



Early Years Foundation Stage Policy

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Aims

At KVPS we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. We passionately believe in the importance of play and the children are given the opportunity to lead their own learning in our free-flow setting.

As outlined in the EYFS “every child deserves the best possible start in life and the support that enables them to fulfil 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.” The way we work is grounded fully in child development theory; ensuring children are given the time and space to develop in their own time, in a way which best suits their learning style and interests.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning and the characteristics of effective learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and guardians.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide an environment of continuous provision conducive to child-initiated play, supported by the adults with enhanced provision where necessary.
- Provide opportunities for children to engage in activities that are adult-led, where necessary.
- Provide a secure and safe learning environment indoors and outdoors.
- Support parents with children's learning by providing practical games and activities to complete at home.
- Provide parents with access to the children's learning through the online learning journey 'Tapestry.'

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning and characteristics of effective learning to enable the children to achieve, and in some cases exceed, the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three 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 three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The four specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. We believe in the children experiencing 'real life' learning experiences as engaging in open-ended and heuristic play.

As a team, we write a carefully sequenced long-term plan which sets out what we want the children to learn, remember and be able to do by the end of the Reception year. This plan ensures that all 7 areas of learning are covered, and focuses on ensuring that children are given the knowledge needed to learn to write, read and develop number fluency effectively. Our long-term plan informs our medium term and short-term weekly planning, which focus on ensuring these key skills are taught within an engaging and ambitious curriculum. Alongside our long, medium and short term planning we also have plans which detail how we set out vocabulary progression and continuous provision throughout the year.

Practitioners focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for more formal learning. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase in time as they progress through the EYFS with times for a daily phonics session using 'Read Write Inc' and carpet sessions teaching aspects of Mathematics, Literacy and Understanding the World.

The curriculum is delivered using a play-based approach as outlined by the EYFS. "Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities." We believe in children have long periods of uninterrupted time and space to

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engage in their own child-initiated activities. During the children's play, early years practitioners interact to engage with them as well as seizing opportunities to stretch and challenge the children further.

In planning and guiding the children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice and classroom set up each day. We create a stimulating environment and encourage the children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations through the online learning journey app 'Tapestry' which the parents have daily access to and can comment on the children's learning as well as uploading their own observations. In school, the children also all have their own boxes to keep their creations and pieces of work in, which are compiled into a scrap book with the child's voice written throughout.

In the Autumn and Spring term, parents are invited to attend a parents evening. The parents are also invited in for a phonics and reading meeting in January. Within the final term of Reception, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher if necessary.

Safety

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 procedures 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 through daily snack and numerous cooking opportunities, as well as following set procedures when children become ill or have an accident.

Formal written risk assessments are carried out for the different areas with the EYFS setting and reviewed annually. A daily risk assessment check is carried out and recorded on planning.

Inclusion

We value all our children as individuals at KVPS, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that our children achieve the Early Learning Goals.

We 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.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

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Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child-minders. Children attend two introductory sessions to Reception (one with parents and one without) to develop familiarity with the setting and practitioners. In the first week of term the Reception practitioners visit all the children's houses in order to build relationships with the children and give the parents the opportunity to ask questions and share any concerns.

In the final term in Reception, the Early Years Leader will discuss each child's development against the Early Learning Goals with the Year 1 Teacher/Key Stage 1 Leader in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Monitoring and Evaluation

The EYFS learning environment, teaching and learning is monitored daily by the EYFS leader, leading to self-evaluation of the quality and effectiveness of this part of the school. The EYFS leader reports to the Governing Body and senior leadership on the current position of the teaching and learning, and identifies steps to improve this even further. The Head Teacher and Deputy Head Teacher also oversee the EYFS to monitor and evaluate leadership and provision.