

Early Years Foundation Stage policy

KIBBLESWORTH **ACADEMY**



Approved by: Education Sub Committee Date:

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Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	3
5. Assessment.....	4
6. Working with parents	4
7. Safeguarding and welfare procedures	5
8. Monitoring arrangements.	5
Appendix 1. List of statutory policies and procedures for the EYFS...	6

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
- Close partnership working between practitioners and with 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 2017 statutory framework for the Early Years Foundation Stage (EYFS) This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

EYFS is split into two separate classes, Nursery and Reception. Nursery and Reception are both supported by a Teacher and a Level 3 Teaching assistant. Our Nursery class welcomes both 15 hour (morning/afternoon) and 30 hour funded children.

When the children enter Nursery they are assigned a key worker, this is the person responsible for any assessments for that child. The daily routine is made up of a mixture of adult lead and child initiated activities such as 'plan, do, review.' Message board is a vital part of the day where children are welcomed into school, the daily routine is explained and it also offers children an opportunity to discuss their feelings and anything else they wish to share. The children take part in designated PE sessions, Plan, do-review. Nursery and Reception also have access to a shared out-door area which is a key part of their learning.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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

None of these areas can be delivered in isolation from others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

4.1 Planning

Staff 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.

Staff 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. 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Observation, Assessment and planning

At Kibblesworth Academy, 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. Practitioners also take into account observations shared by parents and/or carers.

The Planning within the EYFS follows the children's interests and these are developed through the use of 'floor books'. These plans are used by the EYFS teachers as a guide for weekly planning. However the teacher may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

On entry into Nursery and Reception the children are assessed using 'development matters'. The baseline data is analysed in order to inform next steps for the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of formal and informal observations. Adults also record incidental observations, observations from small group activities, independent work samples from the children as well as

parental contributions. These observations are recorded in children's individual Learning Journeys.

At the end of the Reception year in school, all children are assessed against the 17 Early Learning Goals and this is recorded onto the Early Years Profile. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and a short report on the characteristics of 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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that parents are children's first and most enduring educators 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:

- Talking to parents about their child before their child starts in our school.
- Staff visiting children in their home setting prior to their starting nursery.
- The children having the opportunity to spend time with their teacher before starting school through visits to the setting during transition week.
- Parents are invited to attend 'stay and play' sessions in school in order that they can learn activities that they can do at home with their children.
- Offering parents opportunities to talk about their child's progress and targets through meetings with the parents and teachers twice a year.
- Parents receive a report on their child's attainment and progress at the end of each school year. This includes a short report on the characteristics of learning.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class assemblies, Sports Day etc.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In both Nursery and Reception children have a 'key worker'. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. The role of the key person is to meet the needs of each child in their care and respond to their feelings, talking to parents and working in partnership with them.

7. Safeguarding and welfare procedures

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Kibblesworth Academy, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Our safeguarding and welfare procedures are also outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Mr Craig Steel annually.

At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

