

Kings Road Primary School



‘Learners for Life’

Early Years Foundation Stage Policy

Certified as reviewed and approved by the Trustees: Autumn 2025

Next review date: Autumn 2026

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Introduction

The Early Years Foundation Stage (EYFS) covers the learning, development and well-being of children from birth to the end of the academic year in which a child has their fifth birthday. At Kings Road Primary School, the EYFS applies to children in the Reception Year Group (known as Early Years Foundation Stage), where children start school in the September after their fourth birthday, to the end of the academic year. Reference to EYFS in this policy refers to this age group.

Please see the Admissions Policy for guidance on the application process and admission to the EYFS.

The EYFS is an important stage in a child's development and in partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

"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'. *EYFS Foundation Stage 2023 (Introduction i)*

The Early Years Foundation Stage (EYFS) sets the standards that all early years 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 Foundation Stage 2023 (Introduction ii)*

'Working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for year 1. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them. *Statutory Framework for the EYFS Foundation Stage 2023 Section1 (1.1)*

It sets out the legal requirements relating to learning and development (areas of learning and development; the early learning goals; and the assessment arrangements) and the legal requirements relating to safeguarding and welfare which "cover the steps that providers must take to keep children safe and promote their welfare." *Statutory Framework for the EYFS Foundation Stage 2017 Section 1 (1.5)*

The Safeguarding requirements of the Statutory Framework for the EYFS Foundation Stage 2023, are met through the whole school Child Protection Policy and Health and Safety policy. This policy must be read in conjunction with the whole School Teaching and Learning Policy and the Assessment, Recording and reporting on Achievement Policy.

Aims

Our aims in teaching in the EYFS are that all children will:

- experience a smooth transition from home and pre-school settings to mainstream school
- be supported in their learning by the establishment of strong partnerships between staff and parents
- experience rich and varied learning experiences in a healthy, safe and secure environment
- experience a range of exciting, personalised learning opportunities that stimulate learning and provide appropriate challenge
- develop good learning behaviours
- achieve a 'Good Level of Development' (GLD). This is defined as 'reaching the Early Learning Goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the Early Learning Goals in the specific areas of mathematics and literacy'
- experience an effective transition from EYFS into Year One.

Effective practice in the EYFS is built on four guiding principles:

- **every child** is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

A Unique Child

We value and recognise that every child is an individual, with their own needs and interests. Our curriculum and style of teaching and learning in EYFS builds consistently on each child's prior experience, knowledge and skills. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Children are treated as individuals and have **equal access** to all provisions available, within our broad and balanced curriculum.

Early identification of **additional or special educational needs** is crucial to enable staff to adapt provision to suit the development of each child. Concerns are always discussed with parents/carers at an early stage and our Inclusion Team is called upon for further information and advice and provision is in line with our Special Educational Needs and Disability policy.

Children who join our school with **English as an additional language** are supported in their language development within the classroom environment in line with our EAL policy.

Positive relationships

We encourage children to build strong, positive relationships with adults and peers within EYFS. This enables children to build a sense of belonging and develop self-esteem in order to be confident and competent learners.

We recognise parents/carers are the child's first and foremost educators and we work to develop a strong partnership with them through:

- Informal Stay and Play sessions for parents and children in the summer term prior to starting school alongside 2x transition 'Stay at School taster sessions'
- One to one 'Getting to Know You' meetings with parents in the first week of the Autumn term before the children start school
- Nursery and pre-school visits/telephone conversations about every child
- Online access to their child's learning journey
- A 'Meet the Teacher' parents meeting in September to support understanding of the EYFS day and set out expectations for parents and children.
- A settling in Parents Consultation in October
- Two Focus Child Week Meetings per year 1:1 meetings with parents to chat about development and together to set next steps targets to ensure continued progression.
- termly curriculum meetings for phonics and maths
- Special days/events for parents to come in and share learning experiences with the children
- Annual 'End of EYFS Year' written report to parents about their child
- EYFS Parent information lobby where up to date information is displayed.

Enabling Environments

We create an attractive and stimulating learning environment where children feel confident, safe and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with areas of learning with planned, continuous provision. Effective learning, and the range of activities and experiences, builds and extends upon prior learning and follows the children's interests.

