

KIRKBY STEPHEN PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY

Approved by KSPS Governing Body	
Name:	Andrea Dixon
Position:	Chair of Governors
Signed:	<i>Andrea Dixon</i>
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This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Kirkby Stephen Primary School, children join the Nursery the term after they have turned three. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

At Kirkby Stephen 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, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Kirkby Stephen Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.

Appropriate steps are taken in accordance with the school’s SEND Policy.

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 based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using attractive resources which reflect diversity and are free from discrimination and stereotyping;

- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

"High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning." (Statutory Framework for the EYFS)

Welfare

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. 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.

(See Child Protection Policy)

At Kirkby Stephen Primary School 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 and safeguarding 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 is 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.

In the event that a child is not collected from school we will begin by attempting to contact the parents. If we are unable to do so we will then attempt to contact the people listed on our emergency contact list for that child. If we again fail to contact anyone we will then wait until 4:15pm, if at this time no contact has been made the police will be informed.

Positive Relationships

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

Parents as Partners

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;

- visiting the children at home and talking to parents about their child before they start in our school.
- inviting children and their parents/carers to spend time in school during transfer sessions.
- supporting children through the transition from pre-school to Reception with the children being able to attend part time during the first two weeks.
- inviting all parents/carers to open afternoons, this allows parents to see and play with their child in the learning environment and ask any questions they may have.
- encouraging parents to share their child's learning, development and interests outside school through our "wow" books and Tapestry.
- inviting parents/carers to formal meetings at which the teacher and the parents discuss the child's progress.
- arranging a range of activities throughout the year that encourage collaboration, celebration assemblies, school visits, visit days.
- written contact through a home school diary.
- ensuring all parents know that their child's teacher and teaching assistant are their child's key workers and always available to speak with.
- sending parents, a written report on their child's attainment and progress at the end of each school year.

"It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years." (Statutory Framework for the EYFS 2021)

Enabling Environments

At Kirkby Stephen Primary School we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

We are aware that effective learning builds and extends upon prior learning and follows children's interest. Planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual Tapestry Online Learning Journal and writing books.

Learning and Development

Kirkby Stephen Primary School Early Years settings follow the curriculum as outlined in the latest version of the EYFS statutory framework.

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 specific areas are:

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

Assessment

At Kirkby Stephen Primary School, on-going 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.

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 for their child.

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.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. Initially there is a focus on the prime areas but as the children grow in confidence and ability the balance will shift to a more equal focus on all areas of learning. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

"The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not

do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning. When children are at earlier stages of development than expected, it is important to notice what they enjoy doing and also find out where their difficulties may lie. They need extra help so that they become secure in the earlier stages of development. It is not helpful to wait for them to become 'ready'. For example, children who are not speaking in sentences are not going to be able to write in sentences. They will need lots of stimulating experiences to help them develop their communication. That's why the time you spend listening to them and having conversations with them is so important." (Statutory Framework for EYFS 2021)

At Kirkby Stephen Primary School we support children in using the three characteristics of effective teaching and learning.

These are;

- **playing and exploring** - children investigate and experience things, and are encouraged to '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.

(Taken from statutory framework for the EYFS 2021)

Religious Education is also taught in the reception classes in accordance with Cumbria's guidelines.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Kirkby Stephen Primary School there are clear procedures for assessing risk (see whole school Health & Safety Policy and risk assessments) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, at Kirkby Stephen Primary School we undertake:

- To regularly update and review our whole school Supporting Pupils with Medical Conditions Policy and our H&S Policy, ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
- Fresh drinking water is available at all times.

- Children's dietary needs are recorded and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries are kept.
- Staff are Paediatric First Aid trained.

Transition

During the term prior to a child's entry into the Nursery or Reception, the following procedures have been put into place to ensure successful transition:

- Parents are encouraged to complete an "All about me" booklet. The information is used to support transition and to inform our planning.
- The children are invited to visit the Nursery and Reception classes before they start our school.
- Members of staff visit the feeder settings to meet the children and gather information about the children before they start in our Reception Class.
- Children requiring extra support will be offered additional visits as necessary.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed internally for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The EYFS Profile is shared with the Year 1 staff.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels ('emerging').

Teachers will meet to discuss the needs and learning styles of the children. They will work together to plan the Year 1 environment and to providing suitable activities to ensure a seamless transition for all children.

Clara Allinson
(EYFS lead)