

# EYFS Policy

## Kingsway Primary School



|  |                           |                         |                |
|--|---------------------------|-------------------------|----------------|
| <b>Governor Committee Responsible:</b> | Standards and Achievement | <b>Staff Lead:</b>      | Lisa Smith     |
| <b>Status</b>                          | Statutory                 | <b>Review Cycle</b>     | Two years      |
| <b>Last Review</b>                     | September 2021            | <b>Next Review Date</b> | September 2023 |

### Aims

In line with the best practice for EYFS guidance, this policy aims to:

- Ensure the best possible, inclusive care and education for every child in our setting regardless of background or need;
- Ensure that children are offered a high-quality curriculum during their earliest years in school which is delivered through effective pedagogy;
- Ensure that assessment practices are accurate, meaningful and effective in ensuring the best outcomes for pupils;
- Ensure that children are given opportunities to develop the self-regulation and executive function skills to be successful throughout their school careers;
- Ensure that the school and nursery staff work in partnership with parents for the best outcomes for children

### Legislation

This policy is based on requirements set out in the [2021 Statutory Framework for the Early Years Foundation Stage](#)

### Structure of the EYFS

The EYFS at Kingsway Primary School comprises the KEY nursery and the reception classes at Kingsway Primary School. The KEY nursery offers places to children from aged two.

The KEY nursery currently offers an 8.45am to 11.45pm morning session and a 12.30pm to 3.30pm afternoon session, Monday to Friday during term time. Pre-school children, when there is availability, can stay for a full day from 8.45am to 3.30pm, including the lunch period from 11:45 to 12.30pm. Parents are asked to provide a lunch box for their child and there is a cost of £3.00 per day to cover the lunchtime period. For parents who are not in receipt of Nursery Education Funding, hours will be charged at £5.00 per hour, a total of £15.00 per morning or afternoon session.

The KEY nursery is split into two rooms: Ducklings and Cygnets. The Ducklings room is a smaller, cosier environment to give the youngest children the security they need to feel at home. The Cygnets room is a

larger room designed to broaden the experiences of our pre-school children. Both rooms have access to the outside area and children are free to move between inside and outdoor areas. All children are assigned a key worker who is based in the room in which they learn. Children in the KEY regularly access the school facilities such as the hall and trim trail in the school grounds in order for children to become familiar with the school and to access resources to support their physical development which are not available within the nursery.

Reception provision at Kingsway Primary School is split between two classrooms each taught by a class teacher and supported by a full-time Teaching Partner. Both classes have access to the outdoor area and are able to free-flow between indoor and outdoor provision during play-based continuous provision sessions.

## Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. Three areas known as the prime areas underpin all other areas of learning and are a particular focus during children's younger years.

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

Our curriculum offer is guided by [Development Matters 2021](#) and is designed to set firm foundations for the curriculum for the rest of the school. Curriculum areas have been sequenced carefully to ensure that learning is embedded over time. How this learning is sequenced depends on the curriculum content and the age and stage of children. In the reception year, some elements of the curriculum e.g. phonics, writing and maths are broken down into week by week content whilst with other areas of the curriculum e.g. aspects of physical development, the provision is adapted throughout the EYFS so that children are given the opportunity to develop skills over time.

Language and reading are central to our curriculum offer and our EYFS curriculum is structured around stories, information texts and nursery rhymes/poetry. These texts have been carefully selected and sequenced across the settings to ensure that they support children's vocabulary, personal and social development, language and knowledge and understanding of the world.

Policies and long-term plans in other curriculum areas detail the curriculum content for the school and adaptations made for Nursery and Reception.

## Planning

Planning is drawn from a range of documents to ensure that children's learning builds over time. These documents include:

- Development Matters
- The KPS phonics pacing document

- The KPS writing pacing document for EYFS
- The KPS maths pacing document in conjunction with CanDo maths and the Mastering Mathematics programmes
- Text overviews
- Curriculum overviews for other school subjects which outline the knowledge, skills and experiences needed in EYFS to underpin the curriculum for the rest of the school.

### **How teachers and practitioners plan varies between each stage.**

In the Ducklings room, where the youngest children are based, planning is based around key texts and adapted according to the needs of the children in the setting and has a stronger focus on the prime areas.

In the Cygnets room, where the pre-school children work, there is a stronger focus on the key texts along with key vocabulary and key skills and knowledge practitioners want children to know. Group times are planned to teach specific elements of the curriculum and are based on the progression documents for phonics, reading and maths.

