



Kirkoswald C of E School

Early Years Foundation Stage Policy

Friendship

Forgiveness

Introduction

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’ Introduction to Statutory Framework for the Early Years Foundation Stage

The overarching aim of the Early Years Policy at **Kirkoswald CE School** is to promote the principles of the EYFS Statutory Framework and Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework 2021)

The Statutory document states the requirements for schools and early years settings to support children’s learning and development, safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area.

The Development Matters curriculum guidance details the key features of effective practice and the characteristics of effective learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Safeguarding

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, we aim to promote children’s welfare and strive to safeguard children at all times.

This includes:

- Regular safeguarding training, including child protection training and updates for staff.
- Safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues, *ref to e-safety policy, allegations against staff and whistle-blowing policy.*
- The extent to which children behave in ways that is safe for themselves and others.
- Children’s understanding of dangers and how to stay safe.
- The extent to which children show that they feel safe and are confident to confide in adults at the setting/school.
- The steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe.
- The necessary steps are taken to prevent the spread of infection, and appropriate action is taken when children are ill.
- The suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.
- The maintenance of records and policies and procedures required for the safe and efficient management of the EYFS and for ensuring that children are safeguarded, and their needs are met.
- The suitability and qualifications of the adults looking after children or having unsupervised access.
- The appraisal arrangements, training, support and skills development of staff.
- The effectiveness of risk assessments and actions taken to manage or eliminate risks.
- See whole school policies, safeguarding, behaviour policy, and health & safety policy and risk assessment.

EYFS Provision

The terms ‘Early Years’ / ‘Foundation Stage’ in this context refer to children in Nursery (ages 3- 4) and Reception (ages 4-5)..

This policy reflects the school values which are:

- Explore
- Dream
- Discover

The school ethos is:

- Trust

- Friendship
- Forgiveness

The main aims of education are that all children, in accordance with their age, ability, aptitude and any special needs they may have, will become active and responsible members of their own community and of society. Children will acquire and develop the following:

- ✓ skills
- ✓ knowledge
- ✓ understanding
- ✓ moral values
- ✓ characteristics of effective learning including independence, curiosity, seeking challenge and staying power.

Staffing

In the Early Years class there is one teacher and one teaching assistant. Other adult support may be provided by parent volunteers and students. There is a paediatric first aider present at all times. At lunch time children are looked after by midday supervisors. During other breaks, there are members of staff on duty.

Organisation and management of provision

Early Years provision at Kirkoswald CE School is organised in one classroom.

The Early Years and Key Stage 1 classroom can take up to **30 children** aged between 3-7 years.

In Kirkoswald CE School, children are able to join the nursery after their third birthday. Children join Reception at the beginning of the school year in which they are five.

A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years and the children also have access to other equipment and facilities throughout the school.

Organisation and management of the learning environment:

We offer a play-based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children are encouraged to develop interests and skills in small groups and to deepen these over time. Regular visits to the Common and to other areas of the village and school grounds give opportunities for children to learn in nature.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent:

Prime	Specific
Personal, social and emotional development Communication and language Physical development	Literacy Mathematics Understanding the world Expressive arts and design

We follow the Letters and Sounds phonics programme which begins at phase 1 for Nursery children, leading on to phases 2-4 in Reception. Children work towards achieving the early learning goals by the end of the reception year. Development Matters age related bands help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. Early Years and Key Stage 1 children have access to RE and daily collective worship. It is a parental right to request that their child be withdrawn from such events.

The wider curriculum at Kirkoswald CE School consists of:

- ✓ Educational visits
- ✓ Visitors, e.g. family members, members of the local community.
- ✓ Opportunities to access the local and wider environment.
- ✓ Links with local community organisations.

- ✓ Links with pre-school, playgroups and child minders.

EYFS Planning

Planning takes place on three different levels:

Long Term Planning

This forms an overview and helps us focus on our medium-term planning:

- ✓ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives.
- ✓ We follow the requirements for the Diocesan syllabus for RE.
- ✓ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development and the Characteristics of Effective Learning, including ongoing monitoring and evaluation.

Medium Term Planning

This informs and helps us focus on short term planning.

- ✓ Block of time – two/four/six-week time frame or half term.
- ✓ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes.
- ✓ Our daily routines which will include snack or mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction, whole class activities with staff.
- ✓ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes
- ✓ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children.
- ✓ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ✓ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

Short Term Planning

This takes account of the observation, assessment and planning cycle. (Development Matters p4).

It provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. We use development matters unique child/ positive relationships /enabling environments to support our planning.

