

King Charles C of E School

KING CHARLES EARLY YEARS FOUNDATION STAGE POLICY

JANUARY 2019

EYFS Policy – King Charles School

Version 1.0

Committee Author: Policy

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1. Introduction

In our school the Foundation Stage extends from the age of two to the end of the reception year. Entry into our reception class is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- Providing a safe and secure environment;
- Building on what our children already know and can do;
- Ensuring that no child is excluded or disadvantaged;
- Offering a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- Providing a rich and stimulating environment.

2. 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

3. Legislation

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

4. Structure of the EYFS

At King Charles School we admit children into our nursery from the term before their third birthday. We admit children throughout the year, where numbers permit. Please refer to our Nursery Admissions Policy and our Nursery Charging Policy.

5. Curriculum

At King Charles School we follow 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 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

5.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children 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, practitioners reflect on the different ways that children learn and include these in their practice.

5.2 Teaching

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

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.

6. Assessment

At King Charles 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. Practitioners also take into account observations shared by parents and/or carers.

Practitioners review the children's progress and analyse data in order to provide parents and/or carers with information about their child's development in the nursery (3 prime areas)

and in Reception (all areas). These 'progress checks' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Practitioners record half termly summative assessments on Target Tracker and use gap analysis to identify patterns, trends and next steps for individuals to support progress.

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.

7. 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. Nursery hold regular 'drop in' sessions to share children's work, observations and discuss progress. In reception parents and/or carers access their children's observations and next steps on 'Tapestry' and are also invited to fortnightly drop in sessions. The progress checks on Target Tracker and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person, (usually the class teacher), 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.

8. Safeguarding and welfare procedures

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

9. Monitoring arrangements

This policy will be reviewed and approved by King Charles governing board every 2 years.

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

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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