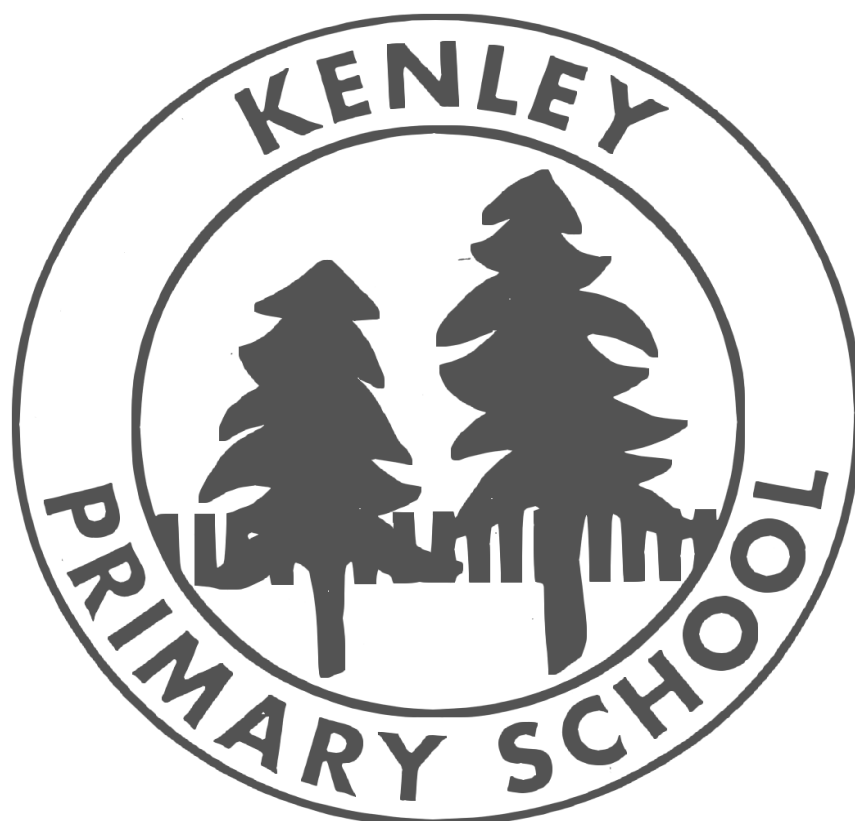


KENLEY PRIMARY SCHOOL



EYFS POLICY

Kenley Primary School EYFS Policy

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Statutory Framework for the EYFS (September 2021)

This policy is based on the requirements set out in the Statutory framework for the Early Year Foundation Stage.

Aims

Every child deserves the right to grow up safe, healthy, enjoying and achieving, making a positive contribution and have positive well-being. Each child is valued as an individual and teaching and learning is based on the understanding that children develop in different way and at different rates.

At Kenley Primary School, we aim to:

- Ensure the children access a broad and balances Early Years Curriculum that provides them with a broad range of knowledge, skills, and experiences, relevant to children's interests, that will ensure the children are well equipped for further learning and development in Key Stage 1 and beyond.
- Provide a safe, challenging, stimulating, and nurturing environment which is fully inclusive and sensitive to the needs of each child to enable them to reach their full potential.
- Work in close paretnership with parents/carers and value their contributions, ensuring that the needs of all children are met.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Structure of the EYFS

All children begin at Kenley Primary School in September. Towards the end of their child's final term in Pre-school, parents/carers who have been offered a place at Kenley for their child, are invited into school for an information afternoon. During this time the children are introduced to the EYFS teaching team and have an opportunity to get to know the EYFS environment. Parents are provided with important information about starting school as well as details of uniform requirements and the curriculum.

At the beginning of the academic year, the EYFS teaching team will visit all the children in their own home setting, this helps families to get to know the teaching team and vice versa thus fostering the strong working relationship between practitioners and parents/carers.

The school operates a short, phased approach to the children's transition, with the aim that all children will be in school full time by the end of the second week of the Autumn term. For some

children this may be reviewed and adjusted enable a slower transition – this will be discussed and agreed with the parents according to the individual child’s needs.

Curriculum

Our EYFS follow the EYFS Statutory Framework 2021 and Early Years Foundation Stage Profile Handbook 2022. Alongside these, we use the supporting documents Development Matters and Birth to Five.

There are seven interconnected areas of learning and development in the EYFS which are of equal importance in shaping the educational programme. Although they are equally important, it is recognised that the three “prime areas” are central to the ongoing successful learning and development of the child and therefore underpin the four “specific areas” of learning.

The prime areas are:

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

The specific areas are:

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

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Staff plan activities and experiences for the children that enable them to develop and learn effectively. Adult interaction with the children is highly valued and communication between practitioners and children is used to move children’s learning forward.

Effective learning builds on and extends what children know and can already do, therefore our planning is always informed by communication with and observations of the children, in order to understand and consider their current interests, development and learning needs. Where a child may have additional learning needs or a disability staff work with the SENCO to determine whether specialist support or intervention is required to support a child’s progress.

The reception team work together in the planning process. The planning within Reception is based around the children’s interests. These plans are used by the Reception team as a guide for weekly planning. However, we may alter these in response to the needs of the children as and when the children need.

Learning

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child-initiated activities. We aim to ensure all pupils have opportunities to develop and demonstrate the characteristics of effective learning in all areas of the curriculum. The reception team must respond to each child’s emerging needs and interests, guiding their development through positive interaction.