For Reception and KS1, this would include: knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the Diocesan RE syllabus, planning for adult led or adult guided activities, enhancements in continuous provision, activities to support observed interests of the children, whole class and small group activities and how the interests and needs of individuals are met, and evaluation of provision.

Observation and Assessment

On Entry Assessment

In Reception during the first half term, children are assessed using the government's Baseline assessment. Information is gathered from previous settings, parents and other professionals, e.g. transition documents from previous settings, observations during induction sessions/home visits, discussions with parents and other professionals, meetings, photographs, samples of children's work. Information collected is collated, organised, analysed and used to inform the provision.

Formative Assessment

Throughout the year, practitioners use a variety of observation and assessment strategies to develop knowledge of individual progress, in order to inform future planning, e.g. talking to and listening to children, discussion with parents and collecting photographic / written evidence, as well as children's work.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored, and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile'

Statutory Framework (2.7)

Kirkoswald CE School use the LA & Early Years Foundation Stage Profile exemplification materials, and internal and external procedures for moderation of judgements in relation to the 17 Early Learning Goals in each of the seven areas of learning and development.

Reporting to Parents

At the end of the Reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

Information about the child is shared between staff and parents on an on-going basis throughout the year, e.g. interactions at the beginning and end of the day, sharing children's work, home visits, parents' afternoons or evenings and homework/reading diaries.

Induction / Parental Engagement & Involvement

Kirkoswald CE School collect details of pre-school induction visits, admission information, liaison with nursery or play group etc, home visits, booklets for parents, arrangements for children starting school, introduction to key person and other staff, contact phone numbers or emergency procedures, sharing information on children's interests and learning with parents, sharing information on any concerns relating to child's progress in the Prime areas and how the child will be supported.

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- ✓ offering parents the opportunity to talk about their child before their child starts in our school.
- ✓ the teacher visits all children in their pre-school or home setting prior to their starting school.
- ✓ the children have the opportunity to spend time with their teacher before starting school.
- ✓ offering open access to the classroom at the beginning and end of the day to share their children's work and chat informally with the teacher about any concerns.
- ✓ encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- ✓ having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances.
- ✓ arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- ✓ offering a range of activities that support the involvement of parents. There is regular communication with home through the child's Reading Record, home journals, observations.
- ✓ parents are invited to attend trips off site to help and observe the children throughout the day.
- ✓ parents are informed and invited to any fund raising events, sharing of good work, special assemblies, childrens plays etc to be held at school.

Transition Procedures

Nursery

Transition arrangements are made on an individual basis according to the needs and wishes of the child and family. For example, it may be decided that a child begins by attending for a morning per week which then increases once they are settled in.

Reception

Parents and children are invited to attend one or two open afternoons in the school year before they begin school. Parents and children get an opportunity to have a look around the setting and talk to the staff. Children are visited in their home setting where the child and parent talk with their reception teacher. A welcome pack with information about the school is given out to each family.

Reception to Y1

The reception teacher will liaise with the year one teacher, passing on transfer notes and all other relevant information.

Information to be transferred:

Home /Pre-School/Nursery to Reception

- ✓ Personal information from parent / nursery about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- ✓ Portfolios
- ✓ Record of achievement / learning stories journal
- ✓ Information about progress in relation to EYFS

Reception to Y1

- ✓ EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- ✓ Record of achievement / learning journal
- ✓ On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes

Liaison with other agencies

The class teacher will talk with the school's SENDCO regarding any issues or concerns they may have. It is then the SENDCO's responsibility to liaise with outside agencies. The school is committed to work closely with all agencies and individuals when identifying, assessing and making provision for special needs pupils. We recognise the importance of seeking expert advice from other educational specialists, educational psychologists, healthcare professionals, social care and any other agency involved in the support of children. We aim to work closely with them at all stages of assessment and liaise to provide the best standard of care and support for pupils

Staff Development

All staff working in foundation stage are conversant with EYFS regulations and procedures for observation, assessment, record keeping and planning.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and/or staff development interviews, as outlined in the Performance management policy.

The Early Years co-ordinator will ensure that:

- ✓ Appropriate dissemination of training/materials/good practice takes place regularly.
- ✓ A record of INSET activities is maintained.
- ✓ Teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- ✓ There is an assessment of the impact of INSET etc on the quality of teaching & learning.

Resource Audit

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and enables children to develop their curiosity and thinking skills. We use materials and equipment that reflect both the community that the children come from and the wider world. There is a

wide selection of resources available for children to choose from freely, and additional resources are provided by staff depending on the particular area of learning being covered.

Reviewing the Early Years policy

The headteacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances in legislation.

