

# Early Years Foundation Stage (EYFS) policy

## KINGSKERSWELL C OF E PRIMARY SCHOOL



*Achieve, Believe and Create Together*

**Jeremiah 29:11**

**For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you **HOPE** and a **FUTURE**.**

Approved by:

**FGB**

Date:

Last reviewed on:

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### **1. Aims**

This policy aims to ensure:

- Effective transition arrangements (with children, families and nurseries) enable a strong start to school life
- 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 [statutory framework for the Early Years Foundation Stage](#) which applies from November 2024.

### **3. Structure of the EYFS**

At Kingskerswell Church of England Primary School, our Early Years provision includes two Reception classes, each with space for 30 children.

Our two reception classrooms are adjoined by large double doors which remain open throughout the day. Both classrooms have free-flow access to a large outdoor area, dedicated solely for the use of children in Reception. Children have access to the outdoor area throughout the day.

### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from November 2024.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 **three Prime Areas** are:

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

The prime areas are strengthened and applied through **four specific areas**:

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

In our school, we use the ReadWriteInc. phonics programme to teach daily sessions of synthetic phonics. All staff complete comprehensive two-day training before teaching, and are regularly coached by the reading leader and an external advisor. All children are given a pack of resources prior to starting school, and then receive reading materials that match the programme and their current independent reading level. Parents receive videos of phonic sessions so that they can support their children at home.

Spirituality can be found woven throughout our curriculum with each subject contributing to the development of spirituality in a subject-bespoke manner. We believe that children benefit from a deep connection with the world around them. Children are taught knowledge, skills and respect for the natural environment by our Forest School team. Children learn Spanish from their first weeks in school, and throughout their time at Kingskerswell Primary School. We learn about different cultures through diverse texts and learning about celebrations and key events from all around the world. Through daily assemblies using the 'ThinkEqual' resource, we explore our feelings and those of others. Our values are underpinned by the Christian ethos of the school.

## **4.1 Planning**

The EYFS at Kingskerswell Church of England Primary School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Kingskerswell carefully observe the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. A strong focus on the 3 prime areas underpins this planning.

Each term's learning is structured around a theme that will pique children's curiosity and interest, and provide the basis for teaching a range of developmentally appropriate skills and knowledge. The themes take in to account seasonal change, events and experiences, such as 'Remembrance', 'Bonfire Night' and 'Diwali' to take advantage of what is current and relevant. Overarching themes, such as 'Space' enable us to prepare children for the next stages of their education by teaching historical and scientific skills that will be built upon in Key Stage One and Two.

Key learning, vocabulary, stories and songs are mapped out for each term and shared with parents through Knowledge Organisers. These give parents links to resources that are used in school.

We believe that oracy underpins all that we do. Planning ensures that all children:

- Have a diet of progressive, key texts, nursery rhymes, songs and vocabulary that are revisited throughout the year
- Have extended periods of time for independent play, where they can develop ideas and apply learning
- Are able to independently access all resources
- Have daily story sessions; revisiting favourite texts throughout the year
- Have access to IT equipment that enhances opportunities for talk

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

## 4.2 Teaching

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. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

Whilst the provision, both indoors and outdoors, covers the full range of the areas of learning, some knowledge and skills, such as maths, phonics and PE, are taught discretely. Children then have the opportunity to apply these skills throughout the day.

## 5. Assessment

At Kingskerswell, 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 future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the [Statutory Reception Baseline Assessment](#) (RBA). With our commitment to developing oracy, we also carry out a 'Language Link' assessment for every child so that any underlying issues are identified early. If necessary, tailored intervention is then delivered through the [NELI](#) language intervention programme. Speech link assessments are carried out where necessary, with 6 month intervention programmes planned and delivered based on the outcomes. This means that should there need to be a referral to an external agency, detailed information will expedite the process. This information, alongside that shared by parents (at home visits) and nurseries (through transition reports and visits) helps us to plan provision and learning opportunities that have maximum impact.

Children's phonic knowledge will be assessed during daily teaching sessions, and periodically. Where appropriate, this information will be used to identify where 1:1 support is used to accelerate learning.

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, and the Year 1 teachers in preparation for the next stage of education.

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**

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Kingskerswell, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Kingskerswell attend.

At Kingskerswell we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Offering a visit to the setting prior to starting in order to make sure that parents have opportunities to ask any questions that they might have, and to see the school 'in-action'.
- Offering a home visit to every family prior to starting school
- Offering a parent information meeting, prior to starting school
- Offering a Forest School session prior to starting school
- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Through the use of 'Tapestry' and 'Google Classroom', an online learning journal which parents can access at home
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

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

## **7. Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. Independence in learning time ensures that children have the opportunity to plan and facilitate managed risk in their play.

Our planning enables multiple opportunities to develop these skills through

- Forest school provision (using tools, environmental hazards)
- Regular visits in to the community (road safety)

- General provision (tree climbing, use of tools)
- Visitors (fire safety, water safety, dental hygiene)

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed every two years, or in the event of a change in government policy.

**Reviewed December 2024**