We recognise that every child is a unique learner who can be resilient, capable, confident and independent. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as stickers, certificates, class dojo points and show and tell to encourage children to develop a positive attitude to learning.

We support individual learning needs, by using our formative and summative assessments to determine what the children need regularly. Children will, at times, work in groups which can support fine motor development group, phonic development, early reading skills or communication. They may also get individual support, for example speech and language therapy.

Early Reading

We recognise that learning to read and the enjoyment of books is an important skill which can unlock learning across the curriculum. Looking at books, sharing books, listening to stories and a structured synthetic-phonics are embedded within our Early Years curriculum.

The synthetic-phonics programme used is Read Write Inc. It is taught in groups according to the ability of the child. The children's knowledge and application of phonics is regularly assessed (at least every 6 weeks) ensuring these groups are flexible and respond to the learning needs of every child.

In addition to this we encourage and promote reading through:

- Adult-led reading groups
- A well-planned, topic based reading corner for children to access independently
- A voting system for children to independently choose the story of the day
- Use of quality texts to support planning for writing activities

Early Writing

- There are opportunities for children to apply their phonic knowledge during phonic lessons
- Adult –led writing activities based on the topic/curriculum
- Writing and phonic opportunities through the continuous provision with a range of writing styles and genres for the children to explore
- A variety of writing resources inside and out to encourage independent writing

Early Maths

- Mathematical songs sung daily including days of the week
- Counting opportunities through the daily routines in Reception
- Daily maths fluency lessons to embed early mastery skills
- Adult-led mathematical activities based on the topic or curriculum area
- Mathematical opportunities through the continuous provision with a range of resources available for the children to explore to ensure their mathematical skills

EYFS Environment

Our EYFS classroom and outdoor area is organised to encourage children to explore and learn securely and safely. We aim to create an attractive and stimulating learning environment where children feel confident and challenged.

The reception class have access to both inside and outside learning environments, which are zoned to give children a wide variety of learning experiences. There are areas where the children can be active or have quiet time.

The classroom covers all learning areas, where children are able to find and locate equipment and resources independently. Learning outside builds on similar skills to inside, but also allows children to have more open-ended/exploratory opportunities; this enables children to develop their skills in all areas of the curriculum whilst incorporating activities which build on fine and gross motor skills through access to larger equipment and physical activities.

The Reception Class teacher and TA are equally responsible for facilitating learning both inside and outside of the classroom, they will support pupils through a positive and enabling learning environment, communication, modelling language, encouraging, questioning, providing narrative, recalling and setting challenges for pupils.

Assessment and record keeping

Ongoing assessments of children's learning is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles and we use this information to ensure that future planning reflects identified needs. Practitioners also take into considerations observations shared by parents/carers - these are recorded in their individual learning journals.

Assessment in the Reception takes the form of:

- Baseline assessments completed within the first six weeks of the Autumn term
- Half termly phonics assessments from which children are regrouped accordingly
- Counting and number recognition are assessed half termly
- Children are assessed weekly on their reading of key words
- Assessment of their mathematical and writing skills are undertaken weekly through annotations/discussions with the reception team after each planned activity
- Practitioners have daily discussions where they reflect on outcomes and plan for the next steps of the children's development
- Each child has their own Learning Journal, and this is where key observations, work and photos are kept, annotated and assessed.

We encourage parents to share any achievements their child has at home through written wow moments. This takes place verbally, can be written in their learning diary or through their portfolio on Class Dojo.

We provide a written report in relation to the children's early learning goals and their characteristics as an effective learner. We ensure that parents are informed about what the early learning goals are and how we will report them by sending home letters and we discuss them during meet the teacher meetings and termly parent meetings.

Inclusion and Equal Opportunities

Children with special educational needs will be supported to enable them to access the curriculum fully and become independent learners. This includes children that are more able and those with specific learning difficulties and disabilities.

We have close discussions with the SENCO to support children in specific areas of their learning. The school's SENCO is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equalities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Parents as Partners

At Kenley Primary School we recognise that children learn to be confident and independent from secure and healthy relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We know that parents are children's first and most influential carer and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Home visits prior to the child starting school
- Weekly communication through Class Dojo about what the children have been learning
- Contributions to their Learning Journals through 'Wow moments'.
- Informal discussions with parents at pick up and drop off time
- Written contact through learning diaries once a week if required.
- Inviting parents to attend informal meetings, providing information about other areas of the curriculum, e.g. Early Reading and Phonics.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents/carers; craft days, mums and nans day, summer picnic, class assemblies, sports day, parent volunteers etc.
- There is a formal meeting for parents twice a year, at which the teacher and the parent discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.
- All staff involved with the EYFS work hard to develop good relationships with all children, interacting positively with them and taking time to listen to them.

At our school, the EYFS teacher acts as 'Key Person' to all children in EYFS, supported by the teaching assistant. The Key Person, Miss Tadayon, is responsible for all the children in the Reception class and is responsible for supporting their development and emotional well-being.

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Safeguarding and Welfare Procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy

This policy should be read in conjunction with our Behaviour Management Policy, SEND Policy, Equalities Policy, Intimate care Policy, Health and Safety Policy, Managing Medicines policy and First Aid Policy

Admissions

Parents wanting to come to Kenley Primary School must make an application to the Local Authority for admittance to Reception. Further details of our admissions criteria can be found on our school website.

Confirmation that the Policy in respect of Kenley Primary School has been discussed, approved and ratified by the Governing Body.