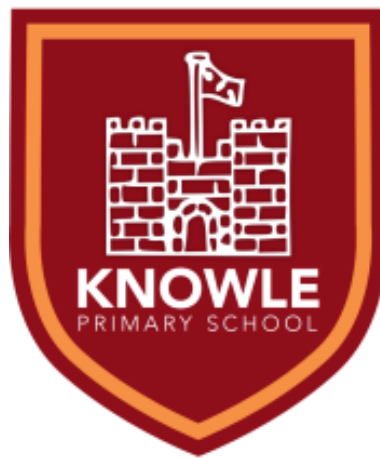




Knowle Primary School



Early Years Foundation Stage Policy

This Policy was adopted and ratified by the Full Governing Body of Knowle Primary School at the meeting held in Term 1 2022.

Approved by:

Knowle Primary School
Governing Body

Date: Term 1 2022

Last reviewed on:

Next review due by:

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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At Knowle Primary School the Pre-school is the first stage of the Foundation Unit, which offers places for 2 and 3 year-old children. The Pre-school (Foundation 1) provides tailored and professional education to children by a Qualified Early Years Teacher and Level 3 and 4 Early Years Practitioners. The Foundation 2 Unit is split into two classes each with a teacher and two Teaching Assistants, providing a high-quality education for every child.

Knowle Primary has a 51 FTE nursery, catering for children from 2 years – 4 years. Knowle has 2 entry Reception intake. Approximately 2/3 of children in Reception have come through our school nursery.

4. INTENT

At Knowle Primary School School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations for our children's future learning. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each new year by looking at the individual needs of our children and – taking into account their different starting points we then carefully develop our flexible EYFS Curriculum which enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

At Knowle Primary, we promise:

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high quality curriculum in line with the statutory framework for the early years.
- To support children's to awareness of moral and social values. • To encourage active learning through first-hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.

- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural diversity within our school and community.
- To foster positive home school links and share a common sense of purpose with parents. Children will have a natural preference for a particular adult. This person, where possible, becomes that child's 'key person'. All staff in the setting contribute towards the care and learning for the children and their parents.

5. IMPLEMENTATION

All areas of learning are taught in a practical and playful way with support and challenge from adults. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities alongside small group sessions and working with individuals. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the "Characteristics of Effective Learning"; "Playing and Learning", "Active Learning" and "Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development. We follow a thematic curriculum to teach skills, knowledge and vocabulary and to engage children in learning. Our intent is to lay down the foundations which will ensure that each individual child is school ready and motivated to learn.

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.

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

5.1 CONTINUOUS PROVISION

At Knowle Primary, we aim to ensure that our learning environments, both inside and outside, are always stimulating and exciting. These areas are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence allowing them to access the curriculum independently and confidently with the necessary level of support and challenge.

5.2 HOME LEARNING

To ensure that children are able to retrieve prior learning, our Knowledge Organisers (which act as an aide memoire of key knowledge) and schemas are shared with parents. Home learning is set on a weekly basis to encourage children to practise and embed their learning, moving it from the child's working memory to the long term memory.

5.3 Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

These involve activities and experiences for the children as follows:

- Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, (including pencil grip) and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, Ipads and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Within each of these areas there are knowledge, skills, understanding and attitudes children need to learn during the Foundation Stage in order to achieve the Early Learning Goals by the end of their Foundation Stage 2 Year.

5.4 Assessment

At Knowle Primary School, 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. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff 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.

Children are assessed on entry to our setting to give a baseline. To ensure we have an accurate baseline, parents are asked to contribute at their initial parent meeting.

Within the first 6 weeks that a child **starts 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 Learning Academy Trust Schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. IMPACT

Children's outcomes can be seen in learning journeys, photographic and video records, displays around the school and the Early Years Foundation Stage Profile. Our Early year's policy describes the framework upon which the beliefs and practice of this school are based; this policy should be used in conjunction with the Teaching and Learning Policy, Assessment Policy and Inclusion Policy.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Leader every year.

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