



EYFS Policy

Policy reviewed: March 2025

Review Due: March 2026

Introduction

At Kingshill Infant School, we are committed to 'preparing children for a life full of learning' and the highest quality care and education for our children. In the early years, our intention is to equip them with the necessary skills, knowledge and understanding for their future learning, but also for them to leave the reception year as kind, independent and resilient individuals that have the confidence and ability to communicate effectively, problem solve, develop ideas and think creatively. By providing safe and nurturing learning environments and rich and challenging learning experiences, we aim for our children to not only fulfil their learning potential but to establish a positive foundation for a happy and rewarding life.

We fully recognise and endorse the importance of the early years as outlined in the Statutory Framework for the Early Years Foundation Stage (EYFS), 'Every child deserves the best possible start in life and the support that enables them to fulfill 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.'

EYFS Legislation

The Statutory Framework for the EYFS sets the standards for learning, development and care of children from birth to five.

The EYFS is based 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/ carers;
- Children develop and learn in different ways and at different rates.

Principles for our Provision in the Early Years Foundation Stage

The following principles provide the framework for our provision in our Early Years setting:

- Effective education requires both a relevant curriculum and practitioners who understand it.
- Effective education requires that practitioners understand that children develop rapidly and at different rates throughout their development - physically, intellectually, socially and emotionally.
- Practitioners provide an environment in which children develop and learn the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance.
- Practitioners ensure all children feel included, secure and valued.
- Early years experiences build on what children already know and what they can do.
- No child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- School works in partnership with parents, carers and their families. ● To be effective, our Early Years' curriculum is carefully structured. ● We provide

opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.

- Staff observe and respond appropriately to children.
- Well-planned, purposeful activity and appropriate intervention by staff engages children effectively in the learning process.
- The children are provided with rich and stimulating experiences in a learning environment that is well planned and organised.

The Curriculum

Our curriculum reflects the EYFS Framework which details seven areas of learning and development that must shape educational programmes in early years settings:

Prime Areas:

- Communication and language
- Personal, social and emotional development
- Physical development

Specific Areas:

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

Although the three prime areas of learning are fundamental to the development of each child, all seven areas are interrelated and are delivered in conjunction with each other.

The EYFS Framework also details three characteristics of effective teaching and learning which are considered when planning and guiding children's activities and the learning environment:

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These characteristics weave through all seven areas of learning and develop as children learn new things, acquire new skills, develop socially and emotionally and become better communicators.

At Kingshill, our aim is to provide a broad, balanced and differentiated curriculum which addresses the children's social and emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating learning environment.

We carefully consider and plan a progressive curriculum around engaging topics, specifically chosen to reflect the seven areas of learning and to secure the foundations for children's learning in Year 1. It takes account of children's interests and how children learn to maximise engagement and ensure progress for every child.

Teaching and Learning

The curriculum is delivered through a balance of child-initiated (play-based) and adult-led learning. Every day, children are given plenty of opportunity for prolonged periods of uninterrupted play so that they can learn through exploration, discovery, rehearsal and experimentation. Great care is given to setting up our indoor and outdoor learning environments to ensure that they facilitate what we would like the children to learn and also reflect the characteristics of effective teaching and learning. Resources are chosen and enhancements planned that encourage children to collaborate, persevere and problem solve whilst at the same time developing their personal and social skills.

Alongside play-based learning, adult-led sessions take place throughout the week to introduce new learning, develop vocabulary, share stories, and celebrate our achievements. These may take the form of whole class or small group sessions and are planned to be short, focused and interactive, providing further opportunity for sustained shared-thinking and collaborative working.

Role of the Practitioner

Staff carefully plan enhancements to the continuous provision available during child-initiated learning, both indoors and outdoors, to provide a positive context for teaching and learning. Their role during this time is to interact with the children to support and extend learning and to be alert to possibilities that will naturally enhance outcomes for children through play. This includes helping children to make connections in their learning and to reflect on what they have previously learnt to move them forward, through appropriate questioning and discussion.

In addition, practitioners make skilled and meaningful observations of children which are used to identify children's Next Steps. This continual assessment provides a picture of every child's development and progress which is fed into planning, ensuring further quality play and activities are provided which encourage an appropriate level of challenge for each child.

Planning

Planning:

- is a continuous process that is informed by assessment of previous activities. ● responds to the needs of individual children
- involves all the adults in the setting.
- is in accordance with the Early Years Foundation Stage Framework:

| PLANS | CONTENT |
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| Curriculum overviews for Nursery and Reception. | These are long term overviews of intended teaching and learning across the year, mapped to the non-statutory Development Matters document, 2020. They provide details of broad learning themes/topics that will ensure the content of the educational programmes is delivered. |

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| Provisional medium term plans are produced for each topic | Written half termly as a guide for weekly planning - however the teacher may alter these in response to the needs, achievements and interests of the children. |
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| Short term plans are completed weekly to plan appropriate coverage of the 7 EYFS areas of learning. | <ul style="list-style-type: none"> · Planning sets out specific learning intentions / activities and assessment links for specific groups. · Staff, parent and student deployment, evaluation of learning and suggestions for future planning are included on sheets. Planning may be amended daily/weekly to develop children's interests as needed. · Individual planning - may link to specific observations and assessment of individual pupils. |
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Assessment

Continual assessments are made of the children's learning and this information is used to inform future planning to reflect identified needs.

