

Early Years Foundation Stage Policy

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“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. 2. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”

EYFS reform early adopter version - July 2020

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. At Kirton Lindsey Primary School, all children begin attending school full time at the start of the school year in which they turn five.

Four guiding principles shape practice at Kirton Lindsey Early Years Foundation Stage which are inline with the school’s aspirational vision, aims and values. These are:

- 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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents / carers.
- Children **Learn and Develop** in different ways and at different rates.

A Unique Child

In the Kirton Lindsey Early Years Foundation Stage we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children in Kirton Lindsey EYFS are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. In the EYFS we set realistic and challenging targets that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children’s learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contributions of children are valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children’s progress and taking action to provide support as necessary.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help the children to understand the need for them. We provide children with choices to help them develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.

Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” At Kirton Lindsey Early Years Foundation Stage, we understand

that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Child Protection

We recognise that all staff, including volunteers, have an active part to play in protecting our children from harm. The school follows the statutory guideline for Safeguarding and Child Protection and any concerns about the safety of our children are reported to and dealt with by the designated safeguarding leads for child protection, Mrs. Collette Randall – Head Teacher and two deputy safeguarding leads. All staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated teacher responsible for child protection. All staff working with children are provided with updated child protection training/awareness, with regular updates from the Designated Child Protection Leads. In Kirton Lindsey Early Years Foundation Stage we establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. We provide opportunities for children to develop the skills they need to recognise and stay safe from abuse and neglect.

Positive Relationships

In Kirton Lindsey Early Years Foundation Stage, we recognise that children learn to be independent by building secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/Carers as Partners

We recognise that parents are the children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers play in educating their children. We do this through:

- Talking to parents/carers about their child before they start in our school.
- Inviting all parents/carers to an induction meeting before their child starts school.
- Having links with the local pre-schools that feed the intake into our reception year group.
- A transition programme for both children and parents/carers.
- The children having the opportunity to spend time with their teacher and new learning environment before starting school.
- Sharing the children's learning and interests with parents and valuing the parent's/carer's 'voice' using a variety of methods including the children's online learning journeys.
- Valuing the children's work and interests from out of school.
- Communicating with parents/carers regularly.
- Offering parents/carers regular opportunities to talk about their child's progress in our EYFS and allowing free access to the children's work, observations and assessments.
- Encouraging parents/carers to talk to the child's teacher and other EYFS staff if there are any concerns.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers: sharing days, workshops, open sessions, celebrations, assemblies, sports day etc;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS Leader is a member of the school's Senior Leadership Team and together they oversee the learning and development of the EYFS children.

We have links with the local Kirton Lindsey pre-schools as well as several other settings in the surrounding area. The EYFS Leader and EYFS staff regularly work with and alongside the pre-school settings and we share ideas and support each other, but also have strong links to aid the transition of the children entering the school. In the summer term, the EYFS staff meet with pre-school staff to discuss the new intake of children and share information about the children's achievements and needs.

Enabling Environment

In Kirton Lindsey Early Years Foundation Stage, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

The planning in Kirton Lindsey Early Years Foundation Stage follows a Long Term Plan, which is based around whole school themes and topics. This plan is used by the EYFS staff as a guide for weekly planning; however this may alter in response to the needs (achievements and interests) of the children. Regularly forthcoming themes and topics will be discussed with the children, so their ideas and contributions can be included in the weekly planning. We also discuss with

the children their own ideas for different learning activities they would like to explore. Parents/Carers will also be informed of what is happening in the EYFS and are welcome to contribute their ideas and knowledge of the children's interests. The planning in the EYFS is not set in stone once committed to paper, the children, parents and EYFS team are free to influence change and contribute new or extended avenues of learning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, assessments of learning and the collection of evidence (e.g. written work, photographs, videos). The EYFS staff and parent/carers use an online learning journey called 'Tapestry' to share and record the progress and their observations of the children.