Planning in reception also focuses on a quality picture book with key vocabulary feeding into the different areas of provision. Phonics, writing and maths sessions have a very clear focus for each session which children are expected to keep pace with. When children do not appear to be grasping learning, they are scooped up on that day to ensure that they do not fall behind.

At each stage, 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 appropriate, plans may be adapted 'in the moment' to capture particular interests or to give additional support where needed. 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.

## **Teaching**

In our EYFS settings, practitioners use a mix of pedagogy to ensure the highest quality teaching and learning for children. This includes setting up opportunities for children to learn through play, modelling and scaffolding children's learning to support specific skills, guiding children's learning with specific tasks and through direct instruction.

When planning our environments, we have made the distinction between 'continuous provision' and 'enhanced provision':

**Continuous Provision** is the provision that is available to children all the time and can be accessed by children throughout the day. This provision is adapted at different stages of children's journey through EYFS to ensure that their learning is progressive. These areas have been planned out to ensure that practitioners are clear on the purpose of each area and how adults may support children's learning in these areas along with any associated key vocabulary.

**Enhanced provision** is provision that is set up on a day by day or week by week basis either within an area of provision or as a standalone activity. This provision is set up in line with unit plans and/or in response to children's needs and interests.

The balance of approaches changes throughout children's time in our EYFS settings. Whilst children are in the Ducklings room, more time is spent on learning through play with only short sessions of group time. During children's pre-school year, there is more direct teaching through guided learning, small group and large group time. Once children are in their reception year, the children will receive direct, daily instruction in phonics and early maths with additional sessions of modelled skills teaching where needed, particularly

with writing. Learning through play remains an important element during reception alongside group work with adults.

## Assessment

Assessment takes place constantly within the EYFS settings when practitioners notice what children do and what they know. The main purpose of these assessments is to ensure that children are accessing our curriculum and making good progress. Where children are not making good progress, practitioners act quickly to ensure that children catch up. The majority of assessments will be made informally in the moment and acted on quickly. Practitioners record these only when they are useful to the ongoing planning process.

In reception, we expect children to keep up with the pace of teaching in phonics and early maths so children are assessed against objectives weekly so that teachers can give children additional input quickly and children do not fall behind.

In both nursery and reception, practitioners make a judgement on whether or not children are developing at a typical rate and record this on Insight at each data point in the year. Where children are not working where they should be, practitioners will liaise with the school SENDCo to identify additional assessments to further pinpoint children's needs.

### **Additional statutory assessments are as follows:**

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Staff will also make notes during this assessment on what children can do to support internal assessments.

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.

## Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through the use of Tapestry and regular parents' evenings. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In Nursery, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person is available to support parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We recognise that starting school is a huge landmark for both parents and children so therefore involve parents at every stage of this process. Once school places have been allocated, we provide parents with an information pack with the information they need for starting school and any transition activities that are being held in order for children and parents to become familiar with the school environment and begin to get to know staff.

Both the nursery and reception settings carry out home visits at the beginning of the year to aid the transition process and start building the relationship with parents. Overviews of children's learning are shared with the parents so that they know what the children are working on and can support their current learning with conversation at home. Once children start learning phonics, we ask parents to support this learning at home and support children with reading as much as possible. Additional guidance is provided to parents to support with this.

### **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in the joint Child Protection and Safeguarding policy.

### **Supporting Children with Special Educational Needs**

At Kingsway Primary school and the KEY nursery, we recognise that early identification of SEND is crucial to children's future schooling and all practitioners understand their role in this. Please see the school's SEN policy for more details.

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

| <b>Statutory policy or procedure for the EYFS</b>                           | <b>Where can it be found?</b>  |
|---|--|
| Safeguarding policy and procedures  | Kingsway Primary School and KEY nursery Child Protection and Safeguarding Policy |
| Procedure for responding to illness   | See health and safety policy   |
| Administering medicines policy  | See Education of Children with Medical Needs policy                              |
| Emergency evacuation procedure  | See health and safety policy   |
| Procedure for checking the identity of visitors                             | Kingsway Primary School and KEY nursery Child Protection and Safeguarding Policy |
| Procedures for a parent failing to collect a child and for missing children | Kingsway Primary School and KEY nursery Child Protection and Safeguarding Policy |
| Procedure for dealing with concerns and complaints                          | Kingsway Primary School and KEY nursery complaints policy                        |