The assessment processes in the EYFS:

- Offers all our children an opportunity to show what they know, understand and can do
- Recognises all the areas of learning in the EYFS
- Considers the characteristics of effective teaching and learning of individual pupils
- Relates to clear learning intentions
- Enables staff to plan more effectively
- Helps parents to be fully involved in their child's progress.

Forms of Assessment

| Assessment | Purpose |
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| Nursery and Reception baseline assessments are completed within six weeks of a child starting school. Each child is assessed using a combination of the statutory Reception Baseline Assessment (RBA) (for Reception children) and practitioner observations. | <ul style="list-style-type: none"> · Individual observations help plan for learning based on child's starting points. · Baseline provides a basis for discussion with parents about their child's learning and development. |

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| Observations or 'wow' moments taken during child-initiated learning. These may take the form of photographs, videos and/or written comments, captured on Tapestry. | <ul style="list-style-type: none"> · To capture moments that illustrate a move forward in a child's development · To serve as a communication tool to share information between school and parents/carers relating to the child's development. |
| Formative assessment in the form of notes about individual children during group activities e.g. maths or literacy. | <ul style="list-style-type: none"> · To determine those that are secure in their learning or those that will require further support. |
| Wellcomm assessments. | <ul style="list-style-type: none"> · To monitor communication and language - specifically receptive language levels |
| Half-termly Read Write Inc. assessments. | <ul style="list-style-type: none"> · To monitor the acquisition of phonic knowledge. |
| Detailed, diagnostic assessments for those children who are working significantly below age-related expectations. | <ul style="list-style-type: none"> · To recognise those small but significant steps of progress for children · To help us to identify and remove any barriers to learning and thereby facilitate access to our curriculum. |
| Discussion of pupil progress at termly Pupil Progress Action Planning Meetings | <ul style="list-style-type: none"> · To monitor and review the effect of actions and support implemented for children with identified concerns. |

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| Summative assessment in the form of reports or equivalent consultation documentation. | <ul style="list-style-type: none"> · To summarise a child's progress at given points throughout the year. · To share information and/or provide the basis of a conversation with parents. |
| Statutory EYFS Profile. Reception children are assessed against the Early Learning Goals outlined in the EYFS Framework | <ul style="list-style-type: none"> · To support staff to make a holistic, best-fit judgement about a child's development at the end of the Foundation Stage. · To inform parents of their child's development. · To inform a dialogue with the Year 1 teacher to aid a successful transition to Key Stage 1. |

Transition

Transition into Nursery

- School tours are offered to all prospective parents and children. We have a Saturday Nursery Open Day once per year. This is held in the Autumn Term.
 - Parents are invited to a 'Welcome Meeting' in July where the Headteacher makes a presentation to the parents. The Nursery teacher will also speak about induction and parents receive an information pack including admission forms. ●
- Prospective nursery children are invited into Nursery in July for a short visit of 1 hour ('Stay and Play') with their parents.
- The Nursery teacher offers all the parents and children a home visit prior to admission with the Nursery Teacher and EYP one of which will be the child's Key Worker.
 - The Nursery teacher analyses all the admissions forms for the children entering Nursery and if necessary, will speak to the child's previous setting or the child's parents to obtain further information to support a child's special educational needs.
 - Over the transition period, children entering Nursery do so as part of a staggered start. Most children enjoy their first visit very much and are eager to come into Nursery.
 - Staff ensure that all children are given appropriate support particularly during their first few days. A few children need extra support for a longer period of time and if this happens practitioners will work closely with the child and their parent/carer to solve any problems and agree a personalised induction plan to suit that child's needs.
 - After a few weeks the children will be allocated a key worker.

Transition from Nursery to Reception

Not all the children who attend the nursery at Kingshill Primary & Nursery School will join the Reception class at Kingshill Primary & Nursery School at the end of their time in Nursery. The Nursery will therefore support arrangements made by other schools to implement their induction programmes. Children's records and portfolios of work are forwarded to children's new schools.

Nursery children have opportunities to use the school hall for P.E. and to take part in special events e.g. a Christmas Nativity. They have regular music sessions in the Kingshill music hut. All of these experiences help the children to prepare for the transition to Reception, no matter where they go to school.

