught in an environment which has high expectations for all aspects of behaviour and learning.

*"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."*

*"Early Years Foundation Stage Profile"*

Department for Children, Schools and Families 2012

This policy is developed in line with the [Statutory Framework for the Early Years Foundation Stage](#).

### Aims

- To ensure quality and consistency in teaching and learning
- To promote positive relationships between school and families
- To promote children accessing a broad and balanced curriculum
- To promote equality of opportunity in an inclusive environment
- To promote a safe and healthy lifestyle

**The Early Years Foundation Stage (EYFS)** is for children from birth to five years of age. Planning is sequential and will consider the emotional, social, physical, creative and intellectual development of the children and will be based upon what the children can do. Learning will be active and involve first hand experiences using cross-curricular topics – holistic learning - set in meaningful contexts. It will value the children's own interests. Planning and provision guidance is given in [Birth to 5 Matters](#) and [Development Matters](#)

Children are involved in making choices and decisions. Self-regulation and respect for self and others are strongly encouraged. There will be a balance of child initiated and adult initiated activities with focused teaching and independent learning. Purposeful play situations are planned and are valuable for observing, supporting and extending the children's learning. Open ended questioning is used to encourage investigation and problem solving.

The Governor with responsibility for Early Years will be involved through visits and discussions in the decisions concerning practice and policies.

The EYFS **expects** practitioners to:

- Recognise children as competent and influential individuals who need to be involved in their own assessment
- Work with parents and other adults who are important to the child
- Recognise each child's individual route to learning
- Build a broad picture of the child which ranges widely, incorporating and interconnecting all the areas of Learning and Development

The EYFS states that practitioners **must**:

- Undertake systematic observations and assessments in order to plan to meet young children's individual needs
- Plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals

**The Characteristics of Effective Learning** and the **Prime and Specific Areas of Learning and Development** are all interconnected.

### **Learning and development**

The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The room is set up in learning areas where children are able to find and locate equipment and resources independently.

Learning and Development is categorised into three **prime** areas of learning:

- **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*

Additionally, there are four **specific** areas of learning:

- **Literacy:**
  - *Comprehension*
  - *Word Reading*
  - *Writing*
- **Mathematics:**
  - *Number*
  - *Numerical Patterns*
- **Understanding the world:**
  - *Past and Present*
  - *People, Culture and Communities*

- *The Natural World*
- **Expressive arts and design:**
  - *Creating with Materials*
  - *Being Imaginative and Expressive*

Achievement of these **prime** and **specific areas** of learning is underpinned by the **Characteristics of Effective Learning**

- Playing and exploring - *engagement*
- Active learning - *motivation*
- Creating and thinking critically - *thinking*

### **A unique child**

Every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

### **Positive relationships**

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

### **Enabling environments**

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations, we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

### **The Learning Journey (Assessment)**

Assessment of children's progress is continuous. Reception Baseline Assessment (RBA) is completed within the first six weeks of starting school. This is moderated with transfer data received from each child's pre-school placement. Further progress is recorded in the Early Years Foundation Stage Profile (a statutory requirement) at the end of the school year. Teaching and learning in early years is based on this assessment. The Learning Journey is an open record of the child's learning and development.

In Class One e-Learning Journeys have been set up for each child on **Tapestry**. This Early Years website enables parents to view their child's achievements and to contribute to their learning journey by sending in 'postcards' with photographs, videos and comments. The early year's practitioner may then decide to use these postcards as supplementary evidence to support a child's progress and attainment. In order that all parents can access information on their child's progress, records of the Foundation Stage Profile will be discussed at each Parents' Evening.

Each child will have a Learning Journey that:

- is accessible online via personalised, secure login for parents
- has examples of children's work: photographs, observations, videos etc.

- Voices: comments from the child, parents and other significant adults such as carers, grandparents etc.
- Reflections: key person's voice (comments), reference to Development Matters, next steps in learning

Continuous assessment is an essential part of monitoring children's progress and is used as an aid for future planning. Parents and children are involved in discussions about general progress. An end of year report stating children's attainment is given to all parents at the end of their first year in school.

### **Home and School Links**

- Prior to seeking admission, parents are encouraged to visit the school and talk to the head teacher and the Reception Teacher. They are given a prospectus and photo albums are available to look at.
- A Welcome Book is issued to all parents of children being admitted to school. This outlines the ethos and the curriculum of the early years classroom, as well as the practicalities e.g. school uniform.
- Early in September, parents are invited to a meeting with the Reception class teacher where general issues are discussed. We recognise that parents and carers are the children's first and most enduring educators. Parents are given information on how they can support their child's learning. The importance of staff and parents working together as a team is emphasised and it is made clear that, should parents have any particular concerns or worries, opportunities are always available to discuss matters.
- Soon after the children begin school, they are given a home/school reading diary in which parents are encouraged to make meaningful comments.
- A parents' evening is held twice a year, and an annual written report is sent out.
- Parents are most welcome to come and help with a variety of classroom activities and off site visits. Good relationships and communications between parents and school form a fundamental part of a child's early education.

Parents have a wealth of knowledge about their child. So, as a child begins their time with us, the parent is our greatest source of information. They will help us to understand the child, and give continuity to their care and education.

### **Transition / Induction Process**

Children are admitted to school in September of each year (see Admissions Policy). During the Summer Term prior to starting school in September, the following visits are conducted:

- The Reception class teacher will visit all pre-school settings from which September's intake will be taken.
- Parents are asked if they would like a home visit.
- Children are invited into Reception Class for two or three afternoon sessions (usually in friendship groups where possible) throughout June and early July.

- Parents and children are invited to a tea party in Reception Class. This is a social occasion for parents to meet one another and to have the opportunity to a) sample school dinners b) buy water bottles, book bags and *used* school uniform.
- Early in September, parents and extended family are invited to a 'Welcome Service' held at Kingsland Church where the vicar welcomes all Reception children as members of a church school and they are presented with a gift of a children's Bible.

### **Inclusion**

Children with Special Education Needs (SEN) are welcomed (please see SEND policy). Activities are planned according to individual need and ability. The classroom is suitable for use by children with disabilities and disabled toilets are close at hand (see Disability and Access policy).

The Reception Teacher will liaise with the nursery and agencies involved with children with SEND in order to ensure the smooth transition process from pre-school to mainstream school. The SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging support and external intervention as necessary.

Continuous monitoring and assessment aids identification of children experiencing difficulties and appropriate support is given.

### **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example, dressing, encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

It is our aim that all children should be independent and we consider our role to be one of *supporting* and *encouraging* rather than *doing*.

### **Resources**

The class teacher has overall control and responsibility for the children in the class, with a full-time teaching assistant (HLTA/NNEB), plus voluntary help from parents and governors. The members of staff work as a team and discuss and evaluate plans together. The staff are encouraged to develop their knowledge and skills through training.

The classroom is organised to meet the needs of the curriculum and includes a wet area, role play area, writing area, story corner and floor space for construction and class activities. There are stimulating, welcoming displays and the resources are well organised in an accessible manner. The enclosed, outdoor space reflects the indoor classroom with areas for creativity, water play and role play. There is access to the outside playground and apparatus.

## **Key documentation**

[Early Years Foundation Stage Statutory Framework 2024](#)

[Development Matters 2021](#)

[Birth to 5 Matters](#)