



# EYFS Policy

Ratified by the Local Governing Body

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To be reviewed every 2 years

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## 1. Aims

1.1. 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.

1.2. The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- quality and consistency, so that every child makes good progress and no child gets left behind
- a secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews.
- partnership working between practitioners, parents and carers.
- equality of opportunity ensuring that there is no discrimination, and every child is included and supported.

1.3. The guiding principles which shape our practice are grouped into four distinct but complementary themes:

- A Unique Child a child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through Positive Relationships
- 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 and/or carers.
- Learning and Development, understanding that children develop and learn at different rates.

## 2. Legislation

- 2.1. This policy is based on requirements set out in statutory framework for the Early Years Foundation Stage (EYFS) for 2023.
- 2.2. This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

- 3.1. The Early Years Foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. At Kingsbury we admit children with Education and Health Care Plans from 4 years old into our Early Years Reception Class. These children work on the Early Years Foundation Stage Explore Pathway. At Kingsbury Academy we cater for pupil with various additional needs including ASD, SLD and Complex Needs.
- 3.2. We incorporate the seven key features of effective practice into the Early Years in Kingsbury. This includes.
  - **The best for every child** - Kingsbury Academy believes in creating a safe, respectful, and aspirational school community, where children feel a sense of belonging.
  - **High quality care-** staff are effective and responsive to the needs of the children on a daily basis. They have a good understanding of Child Development and the needs of the children.
  - **The curriculum: what we want children to learn-** the curriculum is ambitious, through sequencing children build their learning and skills. We plan to help all children develop a way to communicate.
  - **Pedagogy: helping children to learn.** We use the environment inside and outside to support the children to learn. At Kingsbury our children learn through play, by adult modelling and by group work and guided learning.
  - **Assessment: checking what children have learnt-** we use assessment procedures that are useful so we can be clear what we want the children to know and to be able to do.
  - **Self-regulation and executive function-** at Kingsbury we work on executive functioning through a number of ways such as Attention bucket to help focus and develop attention. We support children to self-regulate for example understanding they can use their choice box to help them regulate their feelings.

- **Partnership with parents-** through a daily communication book and termly parents' evenings we build strong relationships with parents. We believe it is vital to build up a good relationship with parents to achieve the best for the children in the EYFS at Kingsbury. For example, we support parents with language they would like the children to learn at home by working on this at school as well. Regular workshops are held to support parents for example with the School Nursing Team or with the Communication and Language Lead.

#### 4. Curriculum

4.1. Our early years setting follows the curriculum as outlined in the 2023 statutory framework of the EYFS.

4.2. 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.

4.3. The prime areas are:

- **Communication and language** Speech, language and communication are central life skills. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing, so it is essential that everyone working with children and young people understands the importance of their role in supporting and developing these crucial skills- The Communication Trust (2017).

In the EYFS we support children through:

- Transitions: Individual visual schedules, transitional music cues, photo/symbol lanyards.

Receptive/Expressive language supports include:

- Objects of reference (OOR),
- Photo/symbol choice boards
- Simplified aided language displays (ALD's)
  - Makaton signs for early messages e.g., stop, go, more, help, finished, toilet.
  - Derbyshire Language Scheme (DLS).

Children are encouraged to extend their vocabulary, fluency and listening skills by hearing, participating in having fun with and responding to stories, songs and rhymes, using their preferred method of communication.

Adult-initiated activities in small and large groups familiarise children with the pattern and rhythm of language using a Total Communication approach.

- **Physical development** A range of large and small equipment and opportunities, both indoors and outdoors, allow children to develop confidence and enjoyment in the use and development of their own physical skills. Adult support enables children safely to meet physical challenges, developing increasing skill, coordination and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools such as brushes, pencils and scissors, to handle small objects with increasing control and precision and to choose the correct tool for the job. Children explore a variety of manipulative toys, which develop manual dexterity by slotting, pushing, pressing and threading.

The children also have a weekly session on the Trim Trail to improve their physical health, develop movement skills and improve their special awareness and coordination.

- **Personal, social and emotional development** We see this area as of paramount importance, within a secure and stimulating environment children are supported in developing self esteem and the confidence to discover themselves as an individual, to work, cooperate, experience and establish relationships with others in a group outside of their family.

The children are encouraged to:

- Make and express choices
- Demonstrate independence in selecting activities and resources
- Explore new learning
- Develop the perseverance to engage in new play experiences

Adult example and support, activities, stories and the sharing of experiences help to develop an understanding of a range of feelings and care for all living things, property and the environment.

4.4. The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**

We encourage our children to love and respect books. Every day, books are shared with individuals or small groups.

We share fairy stories, nursery rhymes, factual books and picture books with the children. Children will be introduced to Twinkle Phonics Approved Phonics Teaching Programme (Department For Education) and Read Write Inc phonics programme as it becomes developmentally appropriate.

We help the children to develop pre-reading skills by using key word symbols alongside text, as well as Makaton signing. These activities help the children to discover the relationship between the spoken and the written word. They discover words and pictures have meaning and discover rhymes, rhythms and patterns of words.

There are many games and puzzles provided which enable the children to develop visual discrimination and matching skills necessary for pre reading development. We provide a fully literate environment in our Early Years and the children are exposed to many signs, symbols, labels and captions around the room.

