

Kirkby Woodhouse School MAT

EARLY YEARS FOUNDATION STAGE POLICY

KIRKBY WOODHOUSE PRIMARY SCHOOL MAT MISSION STATEMENT

At Kirkby Woodhouse Primary School we value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. The EYFS is seen as preparation for life and learning and not simply preparation for the next stage of education.

“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 provides the foundation children need to make the most of their abilities and talents as they grow up”

(Statutory Framework for the Early Years Foundation Stage, updated 2021)

EYFS at Kirkby Woodhouse School is made up of a Nursery unit and a Reception unit. The Nursery unit offers morning and afternoon places (40 place), alongside the 30 hour offer (for 16 children). The Reception unit is made up of two 30 place classes.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year, aged 5 years, and has four overarching principles: Every child is a unique child, children learn to be strong and independent through positive relationships, children develop well in enabling environments with teaching and

support from adults and children develop and learn in different ways and at different rates.

A Unique Child

At Kirkby Woodhouse Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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, the sharing of cultural celebrations with families and rewards to encourage children to develop a positive attitude to learning.

We give our children every opportunity to achieve their best and do this by taking account of our children's range of life experiences when planning for their learning. In planning and guiding children's activities we reflect on the different ways that children learn. Three characteristics of effective teaching and learning are playing and exploring (engagement), active learning (motivation) and creating and thinking critically.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of children with a range of different abilities, of those with different social and cultural backgrounds, different ethnic groups, those with Special Education Needs and those who have English as an additional language. We meet the needs of all our children through planning opportunities that build upon and extend children's knowledge, experience and

interests, and develop their self-esteem and confidence using a wide range of teaching strategies.

Inclusion

Children with Special Educational Needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties, disabilities and emotional needs. All children are monitored using the 'Leuven scale of well-being and involvement'. If we feel a child is in need of extra support educationally or emotionally we hold a meeting (TAC) alongside the parents to complete the 'My Profile' which allows us to share observations, look at the areas of learning and identify the areas where more support is needed and the areas in which the child shows strengths. Meetings take place on a termly basis. Half-termly meetings with parents allow us to identify individual targets. Children who require additional support, are identified and supported in line with the school's Special Educational Needs Policy. The SEN Co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. Some children are assessed using the 'b-squared' assessment tool to aid identifying targets.

Equal Opportunities

We provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual.

Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Behavioural expectations

It is important that all children in the school are 'safe'. We provide a framework of behavioural expectations to educate children about boundaries and rules. We provide children with choices to help them develop this important life skill and encourage them to develop an understanding of the school rules. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. Positive Behaviour is promoted through the use of the whole school policy using the colour triangle and giving children addition house points (see behaviour policy).

Safeguarding and Welfare

“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.”

(Statutory Framework for the Early Years Foundation Stage, Department for Education 2012 updated 2021)

At Kirkby Woodhouse Primary School we follow the welfare requirements and the Statutory Framework for Early Years Foundation Stage:

- to promote the welfare of children
- to promote good health, preventing the spread of infection and taking appropriate action when children are ill

- to manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- to ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- to ensure that the premises, furniture and equipment is safe and suitable for purpose
- to ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- to maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

The nature of early child care means that there will likely be times when staff are required to supervise and support the changing of children's clothes, underclothes and the use of toilets. Guidelines are set out in the school's policy for intimate care: continence policy. Where physical intervention needs to be taken for the purposes of averting immediate danger or personal injury to any person or to manage children's behaviour, records will be kept and shared with parents/carers. All staff are MAPA trained and this is updated yearly. Within EYFS 3 practitioners are trained in Paediatric First Aid.

Positive Relationships

At Kirkby Woodhouse Primary School, we recognise that children learn to be independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents/carers are children's first and most lasting educators and we value the contribution they make. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to embrace the sharing of information, knowledge and expertise. This is promoted by:

- Children and parents/carers have the opportunity to spend time with the EYFS staff before starting school through transition days and 'Meet the teachers' evenings.
- One-to-one meetings are arranged for all new starters in nursery for the parents/carers of F1 children prior to their placement starting. This allows parents to ask questions and to meet staff prior to starting and for staff to collect information around the child and prove of identification (birth certificate)
- Please see 'Admissions policy' for entry to Nursery and access to '30 hours'.
- Parents/carers of F2 children receive a guide for their child's new class and are invited to an informal meeting with the class teacher for further discussion and 'question and answer' session in the Summer term prior to starting.
- F2 parents are invited to a 'Drop in' information session around reading, phonics and maths in September. Resources are also placed on the website.
- EYFS operates an 'open door' policy so that parents/carers can come and discuss concerns and developments in an informal manner.
- Parents are encouraged to inform us of their child's milestones through the use of 'Bee moments' bringing them into class.
- Parents/carers and children are invited into school regularly for events such as open day, Grandparents' day, sports' day, end of year celebration picnic.