Assessment at the end of the Foundation Stage (EYFSP)

In the final term of the reception year the EYFS Profile is completed for each child. The Profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development must be assessed against the Early Learning Goals (ELG). Teachers must indicate whether children are meeting *expected* levels of development. We provide a written summary to parents, reporting their progress against the ELG / Profile. We then allow opportunities for the parents to discuss these judgements with the teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area providing physical, language, sensory, numeracy and imaginative equipment. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

In Kirton Lindsey Early Years Foundation Stage we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

EYFS - Early Adopter School (2020-21)

At the end of a child's time in reception, staff are required to assess them and decide if they have met the end of Early Years standards against a set of Early Learning Goals across different areas of learning in the EYFS curriculum. The government has decided, after a national review, to update this set of Early Learning Goals. As part of this review process they have offered schools the chance to adopt the changes one year early before they become a statutory requirement in September 2021.

At Kirton Lindsey Primary School we are always keen to be at the forefront of any changes in education so we have decided to become an Early Adopter School from 2020-21 and we will be using the new Early Learning Goals to assess children at the end of their time in our Early Years, before they enter Key Stage 1. Alongside these changes a new set of guidance has also been released to support learning over the reception year and help children achieve the end of year goals. This set of guidance is called "Development Matters".

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- The partnership between teachers and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that staff have of how children develop and learn.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.

In planning and guiding children's activities, we reflect on the different ways that children learn and embed these in our practice. Three characteristics of effective teaching and learning are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'

- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Areas of Learning and Development

There are seven areas of learning and development in the EYFS curriculum that shape the educational programme at Kirton Lindsey Foundation Stage. All 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. These three areas, the **Prime Areas**, are:

- **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- **Personal, Social and Emotional Development**

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The **Specific Areas** are:

- **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns

and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

- **Expressive Arts and Design**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

None of these areas of learning and development can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

Monitoring and Review

It is the responsibility of the EYFS staff to follow the principles stated in this document and the EYFS Statutory Framework. The Head Teacher, EYFS Leader and Governors will discuss EYFS practice regularly and provide feedback to the full Governing Body, raising any issues that require discussion. The EYFS team will meet regularly to monitor and moderate children’s work and observations / evidence. The school’s Leadership Team and Governors will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Early Learning Goals and The EYFS Profile

During the Early Years Foundation Stage, teachers must undertake ongoing assessment (The Foundation Stage Profile) to support each child’s learning and development. The teachers have a professional responsibility for the learning and development of every child in their care and plan the provision needed to enable children to take the next steps in their learning. In the Summer Term of the EYFS, teachers must review their knowledge of each child using information from all sources to make a judgement for each Foundation Stage Early Learning Goal (ELG). They must make a judgement for each ELG and they must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (‘emerging’). This information is then shared with parents / carers and the children’s new Year 1 teachers.

Prime Area: Personal, Social and Emotional Development								
Self-Regulation			Managing Self			Building Relationships		
Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others.	Form positive attachments to adults and friendships with peers.	Show sensitivity to their own and to others’ needs.

Prime Area: Communication and Language					
Listening, Attention and Understanding			Speaking		
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Prime Area: Physical Development					
Gross Motor Skills			Fine Motor Skills		
Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost	Use a range of small tools, including scissors, paintbrushes and cutlery.	Begin to show accuracy and care when drawing.

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Specific Area: Literacy

Comprehension			Word Reading		Writing			
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read words consistent with their phonic knowledge by sound-blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write simple phrases and sentences that can be read by others.

Specific Area: Mathematics

Numbers		Numerical Patterns			
Have a deep understanding of number to 10, including the composition of each number.	Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area: Understanding of the World

Past and Present		People, Cultures and Communities			The Natural World			
Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area: Expressive Arts and Design

Creating with Materials		Being Imaginative and Expressive			
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used.	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Sing a range of well-known nursery rhymes and songs.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

If you have any comments or questions, please do not hesitate to contact the school.

More information about our school can be found on our website

www.kirtonlindseyschool.co.uk



Policy Written By: Neil Fish-Clark (EYFS Leader)

Policy Date: December 2020

This Policy has been approved by the School's Governing Body

Policy Approval Date: ?

