

# EYFS Policy

## Kingsway Primary School



<b>Governor Committee Responsible:</b>	Standards and Achievement	<b>Staff Lead:</b>	Lisa Smith
<b>Status</b>	Non-statutory	<b>Review Cycle</b>	Two years
<b>Last Review</b>	February 2020	<b>Next Review Date</b>	February 2022

### 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### Structure of the EYFS

At Kingsway Primary School and the KEY nursery, we take children from aged 2 years through to the end of their reception year at school.

The KEY nursery currently offers a 9.00am to 12.00pm morning session and 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 9.00am to 3.30pm, including the lunch period from 12.00pm to 12.30pm. Parents are asked to provide a lunch box for their child and there is a cost of £2.50 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 Goslings. 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 and rising 4s. 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.

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 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 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

At Kingsway Primary and the KEY nursery, we recognise that there is a need for an effective transition between the EYFS and the National Curriculum. Therefore, in the reception year, our curriculum content is set out in a similar way to the rest of the school; this ensures that children leave reception having mastered basic skills in early reading and early maths which will give them the basis for their KS1 curriculum. We have also put in place small steps into nursery provision which support 'school readiness' (see appendix ii – end of pre-school expectations)

Reading takes priority and much of curriculum is based around stories and nursery rhymes. By the end of nursery we expect children to know at least 10 stories and 12 nursery rhymes well. This is supported by the 'Book of the Month' around which many activities are based and small group times which are based around nursery rhymes. In reception, there are daily reading stories as well as more focused 'book talk' activities which focus developing children's knowledge and understanding of stories.

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

## Planning

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

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.

In nursery, provision is planned around themes, the 'Book of the Month' and the children's ongoing needs and interests. Where appropriate, practitioners will plan 'In the Moment' whilst children are engrossed in their play in order to move children's learning on when we are at their most engaged. Circle times and small group times are planned out in order to teach areas of learning which children are less likely to engage in during their play.

In reception, planning is taken from the school progression documents. Phonics and maths sessions have a very clear focus for each session which we expect children to keep pace with. Continuous Provision is based around children's needs and interests as well the objectives on which children are currently working on. Quality picture books are used to drive different areas of learning.

## Teaching

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

During children's pre-school year, children will experience whole group 'circle times' and small group activities which are focused on skills which may not arise naturally through play. During children's play, practitioners use their knowledge of children's development and the 'Development Matters' document to recognise 'teachable moments' in which they will move children's learning forwards.

Once children are in the reception year, they will experience more whole-class and focused group activities with phonics and maths taught daily. This is still balanced out with a combination of child-led and objective-led continuous provision. 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.

## Assessment

At Kingsway Primary School and the KEY nursery, 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. We use Tapestry to document our ongoing observations of children's progress and summative assessments for each long term are documented on Insight.

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.

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.

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
- Exceeding expected levels or,

- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and reported nationally.

## **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 therefore we involve parents at every stage of this process. Once school places have been allocated, we host a number of 'stay and play' sessions at school for children are parents to become familiar with the school. At the beginning of the Autumn term, we conduct home visits which are instrumental in building relationships between home and school. Once children are at school, we host a number of sessions where parents and come in and see their children learning.

## **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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

At Kingsway Primary school and the KEY nursery, we recognise that early identification of SEN is crucial to children's future schooling. Please see the school's SEN policy for more details.

## 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 KPS and the KEY nursery 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	See KPS and the KEY nursery safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See KPS and the KEY nursery safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

## Appendix ii – End of Pre-school expectations

### The KEY Nursery

#### End of Pre-school expectations

Kingsway Primary School's partnership with the KEY Nursery gives us the opportunity to ensure that as many pupils as possible enter school with the key skills needed to give them a strong start to their schooling.

Below are our key skills that we would like children to have before they leave the KEY and start reception. This list will also be shared with parents whose children will be starting school in September to ensure that expectations are clear.

#### Self-care

In order to access their learning at school, children need to be able to manage their own needs. They should:

- Be able to indicate to an adult when they need the toilet and manage their own toileting (including hand washing).
- Dress and undress themselves including putting on their own coat (some support may be needed for intricate buttons and zips).
- Be able to feed themselves using a knife and fork.
- Be able to follow basic safety rules

#### Speaking and Listening

- Listen to an adult and follow instructions.
- Answer simple questions involving 'when' and 'how'.
- Can make themselves understood to others using increasingly complex sentence structures and vocabulary.

#### Reading

- Can hold a book the correct way round, turning pages one at a time; know that print reads from left to right.
- Can understand that print carries meaning and recognises some key words (e.g. own name, logos and other print in the environment)
- Has an awareness of rhyme and alliteration.
- Can recite at least 12 nursery rhymes (see list below)
- Knows and can talk about at least 6 stories (from the list below)
- Hears and says the sounds within words
- Begins to blend sounds together to make words e.g. c-a-t 'cat'

#### Writing

- Holds a pencil using the correct grip
- Gives meaning to the marks that they make
- Begin to make some letter shapes and makes attempts at writing own name.

### Mathematics

- Recites numbers in order up to at least 10.
- Recognises some numerals
- Use 1-1 correspondence when counting a small set of objects.
- Use the language more/less/fewer
- Use positional language (e.g. on top of, next to, under)
- Use language to talk about the shape of objects e.g. round, tall, square
- Make simple patterns.

### Nursery rhymes/songs the children will know

- Humpty Dumpty (rhyme)
- Baa baa black sheep (rhyme and alliteration)
- Twinkle Twinkle (rhyme)
- Doctor Foster (rhyme/local link)
- Incy wincy spider (rhyme)
- 1,2,3,4,5 once I caught a fish alive (number order, rhyme)
- Hickory Dickory dock (rhyme/language of time)
- Jack and Jill (rhyme/alliteration)
- The wheels on the bus (repetition)
- Five little ducks (number/rhyme)
- Wind the bobbin up (rhyme)
- The Grand old Duke of York (rhyme)

### Key stories children will know

- The Three Little Pigs
- Goldilocks and the three bears
- The very hungry caterpillar
- We're going on a bear hunt
- Dear Zoo
- Each Peach Pear Plum
- Where's Spot
- The Gruffalo
- Little Lumpty
- Shark in the Park

### Basic phonics

- Recognise own name and can say the initial sound
- Recognises initial sounds of words
- Can recognise: s, a, t, p, i, n
- Begins to blend sounds together to make words.