



KINGSWAY COMMUNITY TRUST

EYFS POLICY

May 2020

EYFS Policy

Date: May 2020

Review date: Summer 2025

Introduction

Early year's education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Kingsway Community Trust. This covers Nursery and Reception at Green End and Ladybarn Primary schools and Reception at Cringle Brook Primary.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy the term 'setting' refers to the Early Years educational provision at all three Trust schools.

This is available to children who enter school from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Aims and Objectives of EYFS

- To ensure every child in our Foundation Stage is given the best possible start in life so that their potential can be maximised.
- To make the child's first experience of school happy, positive and enriching in order to give them confidence and motivation for learning in the future.
- To foster good relationships with parents and carers so that children have a smooth transition from home to school and to encourage parents to become partners with the school in the education of their children

- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- To provide quality learning experiences for all the children both inside and outdoors. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
- To provide a broad, balanced and relevant curriculum through careful planning and sensitive interaction using the Early Years Foundation Stage Curriculum
- To encourage and support every child to be independent, self motivated, confident and successful.
- To make discoveries, and to respect themselves and others, and to see themselves as learners and achievers

Principles of EYFS

Principles of the Early Years Foundation Stage (EYFS)

The Trust's Foundation Stage is guided by the EYFS principles taken from "The statutory framework for the Early Years Foundation Stage (March 2012) This document is a principled approach to early years education, bringing together children's welfare, learning and development requirements which are grouped into four themes:

A Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments: The environment plays a key role in supporting and extending children's development and learning .

Learning and Development: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Curriculum

Our curriculum enables the child to learn and develop skills, attitudes and understanding in seven areas of learning set out in the EYFS handbook:

The prime areas are:

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development

The specific areas are:

- Mathematics.
- Literacy.
- Understanding the World
- Expressive Art and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning.

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Planning

The EYFS framework provides a long term plan to follow by ensuring that children are achieving Development Matters statements appropriate to their ability level in preparation to be assessed against the Early Learning Goal at the end of the two year period across the two years.

Medium term planning is created with all early years' practitioners' involvement and takes into account the individual children's learning and developmental needs.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible.

Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

- Topics and themes are inspired by a range of aspects including high quality books and the childrens interests

- Staff plan in planning teams with input from TAs
- Teachers plan for literacy, numeracy and phonics on a weekly basis as well as adult lead focus group work for literacy and numeracy
- Reception staff and nursery staff plan for the different areas in their respective indoor environments on a weekly basis, adding challenges and learning intentions to supplement each area
- Objective led planning is used to plan for learning opportunities with the indoor and outdoor environment
- Teachers plan weekly guided reading sessions for children

Teaching

Nursery

- The teacher has overall responsibility for the learning, progress and pastoral matters regarding the whole class but is supported in all areas by the teaching assistants
- Sessions are delivered by a teacher or a teaching assistant to children in groups of 15
- Literacy and numeracy sessions are in the main, delivered by the teacher, and the teaching assistant delivers the phonics session, PSCHE and other areas of the curriculum. The teacher monitors provision and delivery across the curriculum
- Guided reading is delivered by teachers and children read individually on a daily basis

Reception

- Teaching is delivered mainly by the teachers, with teaching assistants taking small groups within a session to deliver targeted work
- Most lessons in Literacy and Mathematics are delivered to the whole or most of the class for teacher introduction and modelling. For example, the teacher might introduce a session, and then set an activity or challenge for the children to complete. The TA might take a group of children to support them on an objective more suited to their ability, e.g. a challenging task for the HA or consolidating learning with LA/SEND children. Phonics is delivered in ability groups by teachers and teaching assistants on a daily basis
- Guided reading is delivered by teachers and children read individually on a daily basis

Reading

- Reading is held in high regard with a variety of strategies in place to support the development of early reading and nurture the enjoyment for reading.
- Every day in reception every child reads on an individual basis to a TA specifically appointed to support reading. Children are expected to take home a book everyday and read it to their parents, practising the skills they have been learning.
- In Nursery children start with a story book to share at home and develop a love of reading, these books have guidance for parents in them with questions to ask and activities to do linked to the book. Children are then moved to a school reading book when reading and phonics assessments indicate that they are ready to start reading at an instructional level.
- The teaching of reading happens through weekly guided reading sessions or shared reading in small groups of children, led by the teacher or TA.