Play based learning is paramount and children are enabled to direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

We understand that children develop and learn in different ways and at different rates, so learning is tailored to meet individual children's needs and abilities. Development Matters, non-statutory curriculum guidance for the EYFS, is available to support providers in their delivery of the EYFS learning and development requirements. At Kings Road our curriculum is guided by this non-statutory Development Matters Sept 2023 Curriculum document.

Areas of Learning and Development

There are seven areas of learning and development. These areas are separated into three prime areas and four specific areas; however, it is vital that practitioners recognise that all areas of learning and development are important and inter-connected. The three prime areas are seen as crucial to enable children to develop their capacity to learn by igniting their curiosity and enthusiasm for learning. The specific areas are developed as the context for which the prime areas can be applied.

The three prime areas are

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas are

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1".

Statutory Framework for the EYFS Foundation Stage 2023 Section 1 (1.14)

Practitioners must also be aware of the different ways that children learn and reflect these in their practice. The three identified **characteristics of effective teaching and learning** 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In each area there are **Early Learning Goals (ELGs)** that define the expectations for most children to reach by the end of the EYFS. **Development Matters** is also used to assess children's knowledge, skills and understanding as well as helping to inform the planning of the next steps in children's learning.

Strategies for High Quality Teaching and Learning

- **Play Based Learning**

We offer a play-based curriculum, both indoors and outdoors, based on the Anna Ephgrave model which promotes children '*pursuing their own interests*'. When the curriculum is child led, there are high levels of engagement. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way that skills are developed and practised. It is '*within this enthusiasm that the sensitive interaction from the adults can support and extend the learning possibilities*'.

- **High Quality Play is important because it:**

- is an intrinsic part of children's learning and development
 - has many possible but no prescriptive outcomes
 - challenges children and offers them the chance to learn in breadth and depth
 - draws on what children already know and can do and enables them to master what is new
 - enables children to apply existing knowledge and to practise their skills
 - encourages children to communicate with others as they investigate or to solve problems
 - offers children opportunities to explore feelings and relationships, ideas and materials, connections and consequences
 - empowers children to make choices, to solve problems and to be independent in their learning
 - enables children to express fears or relive anxious experiences in controlled and safe situations
 - encourages children to struggle, to take risks and to become resilient as learners
 - can be supported and extended but not interfered with by adults
 - presents no barriers to children because of their language, cultures, abilities or gender
- All the areas of learning and development are delivered through planned, purposeful learning opportunities, with a balance of adult-led, child-selected and child-initiated activities
 - Teachers in the EYFS plan together to ensure consistency across the year group, equality of opportunity and provision for children to collaborate across the year group.
 - Long, medium and short term plans are based upon the requirements of the EYFS framework and the knowledge and skills within Development Matters, as well as from observations of the children, to ensure that we base learning on their current interests and experiences.
 - Medium term plans summarise the half-termly coverage of the areas of learning and development. Weekly timetables and daily lesson plans contain greater detail of specific learning objectives, differentiation and associated child-selected activities.
 - The outdoor environment is used to provide unique learning opportunities and to broaden the range of learning opportunities available.
 - First-hand, practical experiences are provided as the main resource to support learning.

Our children's play based learning experiences are strengthened and supported by daily whole class teaching sessions in basic skills/ Number and Phonics. EYFS staff follow the **Ark mathematics mastery** programme and our phonics is taught through the SSP '**Little Wandle**'. Throughout the week learning is enhanced by using **Poetry Basket** (Communication and Language, PSED, Expressive Arts and Design), Weekly independent modelled writing tasks and independent maths tasks, **Modelled drawing sessions with vocabulary** (fine motor, communication and language, Comprehension, Understanding the World, Expressive Art and Design). Children are supported by interventions such as **Multi Motor Circuit** (Physical Development, Communication and Language, PSED), **Bucket Time** (Communication and Language, PSED, Understanding the World), **Scribble Club** and **Cutting Crew** (Physical Development, Expressive Arts and Design) **Blanks Interventions** Communication and Language and PSED. Children who need support in phonics and number also participate in individual/small group interventions. All interventions are recorded and reviewed regularly. Parents are informed which interventions their child is taking part in and how they can further support their child at home.