- **Mathematics**

As well as specific maths sessions and activities, mathematics enters every area of the Early Years and the development of mathematical concepts is happening all the time. Through their play and by means of adult-supported practical experiences children become familiar with early mathematical concepts such as number counting, sorting, matching, ordering colour, shape, size and number. Elements of the daily routine such as counting those present, number games, songs, rhymes and number-related activities such as jigsaw puzzles help children recognise and use numbers to 10 (and beyond, where appropriate). Early mathematical concepts are developed such as sorting, matching, colour, shape, size and number.

- **Understanding the world**

A safe and stimulating environment allows children to explore and experiment with a wide range of natural and manufactured materials. Pupils are encouraged to experience and observe features of objects and substances and to recognise differences, patterns, similarities and change. Children are assisted both indoors and outdoors in exploring and understanding their environment, their families and past and present events in their own lives.

The children have a weekly Forest School session where they can learn about the world around them the changing seasons and the natural environment in a hands-on way.

- **Expressive arts and design**

Children join in with and respond to music, dance and stories and practitioners support and encourage opportunities for imaginative role play, both individually and as part of the group.

Children use a wide range of resources in order to express their own ideas, feelings and responses. Art equipment, including paints, glue, and crayons help the children in the development of skills in painting, collage and drawing. Natural resources provide for open-ended exploration of colour, shape and texture.

#### 4.5. Planning

4.5.1. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners focus strongly on the 3 prime areas and take into account the skills that children need to learn in order to thrive within their lives. Staff plan for the pupils to have new experiences outside of the classroom environment including visits out of school as well Staff plan for the pupils to have new experiences outside of the classroom environment including the sensory pod, Adventure Playground and Forest School.

4.5.2. We complete a baseline when the children start at school, which provides an accurate starting point for planning each child's learning journey. 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. Staff will also consider whether specialist support is required, and refer to these specialist services from other agencies, where appropriate. For example we have a Speech and Language Therapist and Occupational Therapist

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

#### 4.6. Teaching

4.6.1. 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.



- 4.6.2. 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.
- 4.6.3. Staff plan for continuous provision and use the outdoor space for pupils to generalise the skills they have learnt through adult led small group sessions.
- 4.6.4. Staff use their knowledge of the EYFS to link teaching to the Characteristics of Effective Learning and there is a focus on encouraging independence skills through play-based activities as well as self-help specific activities.

**Playing and Exploring** – children investigate and experience things, and ‘have a go’

**Active Learning** – children develop their attention through activities such as Attention Autism Bucket and keep on trying if they encounter difficulties, and enjoy achievements.

**Creating and Thinking Critically** – children have and develop their own ideas, make links and chose ways to do things.

At Kingsbury pupils learn through

- Free choice play
- Adult directed tasks
- Whole class, small group or individual tasks.
- Personalised targets
- Familiar and predictable routines
- Sensory experiences
- Engagement in wider school activities.
- Topic cycle that allows opportunities to experience a broad range of experiences.

## 5. **Assessment**

- 5.1. At Kingsbury Academy 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 and wow moments are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

5.2. Kingsbury will carry out the Reception Baseline Assessment within the first 6 weeks of pupils starting reception. The RBA will be an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA will be a short task-based assessment. Teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

5.3. Staff use developmental milestones to track the progress of children, this is derived from Development Matters in the Early Years Foundation Stage (EYFS)

5.4. We collate pupils work and achievements in Evidence For Learning. This demonstrates progress overtime, and this is then shared with parents/carers.

5.5. 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')

5.6. 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.

## **6. Working with Parents**

6.1. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. At Kingsbury School we value and respect the role of parents as partners. This relationship starts before the children start the school when we meet parents and children and welcome them into our Kingsbury Family.

6.2. Parents and/or carers are kept up to date with their child's progress and development. Communication books are used daily to ensure parents and/or carers are kept informed of their children's daily progress. At Kingsbury Academy we have termly stay and play sessions for our EYFS pupils and this gives a further opportunity for parents and/or carers to work alongside staff to further support children's development.

- 6.3. There are 6-week reviews which take place with parents and/or carers when their child starts in our setting this ensuring that home school links are established effectively. Evidence for Learning help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parent evenings take place each term so parents and staff can share information about the development of the children. However, we welcome parents to contact us with any enquiries they have.
- 6.4. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports teaching staff who in turn discuss with parents and/or carers in guiding their child's development at home.

## **7. Safeguarding and Welfare Procedures**

- 7.1. Our safeguarding and welfare procedures are outlined in our Safeguarding Policy. We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.
- 7.2. We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety: We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.
- 7.3. We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.
- 7.4. We promote good oral health, as well as good health in general, in the early years by talking to children about:
- Healthy eating
  - The importance of brushing your teeth
- 7.5. The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## **8. Monitoring Arrangements**

- 8.1. The Early Years Leader is responsible for the monitoring of this policy every 2 years.

8.2. At every review, the policy will be shared with the Directors.

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

9.1. 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 Safeguarding Policy.
Procedure for responding to illness	See Medical 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 Safeguarding Policy.
Procedures for a parent failing to collect a child and for missing children	See Safeguarding Policy.
Procedure for dealing with concerns and complaints	See Complaints Policy.