- Reading is also developed through daily phonics sessions where children learn the letter sounds and have regular practice in sounding out words using those sounds.
- Children in Reception nursery are introduced to key words in Spring. They take home a sheet of words and when they can read all the words from a particular phase, they receive a badge and this is celebrated in assembly.
- Throughout nursery and reception children enjoy rhymes and simple poems and songs in order to aid their language acquisition and support early reading skills.
- Parents are invited to come to a workshop around supporting reading at home, where the importance of reading and developing the enjoyment of reading is discussed. Parents also learn simple tips about helping their child to read at home. There is also a phonics workshop for parents which helps parents to understand the rationale and practice the of phonics teaching
- Emphasis is also placed on developing an enjoyment and interest in books through choosing, listening to and discussing books during story time. We aim for children to hear as many stories as possible

Learning through Play

At Kingsway Community Trust we recognise that young children learn best through when they are actively engaged and motivated to learn. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and practitioners support children in following their own interests.

In the EYFS setting practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Kingsway Community Trust. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas is recorded in the tracking grids.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Samples of children's work are gathered, along

with photographic evidence and observations and these are brought to moderation meetings for discussion and are then recorded in the 'all about me' books.

Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys.

There is continuous monitoring and assessment of each child's development using the new Early Years Foundation Stage Profile. This is updated at least once each term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out using the EYFS Profile during the children's first six weeks upon entering the setting. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

- Ongoing formative assessment underpins our practice
- Children are assessed against the Development Matters statements and then against the ELGs at the end of the phase
- Observations are recorded electronically at Cringle Brook using Simple software
- All about me books are updated weekly and shared with parents
- Moderation sessions are carried out regularly within planning teams. There are also opportunities for moderating work across the Trust.

Nursery and Reception follow a similar assessment cycle: after the baseline assessments have been completed in nursery, and following the first half term in reception, teachers set the end of year targets for children. Children's progress is tracked carefully throughout the year. Target children, who will receive regular targeted support from the intervention teacher, are also identified. This forms the basis of the discussion in the first pupil progress meeting of the year, in Autumn 2. Midway through the year, teachers report how children are progressing towards the end of year targets during the second pupil progress meeting. At the end of the year, children in reception are assessed against the ELGs.

From September 2020, children in Reception will complete a baseline assessment test in accordance with Government guidelines.

Oral Communication

We recognise that the Early Years are a crucial time for children to develop their oral communication skills and so have a number of strategies in place to help children develop their speaking and extend their vocabulary:

- Children enjoy free play in stimulating environments both outdoors and indoors in areas which promote communication as children play
- Role play areas linked to topic are set up both indoors and outdoors and children are supported in their language development here by adults who model key phrases and vocabulary for children during free play. In the outdoor learning environment there are further free roleplay opportunities which stimulate communication
- During taught sessions we encourage children to share ideas with a talk partner
- Open questions and open ended tasks are planned for in order to challenge and extend children's ideas and thought processes
- Opportunities are abundant in all curriculum areas for children to discuss ideas and share their thoughts with others
- Children are encouraged to learn stories and retell them, often with the help of actions or visual stimuli
- Vocabulary is developed by explicit teaching and practising topic related vocabulary
- Parents are encouraged to recognise the importance of oral communication through weekly talking homework questions

Parent/ Carers

At Kingsway Community Trust we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through regular letters, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting.

Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the Spring term where practitioners will feedback on children's learning and developmental progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include All About Me books, end of year reports and Celebration assemblies where children's achievements are recognised.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. Parents may be invited into the setting on other occasions such as open afternoons where children show them their work and special events.

The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss and concerns they might have

Parents are invited into school regularly for 'Stay and Play' mornings. Parents join their children to complete different activities related to the new topic for that half term.

Parents are invited to contribute to their child's assessment with comments, photos and information from home.

Workshops are held to inform parents of ways to support their children with their learning. Parents find out about how children are taught and are given practical tips on what they can do at home.

Formal parents' evening take place twice a year but informal discussions around children's progress and achievements happen frequently when parents drop off and collect children from school.

Parents are sent a half termly curriculum information sheet which informs them of the upcoming topic, trip and ideas for how to support children at home.

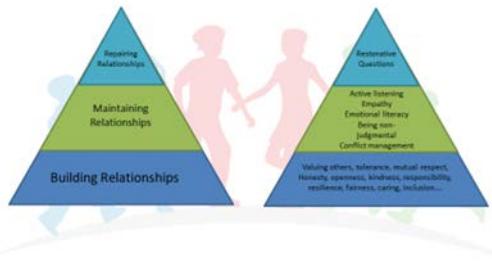
Behaviour

All adults use positive, affirmative strategies to promote, recognise and reward good behaviour. Children's good behaviour is celebrated in many ways, including verbal praise, stickers, informal communication with parents and in Reception 'Star of the Week' awards in assembly.

