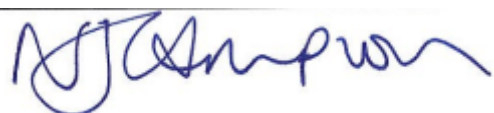


Early Years Foundation Stage policy

KIBBLESWORTH ACADEMY

2023 2024

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Contents

1. Aims	3
2. Legislation.....	3
3. Structure of the EYFS.....	3
4. Curriculum	3
5. Assessment	5
6. Working with parents	5
7. Safeguarding and welfare procedures.....	6
8. Monitoring arrangements.....	6
Appendix 1. List of statutory policies and procedures for the EYFS	7

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS is operated as an Early Years unit. Nursery and Reception are both supported by a Teacher, a Level 3 Teaching Assistant and a Level 3 Teaching Assistant apprentice. Our Nursery class consists of both 15 hour (morning/afternoon) and 30 hour funded children.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 prime areas are strengthened and applied through 4 specific areas:

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

The daily routine is made up of a mixture of adult lead and child-initiated activities such as 'plan, do, review.' Message board is a vital part of the day where children are welcomed into school, the daily routine is explained and it also offers children an opportunity to discuss their feelings and anything else they wish to share. In addition to this, children take part in designated Forest school sessions, PE Sessions, PSHE sessions as well as daily plan, do, review sessions to support their child-initiated learning.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Planning within the EYFS follows the children's interests and these are developed through the use of 'floor books'. These plans are used by the EYFS teachers as a guide for weekly planning. However, the teacher may alter these plans in response to the needs (achievements and interests) of the children.

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 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.

On occasions, a broad theme maybe introduced to inspire learning but also allowing flexibility to take account of children's own interests and ideas. Children engage in a balance of child-initiated play and adult-directed activities with some whole class learning on the carpet.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Teaching children to become effective communicators allows them to access all other areas of their learning. Children develop these skills daily through our Plan, Do, Review sessions. Adults model the correct use of spoken English, connecting ideas using sentences to add detail and explain thinking. Adults support the children during their play, using their questioning skills to deepen the learning process and extend children's thinking. Children are then asked to review their learning and talk through the processes that they have used.

Nursery and Reception also have access to two indoor environments as well as an out-door area which is a key part of their learning.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Kibblesworth Academy, ongoing 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. Practitioners also take into account observations shared by parents and/or carers.

On entry into Nursery and Reception the children are assessed using 'Birth to 5 Matters.' The baseline data is analysed in order to inform next steps for the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of professional discussion meetings between staff. Adults also record incidental observations, observations from small group activities, independent work samples from the children as well as parental contributions. These observations are recorded in children's individual Learning Journeys.

In addition, within the first 6 weeks that a child **enters Reception**, staff will administer the Reception Baseline Assessment (RBA).

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 upon request.

6. Working with parents and carers

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:

- Talking to parents about their child before their child starts in our school.
- Staff visiting children in their home setting prior to their starting nursery.
- The children having the opportunity to spend time with their teacher before starting school through visits to the setting during transition week.
- Parents are invited to attend 'stay and play' sessions in school in order that they can learn activities that they can do at home with their children.
- Offering parents opportunities to talk about their child's progress and targets through meetings with the parents and teachers twice a year.

- Parents receive a report on their child's attainment and progress at the end of each school year. This includes a short report on the characteristics of learning.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class assemblies, Sports Day etc.

At Kibblesworth Academy, 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 supports 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.

7. Safeguarding and welfare procedures

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- Within our EYFS unit for children aged 3 and over, we have at least 1 member of staff for every 13 children.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years through our **Jigsaw** unit **Healthy Me**. Through this jigsaw piece we discuss with the children:

- That we need exercise to keep our body healthy
- Making healthy eating choices
- Why sleep is important
- The importance of washing hands
- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Craig Steel and Katie Short annually.

At every review, the policy will be shared with the governing board.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy