

# King's Hill Primary School



## Early Years Foundation Stage Policy

(Including Provision for 2YOs)

**2022 – 2023**

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This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## **1. Curriculum Statement - EYFS**

### **INTENT**

At King's Hill Primary School, our AIMS are to ensure:

- Our EYFS curriculum design recognises children's prior learning, from their experiences at home and other settings. We work in close partnership with parents and carers to provide the best possible start for all children at King's Hill, ensuring each individual child reaches their full potential from their various starting points.
- Our curriculum places a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including oracy, thereby ensuring they all succeed.
- We recognise oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy, which support the child's well-being.
- Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.
- We provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking as we believe that high level engagement ensures high level attainment.
- We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.
- By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the knowledge and skills to ensure a smooth transition into Year 1.

### **IMPLEMENTATION**

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions

quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

### **English / Literacy**

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Our aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. The Power of Reading approach, introduced recently, provides a wide range of creative teaching and learning approaches to literacy in Early Years.

Every child is given the opportunity to take home a story book to share each day and identify 'WOW' words in each story in order to develop their learning of new vocabulary. We also use 'Helicopter Stories' which is an accessible and child-led approach to education, rooted in storytelling and story-acting, it helps teachers and practitioners to support the needs and development of each and every child.

### **Phonics**

We follow the DfES approved Phonics Bug programme to deliver the teaching of synthetic systematic phonics to ensure consistency across the school. In Nursery children focus on Phase 1 phonics, which concentrates on developing children's speaking and listening skills and lays the foundations for Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to GPC. Children may be introduced to Phase 2 phonics if they are ready in the summer term before they join Reception.

In Reception, Phase 1 phonics continues but children are introduced to Phase 2 and 3 where they develop GPC and segmenting and blending skills to decode words. During the Summer term, children may move on to Phase 4 phonics if they are ready. Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning, with the aim of becoming successful, confident and fluent readers.

### **Mathematics**

In Reception, we have introduced the mastery approach to teaching maths using Power Maths. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Children learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one

correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

### **Wider Curriculum**

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Children are able to apply and further develop already established skills and ideas in different contexts, through child initiated and child led activities.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, but we include additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge.

Regular monitoring of teaching and learning ensures staff develop good subject knowledge. The EYFS staff receive regular opportunities for CPD specific to Early Years to develop the knowledge and skills of all staff.

## **IMPACT**

Prior to children starting, staff speak to the child's parents, to gain an understanding of the whole child. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. Some children access our provision for 2YOs so for them the process begins sooner. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress as they move through pre-Nursery, Nursery and into Reception. Children achieve well from their low starting points and exit Early Years with outcomes for children achieving a GLD, broadly in line with national.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation, children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

## **2. Teaching and Learning**

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children

self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible.

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate.

Nursery and Reception use a whole class, learning journey, which involves the children planning activities and things they would like to do and discover. These journeys also include our cultural capital offer, enrichment and wider curriculum evidence. Everyday planned and purposeful activities as well as child led activities take place both inside and outside. All areas of the curriculum are available in our outdoor offer to children, providing daily opportunities for children to learn in the outside environment, as many of our children do not have access to a gardens/outdoor spaces.

We want our children to develop a life-long love of reading so ensure they are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent storytelling, as we want our children to leave the EYFS knowing traditional and modern stories. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.

### **Importance of Play**

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we follow the Early Excellence pedagogy and we have environments that provide continuous provision. Continuous provision starts from pre-Nursery where the classroom and outdoors are set up with learning areas.

Each learning area has cross-curricular resources, which children can access independently throughout the day. Reception classrooms and outdoor area are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace.

Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language.

We understand outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' quality experiences. We therefore offer free flow access to our outdoor learning areas throughout the school day.

### **Characteristics of Effective Learning**

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring**- children investigate and experience things and 'have a go'
- **Active Learning**- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- **Creating and Thinking Critically**- children have and develop their own ideas, make links between ideas and develop strategies for doing things

### **The Curriculum**

Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum but our curriculum is bespoke to our setting having taken into consideration, the needs of our children.

The EYFS framework includes seven areas of learning and development, all of which are important and interconnected. Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021)

#### **Prime areas:**

<b>Communication and language</b>	Listening, Attention and Understanding Speaking
<b>Personal, Social and Emotional Development</b>	Self-regulation Managing Self Building Relationships
<b>Physical Development</b>	Fine Motor Gross Motor

#### **Other areas of learning:**

<b>Literacy</b>	Comprehension Word Reading Writing
<b>Mathematics</b>	Numbers Numerical patterns
<b>Understanding the World</b>	Past and present

People, culture and communities

## **Expressive Arts and Design**

Creating with materials

Being imaginative and expressive

We enrich the Early Years framework with experiences and opportunities, which include special events and celebrations, memorable experiences, themes selected to drive the curriculum and the PSHE Jigsaw scheme.

Our teaching of phonics is based on SSP using the DfES approved programme called Phonics Bug to support this. We recently adopted the mastery approach to teaching mathematics and use Power Maths to deliver the teaching aspects.

### **3. Assessment**

#### **Ongoing Observation:**

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work and is an integral part of the learning and development processes.

Staff observe children regularly and over time enabling them to gather information to help identify aspects of the child's learning, their level of achievement, interests and learning styles. Noticing what children do through 'in the moment' observations and through discussions with staff about observations made is central to our assessment.

Regular monitoring and evaluation enables us to adjust our provision if needed, always keeping the child at the centre of our practice.

When a child is **aged between 2 and 3**, staff review progress and provide parents/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 required.

Staff support children's good language skills through everyday activities and throughout our provision. If observations or 'progress checks' highlight communication and language difficulties, a **Wellcom Assessment** is carried out to ascertain the age and stage they are at. This allows additional support to be provided, early in order to help develop these skills. Children who are new to school when they join Nursery may require an assessment if through observation, concerns are highlighted.

#### **The RBA (Statutory Reception Baseline Assessment)**

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. The assessment is undertaken in the first six weeks of the child starting Reception.



### **NELI (Nuffield Early Language Intervention)**

NELI is an evidence-based oral language intervention for Reception children who show a lack of oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from one of our trained NELI practitioners.

We undertake phonic checks each half term, to identify children that are not making expected progress. We try to ensure our children 'keep up' rather than 'catch up' where possible. We also use PIRA/PUMA assessments in the summer term to further support teacher assessment for reading and maths.

At the **end of EYFS**, staff complete the EYFS profile for each child. Children will be 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. Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

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.

## **4. Planning and Resources**

Staff plan activities and experiences for children that enable them 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.

Staff take into account the individual needs, interests and stage of development of each child, and use this information to plan challenging and enjoyable experiences. Where a child may have SEND, staff liaise with the SENCO to consider whether specialist support is required, linking with relevant services from other agencies, as appropriate.

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

Our planning aims to provide inspiring and exciting learning experiences that challenge our children but are also achievable. The key to our planning is the flexibility to adjust it to meet the changing needs of the children which takes place through regular discussions with staff and key workers.

## **5. Organisation**

At King's Hill we offer provision for children 2 to 5 in our Early Years Foundation Stage. Provision for 2+ year olds enables us to have up to 24 children. We have a 52 place Nursery for 3 to 4 year olds, which offers 26 morning places 8.30-11.15/11.30 and 26 afternoon places 12.30-3.15/3.30. This year we have organised and staffed it so that the vast majority of N2 children attend the morning session. Demand for places is high so numbers can exceed 52. We offer a small number of places for 30 hours provision in Nursery and accommodate for this upon request, subject to eligibility. Children spend between 3, 4 or 5 terms in Nursery, dependent upon their date of birth, before they join Reception.

We have two Reception classes with 30 children in each class. We have at least two adults per class, one teacher and one teaching assistant. In addition, we have support staff who work across the classes to provide additional support and intervention as and where needed. To ensure best practice and continuity, our foundation stage classes work closely together, share planning and have access to an excellent outdoor learning environment.

## **6. Transition Arrangements**

### **Nursery**

As part of the transition from our provision for 2 year olds, 'Little Rainbows' to Nursery, opportunities to visit Nursery will be included during the half term before they start Nursery. Parents/Carers will meet their child's new teacher/key worker and see the learning environment. Home visits **will not be conducted** again and children will be expected to start Nursery independently, although again this will be discussed on an individual basis. All Nursery children, new to our school will have a home visit and induction as outlined above.

During the last half term in Nursery, children and parents /carers will be informed who their Reception teacher will be. The children will have the opportunity to visit their new classroom on a number of occasions to become familiar with the classroom and meet their teacher.

### **Reception**

Nursery staff will meet with the Reception teachers to discuss the needs of each child prior to them starting in September. Parents will be invited to a transition meeting in July to meet the teacher and discuss the curriculum and see the classroom. In September there will be a transition period for all Reception children, to ease the move into full time school.

Children new to our school will be offered two play and stay sessions with parents in June/July. Parents/carers will be invited to come along to the setting for two afternoons. Where they can meet the teachers and look around the setting and discover more about our curriculum. Contact will be made with the child's Nursery for those children who join us in Reception, from another setting.

## **Year 1**

In the summer term all Reception children visit their new Year 1 teacher. Reception teachers pass on their knowledge of the child's development, progress and achievement towards meeting the early learning goals to ensure that all teachers have a well-rounded picture of the children ready for September. As children progress into Year 1, they are introduced to the national curriculum but part of the transition process, an EYFS style approach is followed for part of the day, during the autumn term.

## **7. Equal Opportunities and Inclusion**

The school is committed to ensuring the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

## **8. Role of the EYFS Leads**

- Maintain the high profile of EYFS at King's Hill through best practice. They will provide support as required as part of the staff members continued professional development.
- Ensure classroom environments are conducive to quality learning, through effective use of displays and accessibility and availability of resources
- Monitor progression and continuity through observations and regular discussions with staff about the progress children are making
- Ensure that all staff have access to planning and the relevant resources, which accompany them
- Organise, audit and purchase EYFS resources, liaising with other staff members
- Keep up to date on current developments in EYFS and disseminate information to colleagues
- Ensure that all staff have access to professional development including observations of outstanding practice

## **9. Parental Involvement/Home Links**

**As a school, we highly value the important part families play in their child's learning and understand that families know their children very well. We ensure we get to know the child and their family as quickly as possible.**

In Nursery and Reception, parents and teacher contact can now also be through using the class 'Dojo System'.

Home learning/activities are provided weekly and parents can do the activities alongside their child.

The 1000 Stories initiative also provides books across the week for parents to share with their child.

Regular workshops for maths, phonics and the importance of play, help parents support their child's learning and development. Parents are also provided with support for their child to be toilet trained.

The progress check and EYFS profile helps to provide parents/carers with an overview of their child's knowledge, understanding and abilities.

## **10. Safeguarding and Welfare Procedures**

We promote good health in general and oral hygiene. Children learn about the importance of brushing teeth regularly and effectively, exercise and healthy/unhealthy foods.

We provide opportunities for children to learn early skills to support their development of self-regulation and learn how to identify emotions in themselves and others through storybooks and social stories.

The safeguarding procedures we follow as a school are outlined in the '**Keeping Children Safe in Education 2021**'

## **APPENDIX (1)**

### **King's Hill Primary School**

#### **Pre-nursery Provision (2YOs)**

##### **Eligibility and Session Times**

In order to be eligible for free childcare for two-year-olds families must either be in receipt of a qualifying benefit or their 2-year-old child must fit into one of the categories of children who have additional needs.

The qualifying benefits are Income-based:

- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit – if parents are on a low income from work (this usually means a combined income of less than £15,400 a year after tax)
- tax credits and they have an annual income of under £16,190 before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment individuals receive when they stop qualifying for Working Tax Credit)

Even if families are not receiving a qualifying benefit their 2-year-old can still get free childcare if any of the following apply:

- they are looked after by a local council
- they have a current statement of special education needs (SEN) or an education, health and care (EHC) plan
- they get Disability Living Allowance
- they have left care under a special guardianship order, child arrangements order or adoption order

Once a child has been accepted as being eligible for free early years education (15 hours free childcare for two-year-olds), he or she will continue to receive free childcare even if the family has a change of circumstances, such as no longer qualifying for benefits.

The earliest families can apply for a place is at the start of the term in which their child turns 2, but the childcare will not actually start until the beginning of the term after the application.

Staff will support prospective parents in the application process on request.

The session for two year olds runs every afternoon in term time from 12.30pm to 3:30pm. There are 12 places currently for two year olds but we review this, each term.

#### **INTENT**

At King's Hill Primary School, we aim to support some of the most vulnerable 2YOs in our community by:

- building positive and productive relationships with families to promote learning and well-being
- developing secure attachments for children as a basis for learning
- working in partnership with other agencies where appropriate to share information for the benefit of children

- offering a welcoming and stimulating indoor and outdoor environment with a wide range of age appropriate learning opportunities
- building awareness of the children's place in the locality and community and developing associated vocabulary
- accelerating communication skills through conversations around well-chosen play and other practical experiences
- Ensuring children gain a love of stories and other books to further enrich their language and understanding of the world around them
- offering fine and gross motor challenges to build physical skill and confidence
- encouraging healthy food choices and participation in social mealtimes
- accelerating their self-help skills to build their independence and confidence
- monitoring their progress accurately and accelerating their learning in preparation for Nursery

## **IMPLEMENTATION**

### **Relationships and routines**

In accordance with the statutory requirements of the Early Years Foundation Stage framework each two year old is assigned a key worker, with no more than four children for each adult. Key workers will introduce themselves to the families, learn more about the children and share information about the setting. When children begin to attend the key workers will welcome families at the door. Parents are encouraged to stay and play for the first few sessions. They are asked to share any information or concerns at the handover each day. At the end of the sessions key workers will give a little informal oral feedback to families about the activities and achievements of the day. Key workers then support children in adult led tasks or in their play choices. Self-help and resilience is encouraged throughout the afternoon. The session is broken by a group snack time where the children have the opportunity to come together and try a range of healthy foods. The group meets together at the end of the session to share a story before children are handed over to families.

### **The Curriculum**

The programme of learning has the three Prime Areas at its heart. Each day children are invited to enjoy a range of activities with adults observing closely. Learning challenges are derived from the EYFS Development Matters Non-Statutory Guidance. As children demonstrate particular needs or special interests activities and resources are shaped to reflect these and promote rapid development. Learning takes place in the classroom, outdoors or out in the community. The curriculum also reflects special events locally and nationally and the rhythm of the year in the natural world. Children play alongside their peers and back and forth interactions are encouraged.

Through using the **schema approach**, we enable children to extend their interests into different areas of learning. Staff provide new challenges for the children and suitable resources for them. The approach allows children to immerse themselves in their learning, acquire new learning as well as consolidating what they already know.

### **Positive Learning Behaviour**

Relationships with key workers are central to behaviour management. They support children sensitively in their behaviour with respect for their stage of development. Two year olds have very strong emotions and are still learning to manage these. The team set clear non-negotiable boundaries around respectful interactions and safety but accept that two year olds are still at the early stages of self-regulation. Approaches to promote positive behaviour and modify inappropriate behaviour will be particular to individuals and discussed fully with families.

## **IMPACT**

### **Learning in Action**

Key workers observe children learning and capture this. Using the schema approach, learning opportunities are presented to the children based on their interests. Each child has a learning journey and progress is tracked within these journals. The curriculum offer is responsive to and reflects on-going needs and strengths/interests of children.

### **Partnership with Professionals**

If key workers observe specific difficulties as children are learning and playing they will speak with parents in the first instance to learn more about the child's development at home. With parental agreement key workers may discuss strategies to support the child with the school SENCO. Specialist advice may be sought from other services such as the Speech and Language Therapy Service or Educational Psychology Service with parental consent. The impact of any particular intervention programmes will be measured through the school tracking system.

### **Partnership with Parents**

Parents are strongly encouraged to contribute to their child's learning journal to create a rounded picture of their growing skills and knowledge. We understand that parents know their children best and we build good relationships with them.

### **The Two Year Old Check**

When a child is aged between 2 and 3, staff review progress and provide parents/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 required.

### **Moving Forward**

Nursery staff receive information about children who are ready to move into Nursery as part of the transition process. Parents are invited to see the provision and ask any questions they have. Children moving to Nursery have a number of opportunities to meet staff and other children.

## APPENDIX (2)

### List of statutory policies and procedures for reference:

Statutory policy or procedure for EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	Follow school procedures
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	Follow school procedures
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

To be reviewed July 2024