- Parents are invited to a termly parents meeting.
- Parents receive a report at the end of the academic year.

Enabling Environments

Kirkby Woodhouse Primary School EYFS aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn. Children should feel secure, confident and happy here.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or work quietly. The classroom is set up with resources covering all curriculum areas, where children are able to find and locate equipment and resources independently. Activities are planned for both the inside and outside; but there are opportunities for child initiated learning and child led themes. Children have access to many different areas including role play, book corner, maths area, writing area, craft, sand, water and a construction area. Children are encouraged to become independent learners and to take responsibility for initiating their own lines of enquiry and investigation.

We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play. Through play, children explore and develop learning experiences, which help them make sense of the world. They practise and build ideas, learning

behavioural expectations and the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. As the children progress through the Foundation Stage and into F2 there are more teacher led learning opportunities that ensure they are prepared for the next steps into Year 1.

Learning and development

Teaching and Learning Style

EYFS practitioners understand child development and learning, and how this affects their teaching. They provide opportunities for first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk. Teachers carefully plan the curriculum to support children to work towards milestones throughout EYFS, they plan provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Children are encouraged to communicate and talk about their learning, and to develop independence and self-management.

Areas of Learning

There are seven areas of learning and development that must shape educational programmes in Early Years Foundation Stage. Three are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These are ***prime areas*** –

- Communication and language
- Physical development

- Personal, social and emotional development

The four remaining areas of learning are specific areas through which the three prime areas are strengthened and applied. These **specific areas** are:

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

All these areas are interconnected; they cannot be delivered in isolation as they are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Characteristics of Effective Learning

The Early Years and Foundation (EYFS) also includes the characteristics of effective teaching and learning. Nursery and Reception teachers plan activities within the classroom with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:-

Playing and Exploring

Children investigate and experience things, and 'have a go'.

Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

Planning within the EYFS follows a curriculum map, which is based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however the teacher may alter and adapt these plans in response to the needs (achievements and interests) of the children. Activities are planned in accordance with the Foundation Stage Curriculum, this will be indicated on weekly planning, which the Head Teacher and Senior Management look at on a regular basis to scrutinise. When planning, teachers aim to address the needs of the classes and the individuals within it.

Assessment

Assessment plays an important part in recognising children's progress, understand their needs, and helping us plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It helps us know the level of children's achievements and their interests this allows us to shape the teaching and learning experiences we offer to children. As a team we reflect on these assessments and make judgments whether the children are 'on track/not on track' for their age group 3-4 or 4-5. Reflections are held on Tapestry and the judgments are inputted onto O'Track. Children who are not on track will be monitored and appropriate interventions will be put in place.

In September each year all reception children take part in 'The Reception Baseline Assessment (RBA)'.

The Profile provides parents and carers, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Teachers undertake in-house and MAT moderation. Moderation and discussion of children's progress also takes place during Early Years Foundation Stage meetings.

Staffing and Organisation

Within the Nursery there is: One full time teacher and two full time Tas. During the lunchtime session the 30 hour children have one TA and one midday supervisor. This maintains the ratio of 1:13 in the nursery (F1) class.

In F2 there is: two full time teachers and two full time TAs. This maintains the ratio of one teacher 1:30 or one member of teaching staff 1:15.

Transitions

The Nursery, Reception and Year 1 teachers work closely together to make the transition through the EYFS to Key Stage 1 as smooth as possible. During the Reception year children are prepared for the transition to Year 1 primarily through developing their independence in routines and learning. Children are encouraged to be independent when dressing and undressing and when organising their personal belongings. The Reception teacher plans for more structured activities to be introduced throughout the school year, encouraging less dependence on adult support when completing tasks. Reception children are already familiar with the Year 1 teachers. During the summer term, children visit their new classroom and teacher. The

Reception and Year 1 teachers meet to discuss EYFS profiles provided with information about each child's characteristics of learning, and individual needs. EYFS Profiles are passed on for the Year 1 teacher's use. Transition from Nursery to Reception is well planned and takes place throughout the year. In the Summer term the Nursery children have two sessions in the foundation unit with their new teacher and teaching assistant. The Reception class teacher also goes into the nursery to share stories and get to know the children.

Monitoring and Review

It is the responsibility of the EYFS teachers and teaching assistants to follow the principles stated in this policy. The Head teacher, EYFS leader will carry out monitoring of the EYFS.