



Early Years Foundation Stage (EYFS) policy

This policy was agreed by the Full Governing Body on:
(and supersedes all previous policies relating to this area)

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

Our EYFS is made up of our Nursery and Reception classes.

In our Nursery we offer morning, afternoon and all-day sessions, these are across the week and are in school term times. The Nursery is comprised of at least one qualified teacher and two Nursery Nurses.

In Reception there are three classes, Lions, Tigers and Bears. Each class consists of one Teacher and one Teaching Assistant. Where there is a need, a class might have additional adults to support on a 1:1 basis for children with identified need.

4. Curriculum

Our early years' setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1. Learning Environment

The Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or quiet. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently, which has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. Both Nursery and Reception classes have the opportunity to experience outdoor learning in the school's wild garden and have access to their EYFS outdoor area for the majority of the day.

4.2 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We aim to use materials and equipment that reflect both the communities from which the children come and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent thinking.

4.3 Planning

Our practitioners continually plan “in the moment”. Each time they interact with a child, they are observing, assessing, planning for, and responding to, that individual child. The traditional cycle of observation, assessment and planning is recommended in numerous documents including Development Matters. Practitioners plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

They also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. We work in this way because high-level involvement occurs in child-initiated activity. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High-level involvement occurs most often when children are able to pursue their own interests in an enabling environment, supported by skilful staff.

Where a child may have a special educational need or disability, practitioners consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. At Kilmorie, we recognise that children learn and develop in different ways and have their own learning styles and our practitioners ensure these are included in their practice.

4.5 Teaching

“Adults who help children to play are adults who help children to learn.”

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

Outdoor play is an integral part of the Early Years Foundation Stage Curriculum and vital for children’s development and we encourage children to go outdoors in all kinds of weather. Physical activity and energetic play provide exercise, encourage co-ordination and help children develop physical skills, such as climbing, balancing, doing up their coats and writing/mark-making, etc. Through outdoor play children have unique opportunities to play co-operatively – sharing resources, turn taking, negotiating, communicating ideas and developing friendships and self-esteem.

4.5 Characteristics of Effective Learning

Effective learning is the way in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. The ways in which children learn are as important as what they are learning and are pivotal to enable them to live as effective learners throughout life.

Playing and Exploring: Engagement, Finding out and exploring; Playing with what they know; Being willing to ‘have a go’;

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning: Motivation, Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do;

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically: Having their ideas; making links; choosing ways to things;

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access available resources freely and are allowed to move them around the classroom to extend their learning.

5. Assessment

At Kilmorie, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape planning for the future and in the moment. Staff also take into account and highly value observations shared by parents and/or carers, these are usually done through 'wow cards' and sending in photos and videos of their children using our tracking and assessment tool, Evidence Me

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. For those children leaving Nursery to start in Reception a report is written covering the characteristics of effective learning which is available to both parents and staff. During the Summer term before they start Reception a thorough handover is done between all Nursery staff and all Reception staff to ensure that every child is spoken about and their needs and interests are communicated.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA). In order that Reception staff can continue to build relationships and remain with the class, the SENCo, Assistant Heads and Head Teacher, who are also familiar adults to the children, will carry out assessments.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. They are also shared with the Year 1 teachers so they can continue to provide the EYFS curriculum and extra support for those children who are emerging.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in Nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

In Reception the parents and/or carers are kept up to date with their child's progress and development when their child is chosen to be take on a special role (this occurs once a term) such as 'Manager', 'Child of the Week' and taking the class pet home. See below for more details about these roles.

The Manager – This child sits on a chair and supports the running of the class e.g. making sure children are doing good sitting during carpet sessions, choosing which children are ready to go and start their child-initiated learning and making sure everyone is ok.

Child of the Week – This child takes home a device in which they can take up to 4 photos (things they like doing at home) and an information sheet for parents to record what their child is doing well in, anything they would like us to help with and any other concerns. The child then shares their photos with the class and the adults' scribe what they say. Throughout the week they help with planning activities and resources. At the end of the week the whole class says kind things about that child and the teachers record this for them to keep.

Class Pet – This child gets to take home the class cuddly toy (which they will help name in the first few weeks of school) over the weekend. They take home a book in which they can write and/or draw what they have done with them. Parents and carers can also write in this if their child is reluctant to write or draw.

At these moments, parents and/or carers are asked to provide their own observations and opinions about what their child is good at and what they want them to learn next. In addition, parents and/or carers are provided with an end of year report, which also relate to the Characteristics of Effective Learning.

We recognise that parents are children's first and most enduring educators and we value the relationships that we have with them. Children learn and develop well when there is a strong relationship between staff, parent and carers.

We do this through:

- Talking to parents and carers about their child before they start at Kilmorie
- Carrying out a Home Visit prior to any child starting in Nursery and Reception

- In Nursery, providing parents and carers with the opportunity to meet with the Nursery staff during the first term when their child starts school in order to discuss any concerns, share information or ask questions.
- In Reception, providing parents and carers with the opportunity to meet with the Reception Class Teacher and Teaching Assistant during the first half term when their child starts school in order to discuss any concerns, share information or ask questions
- Curriculum presentation for parents and carers in Reception in September
- Inviting all Reception parents and carers to an introduction meeting during their child's stay and play session in September before their child starts
- Inviting all new Nursery and Reception children and their families to an open session before they join school (stay and play)
- Having a staggered entry to Nursery and Reception so that staff can welcome each child into their new class
- Encouraging parents and carers to talk to Nursery or Reception staff if they have any concerns.
- Reception parents and carers are regularly kept up to date with their child's progress and development, through termly parent meetings when their child is 'special that week' and additional 'catch-ups' where needed.
- Arranging activities throughout the year that encourage collaboration between child, school, parents and carers: for example, regular trips and visits, volunteering opportunities, Christmas events, cooking sessions, Sports Day etc.

7. Safeguarding and welfare procedures

We use a range of ways to support all children to understand how to take responsibility for keeping themselves and others safe:

- Following the curriculum which includes Personal, Social and Emotional Development
- Explaining the reasons for rules, teaching right from wrong and how to behave accordingly
- Encouraging them to share any worries with familiar adults in school
- Supporting them to manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

More details of our safeguarding and welfare procedures can be found in our Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed by Ashleigh Blackwell, Early Phase Lead and approved by the C& L committee. Every 2 years the policy will be reviewed and shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding and Child Protection policy
Procedure for responding to illness	See Attendance Policy
Administering medicines policy	See Supporting children with medical conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Safeguarding and child protection policy
Procedures for a parent failing to collect a child and for missing children	See End of School Day policy
Procedure for dealing with concerns and complaints	See Concerns and Complaints policy