



# Keston CE Primary School EYFS Policy

**Date: March 2021**

**Review: March 2023**

## **The vision of the school**

To provide all our children with knowledge, perseverance and the imagination to develop their God given talents, living out Christian values in order to live happy, fulfilling and considerate lives. We uphold the right of every individual to learn, be valued and achieve their full academic potential.

*In God's hands we love, learn and grow.*

## **Introduction**

*'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

Early Years Foundation Stage Profile –  
Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of their Reception Year.

At Keston CE Primary School we believe that early childhood is the foundation on which children build the rest of their lives and we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We view the children in EYFS as the mustard seeds ready to begin their journey and grow to become a mustard tree.

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Keston CE Primary School, we:

- believe that the reception year is a unique time in a child's life which is crucial in evolving strong, confident individuals who develop a love for learning.
- provide happy, safe and stimulating learning environments which enable the children to become confident, independent learners who are motivated to take ownership of their own learning.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- value each individual child and work cooperatively alongside parents, carers and other agencies (when required) to meet each child's individual needs and to help them fulfil their own potential.
- support children in building relationships through the development of social skills. help each child recognise their own strengths and achievements through

experiencing success and by developing their confidence to work towards their own personal next steps.

- provide the tools that children need to achieve a good level of development
- have high expectations of each child which encourages them to develop, socially, physically, intellectually and emotionally.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment methods including ongoing and more formalised observations and the use of the Target Tracker.
- ensure that all children are kept healthy and safe and that they have the knowledge and skills needed to succeed in the future.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

### **The Curriculum**

We adhere to the statutory framework of the Early Years Foundation Stage (EYFS) which sets the standards that all early years' providers must meet to ensure that young children learn and develop well and are kept healthy and safe. It details four key principles which shape our practice;

- 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.
- Children **develop and learn in different ways** and at different rates.

There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and interconnected, and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child-initiated activities in order for the children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The seven different areas of learning consist of 3 Prime Areas and 4 Specific areas. These are underpinned by 17 aspects of learning.

### **Prime Areas**

Communication and Language

Physical Develop

Personal, Social and Emotional Development

### **Specific Areas**

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

### **Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Planning**

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage. The planning is based upon themes which take into account the children's interest. Discrete phonics, maths and other-directed teaching takes place and focus activities and continuous provision are planned to develop and provide opportunities for quality child-initiated learning.

### **Assessment**

During the first term, the teacher assesses the ability of each child using observations and activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. This first baseline assessment also take into account any other records we receive from previous pre-school settings, parents and childminders. The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the pupils' Foundation Stage and to summarise their progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Early Years Foundation Stage.

We record each child's level of development against the 17 areas of learning as Emerging, Expected or Exceeding. Observations and assessment of each individual pupil is on-going with the information gained being used to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupils and photographic evidence which is inputted on Target Tracker Observation tool. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

### **The Learning Environment**

Our Reception Class is organised to allow children to explore and learn securely and safely and to take an independent approach to their learning. There are specific areas where the children can be active, be quiet, be creative etc.

Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand or water, gross motor development, writing opportunities, mud kitchen, construction and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. All areas of the curriculum can be explored equally both inside and outside.

### **Inclusion/Special Educational Needs (SEN)**

Keston CE Primary School values all children and their families. 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. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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 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;
- Liaising with professionals and specialists' teams to gain expert advice to support children with additional needs
- Monitoring children's progress and taking action to provide support as and when it is deemed necessary

## **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

The children are invited to a taster afternoon where their parents attend an induction afternoon and the children are given the chance to explore their classroom and meet their new teacher.

The reception teacher gathers information from the feeder pre-schools before the children start school in September and will visit the settings if it is required.

Home visits take place in the first week of term by the teacher and a teaching assistant, this provides a valuable opportunity for the staff to meet the parents and children and discuss the child on a 1:1 basis and answer any questions parents might have about starting school.

The start of the Reception year is staggered with children initially attending morning sessions, then morning sessions with lunch and gradually building up to a full day.

At the end of the Reception year, the Reception and Year teachers undertake in-depth consultations to discuss individual children's progress. When the children begin Year One, they experience half a term transition period, during which the classroom provides continuous provision, similar to the EYFS classroom, before settling into a more formal learning style.

## **Parents as Partners**

We recognise that parents and carers 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 encourage parents through:

- Inviting all parents/carers to an induction meeting during the term before their child starts school,
- Provide weekly drop-in sessions where parents' can come and discuss their child
- Encouraging parents/carers to attend workshops around the curriculum
- Hosting parents' meetings twice a year, an information evening in the Autumn term and a formal parent's consultation evening in the Spring term
- Providing a report on their child's attainment and progress at the end of the reception year.
- Providing opportunities to celebrate the child's successes at home through Superstars at home
- Regular communication and celebration of the children's achievements through SchoolComms and Marvellous Me

## **Safety**

The children's safety and welfare is paramount to us. Our learning environments are safe and secure, and we deliver a curriculum which teaches children how to be safe, make choices and assess risks.

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. We follow the safeguarding and welfare requirements detailed in the EYFS statutory guidance and we adhere to the school's safeguarding policy. Risk assessments for the indoor and outdoor environments and particular activities are carried out on a regular basis and anything untoward is reported or dealt with immediately.

We promote the good health of the children in our care in numerous ways, including the provision of fruit and milk, and speaking to the children regularly about making healthy and safe choices.

Our Reception classroom has its own toileting facilities and we teach the children the importance of clean hygiene.

### **Safeguarding and Welfare**

At Keston we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. We follow the EYFS Statutory Framework, legal requirements. If a member of staff has a concern about a particular pupil, they should follow the school's safeguarding procedures, including discussing with the school's Designated Safeguarding Lead. The school recognises the responsibilities of all staff in the Early Years settings to safeguard children. All staff, including volunteers and students and service providers, have an active part protecting children from harm.

At Keston we:

- ensure that all Early Years staff receive regular child protection training
- ensure that all staff who have access to children are suitable to do so and have a valid and satisfactory CRB check
- Provide systematic means of monitoring children known to be at risk of harm.

### **Data Protection Legislation**

*As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.*

*All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.*