Transition arrangements:

- School tours are offered to all prospective parents and children. ● Parents are invited to a Welcome Meeting in the Summer term where the Headteacher makes a presentation to the parents. The Reception teacher will also speak about induction and parents receive an information pack including admission forms.
- In July, children visit for a stay and play with parents and then without their parents to meet their new teacher and experience their new classroom.
- The EY lead analyses data from the Transition Level of Need tool kit and visits any children flagged as needing extra support. This may be at a nursery setting or a home environment.
- In the Autumn term we offer another stay and play, while parents stay onsite in a curriculum information meeting.

- A staggered start takes place over the following 4-5 days building up from half days to full days by day 5.
- N / R teacher handover meetings

Transition to Reception Classes other than Kingshill

- Reception teachers from other schools are welcome to come and visit the children entering their schools in our Nursery setting and liaise with the Nursery teacher.
- The children are encouraged to attend the new school's transition programme in the summer term.
- The Nursery teacher completes the Herts for Learning Transition Level of Need Tool which identifies potential barriers for learning for the children leaving their care and pass the information on to the relevant settings.
- The SENCO will liaise with the new school's SENCO if required.
- The children's parent consultation records and end of year report are passed on to parents for them to share with their new setting.

Activities to aid transition from Reception to Year 1

- Reception children join the KS1 children in celebration assembly during Summer 2.
- The Year 1 teacher spends some time within the Reception class during the Summer term e.g. sharing work and story time.
- Children take part in a Summer term class transition morning.
- Year R/Year 1 teacher handover meeting

In Year Admissions

Any child starting in Nursery or Reception outside of the usual admission dates will be allocated a start date. Home visits occur where possible, but there will be close liaison between Nursery and Reception staff and parents.

Inclusion

We value all our children as individuals at Kingshill Infant & Nursery School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policy on Equalities.

Every child needs to achieve success in order to develop a positive self-image. We recognise that all our children, including those with special educational needs, require a differentiated approach in order for them to have access to the whole curriculum and therefore reach their potential.

Partnerships

Partnership with Parents

Working closely with parents during their child's time in the Foundation Stage will result in a positive impact on a child's successful development and learning. The partnership needs a two-way flow of information, knowledge and expertise to support the child fully.

To achieve an effective partnership with parents we will:

- Show respect and understanding for the role of the parent in their child's education.
 - Give parents opportunities to discuss their child's development and to listen to concerns they have.
 - Ensure our settling in arrangements are flexible, giving children time to become secure and all adults involved in this - staff, parents and carers - time to discuss each child's needs.
 - Make all parents feel welcome and valued.
 - When appropriate use the knowledge and expertise of parents and other family members to support learning opportunities in the classroom.
 - Use a variety of ways to keep parents fully informed about the curriculum. ●
- Discuss children's progress and achievements through meetings, on parents evenings and open days.
- Involve parents in continuing relevant learning activities at home. Similarly, experiences at home will be used to develop learning at school.
 - Celebrate children's achievements and experiences at home, for example through sharing Wow moments on Tapestry.
 - Welcome parent/carers contributions and comments via Tapestry for capturing and sharing observations.

Role of the Key Worker

A key worker has a special responsibility for the education and welfare of a group of children in Nursery, to help them become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Every child is allocated a key worker who will be the class teacher or an Early Years Practitioner. The class teacher however has overall responsibility for the learning and development of all children in the class.

Welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection, Intimate Care.

Behaviour Management

The class teacher has the overall responsibility for Behaviour Management supported by the EYP's and other members of the team. All practitioners follow the Therapeutic Thinking Strategy to ensure continuity and stability for the children. The children are aware of the Nursery and Reception rules through circle time and through positive behaviour being reinforced through praise.

Use of Cameras and Mobile Phones

Staff are prohibited from using their personal cameras in the setting. Staff and visitor's bags, personal possessions and mobile phones are stored away from the children in a secure cupboard/area. The use of mobile phones is prohibited in Nursery and Reception when children are present, and this applies to staff, parents/carers and visitors. (Please see our policy on ICT Acceptable Use).

Staff Medication

Any medication a staff member may require must be stored safely away from children.

Staff and Professional Development

The Early Years staff will attend appropriate courses/information evenings to extend knowledge, skills and expertise and in order to keep up to date and abreast of educational developments. The information is then shared with members of the team and, where appropriate, fed back to the whole school staff.

Monitoring and Evaluation

The Early Years Lead and members of the Senior Leadership Team will be responsible for overseeing the delivery of the appropriate curriculum and the evaluation of its success. This information will be shared with Early Years staff at regular meetings and will be used to support future planning and development initiatives. The Early Years staff are responsible for the day to day running of their classes.

Other Policies

Other relevant school policies are available to access on the school website:

- Child Protection

- Health & Safety
- Positive Behaviour and Relationships
- Equality
- Disciplinary
- Equality

- Supporting Children with Medical Conditions
- Admissions
- Complaints
- SEND