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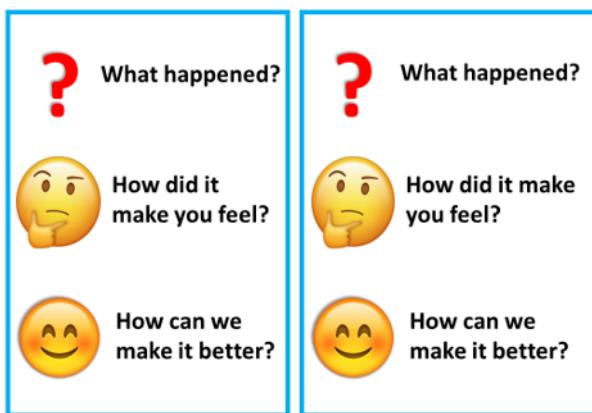
All staff employ restorative principles to develop and maintain positive relationships and are supported in helping to repair relationships if problems arise.

Building, Maintaining and Repairing Relationships



Key skills needed by children to engage in this process, such as listening and speaking skills, emotional literacy and empathy and taught explicitly in circle times and practised regularly.

If a pupil in our school has been negatively affected by someone's behaviour, we engage both children in a dialogue to ensure that different perspectives are heard and make sure they feel that it has been put right for them and that it will not happen again. Staff follow the script below.



Key values such as honesty, responsibility, hard work are promoted by school expectations at each school.

Needs a new paragraph

Please see the each school's-behaviour policy for further information.

Celebrations

Good behaviour and work is highlighted and celebrated continuously throughout the day with a range of strategies and this is communicated clearly to parents at the end of the day.

Inclusion

EAL children are supported by the EAL team through pre teaching of key vocabulary and concepts. New arrivals who are EAL beginners are able to access support immediately. This could be through daily support

for children who are new to English, support in a child's first language or small group work with an intervention TA.

Children with special educational needs are identified from an early stage. We work with a team of professionals including Speech and Language Therapy, Rodney House Outreach Service and Educational Psychology in order to plan for the needs of these children. Children with special educational needs in our nursery provision benefit from access to additional adult support through nurture groups. Children in our reception provision also benefit from access to additional adult support where needed, including an SEN intervention teaching assistant. Tasks are differentiated to the needs of the child. This may include intensive interaction, the use of visuals, objects of reference and opportunities for pre-learning and over-learning.

Transitions

Transition from home/ playgroup to Nursery or Reception:

- Children are visited at their homes by members of staff (Teachers and our parent support worker or pastoral support worker) before they begin Nursery/Reception so that the child can have a positive first meeting in a familiar environment where they feel secure
- School information packs are distributed along with a small resource pack to encourage independence in these activities prior to starting school An all about me questionnaire is completed during the visit to support practitioners knowledge and understanding about each individual child.
- Where we have any concerns about children they are signposted to the relevant staff so that additional preparations can be put into place before they start.
- A range of opportunities are available for parents to ensure that transition from home is smooth
- Nursery admission dates are staggered so that children are settled in small groups. ~~Parents are encouraged to stay for as many sessions as it takes for their child to feel secure and confident.~~
- Children build up the amount of time they stay in nursery until they are confident to spend a full day at school based on being school ready
- The transition is support by our EAL team who are available to speak to parents in their first languages
- Baseline assessments are completed in Nursery by the October half term in order to give a clear indication of a child's abilities on entry to school
- Transition is supported by our family support worker and pastoral support worker

Transition from Transition from Nursery to Reception:

- Children visit the reception class to meet the staff and join in activities
- Parents are invited to the meet the teachers, visit the classrooms and find out about the curriculum and expectations in reception
- Transition meetings are held for teachers to discuss the individual needs of each child and to pass on learning journeys and assessments

Transition from Reception to Year 1:

- During their last term in Reception a detailed programme of events is planned to enable a smooth transition into year 1. This involves year 1 teachers visiting children in the reception setting to get to know the children and read stories etc. Children then start to visit their new classrooms. They

join in with playtimes to and the children in year 1 are encouraged to develop friendships with the younger children.

- Reception and Year 1 teachers meet to look at children's work and discuss individual needs and next steps for learning.

Issue Status

Date	Issue	Date Approved by Trustees	Review date
May 2020	Version 1 – May 2020	4.6.20	May 2025