Assessment

- The EYFS statutory assessment requirements are followed, as set out in the Statutory Framework for the EYFS Foundation Stage 2023 Section 2. It details:
 - when and how practitioners must assess children's achievements
 - when and how practitioners should discuss children's progress with parents and/or carers
 - how practitioners should share information about children's attainment with Year 1 colleagues

Statutory Reception Baseline The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. assessments are made within the first 6 weeks of the child joining the EYFS. *Statutory Framework for the EYFS Foundation Stage 2023 Section 2 (2.7)*

- In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.
- Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. *Statutory Framework for the EYFS Foundation Stage 2023 Section 2 (2.11)*
- The framework also requires
 - EYFS profile results to be reported to the local authority
 - practitioners to engage in moderation activities specified by the Local Authority
- Assessments are based on the staffs' knowledge of the child and are gained from observations, photographs and interaction in a range of daily activities and events. They take account of contributions from the child, their parents and other relevant adults.

- The EYFS Profile Handbook, Development Matters and published Exemplification Materials are used to support staff to make accurate judgements about each child's attainment.
- Assessments are used to inform planning to ensure that our curriculum and teaching and learning strategies reflect identified and individual needs.
- Ongoing individual assessments against Development Matters statements and working towards ELGs are recorded on individual Focus Child Sheets and regularly updated on INSIGHT
- Parents can log into Tapestry to follow, and contribute to, their child's learning journey through the EYFS.
- Attainment is recorded on INSIGHT, to enable rigorous tracking of attainment and progress, to identify future learning needs of individuals and groups of children.
- Parents are invited to a parents meeting during their child's Focus week to discuss their learning, progress and to set targets for the 'next steps' learning.
- Parents receive an annual report of their child's progress in each area of learning and development information about the way in which their child learns. It highlights the child's strengths and development needs and gives details of the child's general progress.

Responsibilities

School Staff work towards the school's aims by:

- Ensuring that lessons across the seven areas of learning and development are taught to a high standard, with consistency across the year group, in accordance with this policy and agreed planning and assessments.
- Providing challenging and stimulating learning opportunities, both indoors and outside, across the seven areas of learning and development, designed to engage all children, enabling them to reach high standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child.
- Ensuring that a healthy, safe and secure environment is maintained at all times.

The Early Years Foundation Stage Leader works towards the school's aims by:

- being enthusiastic about the EYFS and leading the development of EYFS within the school.
- developing an action plan to further improve the quality of teaching, learning and well-being in EYFS.
- reviewing this policy and planning in consultation with teachers, learning support assistants and governors/trustees.
- taking lead responsibility for implementing this policy and ensuring consistency of approach across the EYFS, leading staff development sessions (in groups or with individuals) and monitoring planning, recorded work, lessons and attainment/progress data.
- liaising with EYFS subject leaders as part of the local network of schools to share good practice and continuity of experiences.
- keeping up to date with developments in the EYFS through reading, research and attending courses.

- Holding regular team meetings to keep the EYFS team up to date with cohort needs and to offer relevant EYFS training.

The Senior Leadership Team (Headteacher and senior staff) work toward the school's aims by:

- Supporting school staff and subject leader in their implementation of this policy.
- Supporting the subject leader in monitoring and evaluating the effectiveness of this policy throughout the school.

Governors/Trustees work towards the school's aims by:

- Monitoring the implementation of this policy and EYFS action plan, including making regular visits to school to collect evidence and information.
- Writing visit notes and recording information collected.
- Feeding back to the subject leader/members of staff as appropriate.
- Reporting back to the Full Governing Committee/Board of Trustees.
- Reading reports/minutes produced by staff, other professionals, governors or committees.

Monitoring and review

The EYFS Leader, the Head of School and Deputy Head of School monitor the effectiveness of this policy on a regular basis and report this to the Governors and Trustees and, if necessary, make recommendations for further improvements.

This policy will be **formally reviewed by the Governors and Trustees every year**. In the event of new guidance being made available/identification of more effective strategies, this review date will be moved forward.)

Designated Member of Staff – Mrs J Little.