



## **EARLY YEARS FOUNDATION STAGE (EYFS) POLICY**

Reviewed by: N.Lambert  
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***This policy must be read in conjunction with the latest Kingswood House School Covid Plans and Procedures and the school's 'Child Protection and Safeguarding sub policy during Covid-19' policy.***

This document is a statement of the aims and strategies for teaching children in the Early Years Foundation Stage at Kingswood House School and Key Stage 1. The Early Years Department consists of one Reception class and Key Stage 1 consists of Year 1 and Year 2 and is part of the Lower Prep Department, which also includes Year 3 and Year 4.

### **PHILOSOPHY & AIMS OF THE LOWER PREP DEPARTMENT**

Our Early Years Department is structured so that all children can fulfil their potential within a positive, happy and secure environment. In this environment, children can develop at their own pace, with the help and guidance of caring professional staff. Timetables and activities are designed to provide a combination of both well-resourced adult led activities and child initiated activities, including use of both our indoor and outdoor areas. We strive to provide a well-balanced curriculum, comprised of meaningful experiences which facilitate learning through investigation, exploration and creativity. All our children are given the opportunity to achieve the Early Learning Goals by the time they are five years old. At this point, they progress on to Key Stage 1 where they continue to consolidate and build upon these foundation skills.

Kingswood House School Lower Prep aims to:

- Develop the individual abilities of each child in a secure, caring and friendly environment where they are happy and motivated to learn and to appreciate the benefits of healthy living and physical fitness.
- Encourage participation, enjoyment and success in all areas of the school's curriculum to create a well-rounded, confident child who shows respect, tolerance and compassion towards people and the environment.
- Help children develop self-worth and maturity so they are equipped to deal with life's challenges and are well-prepared for the next stage of their education.

- Create a strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.

### **SAFEGUARDING** (see also Child Protection and Safeguarding Policy)

*‘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.’* (EYFS Statutory Framework September 2021).

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to. Our *‘Child Protection and Safeguarding Policy’* should be read in conjunction with this policy, and provides staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care. Our safeguarding policy is based on guidance from KCSIE 2022, which highlights the importance of developing a safeguarding policy with all staff working with children within an education setting, and Working Together to Safeguard Children 2018 and will be amended if required with any future updates.

### **SMSC AND PASTORAL CARE** (see also SMSC Policy and Pastoral Care Policy for Lower Prep and EYFS)

In our Reception class, we actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our *‘Pastoral Care Policy for Lower Prep (including EYFS)’* should be read in conjunction with this document.

### **EARLY YEARS FOUNDATION STAGE STATUTORY FRAMEWORK**

At Kingswood House Lower Prep we aim to establish the foundational skills outlined in the [Early Years Foundation Stage \(EYFS\) Statutory Framework September 2021](#), published by the Department for Education (DfE). The EYFS Statutory Framework sets out in detail the standards for learning, development and care for children from birth to five. At Kingswood House, this includes children in Reception Class.

### **GUIDING PRINCIPLES**

The EYFS is based upon four principles, which Kingswood House School places at the centre of its provision:

#### **1. A Unique Child**

We believe that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at different rates. We use praise and encouragement, in the classroom and during assemblies, as well as rewards such as stickers,

reward charts, house points, commendations, badges and certificates, to encourage children to develop a positive attitude to learning.

## **2. Positive Relationships**

We recognise that children learn to be strong and independent from secure, positive relationships. We aim to develop warm, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We aim to achieve this by:

- Talking to parents before their child starts in our school.
- Giving children the opportunity to meet their teacher before starting school.
- Inviting all parents to an 'Introduction to Lower Prep and Reception' meeting in the first week that their child starts school.
- Offering parents regular opportunities to talk about their child's progress and allowing access to the children's work.
- Encouraging parents to talk to the child's teacher at any time if they have any concerns.
- Offering a Parents' Meeting in the second half of the Spring Term.
- Providing a formal report on each child's attainment and progress each term.
- Encouraging parents to contribute to the EvidenceMe app (see below).
- Organising a range of activities throughout the year that encourage collaboration between the child, school and parents, for example, assemblies, Lower Prep Christmas Performance, Sports Day etc.
- Providing a weekly newsletter which informs parents of significant events and key learning through the week.
- Giving parents a Kingswood House School Booklet and other relevant school information.
- Encouraging parents to join our committees as a parent representative.

## **3. Enabling Environments**

At Kingswood House School 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 to help them build their learning over time. We provide a setting which allows children to socialise, communicate, experiment, discover and have hands-on experiences.

We have two adjoining classrooms which provide a flexible space and can be divided into two separate rooms or one larger space. Our outdoor facilities include a soft landing and an all-weather fenced area for year round outdoor learning. Children also have access to our whole school outdoor areas, including the astroturf, paved playground, the adventure playground with climbing apparatus, the willow village and the school playing field. Reception children have their own toilet facilities adjacent to the classroom area.

#### **4. Learning and Development**

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 a child's cognitive development is as important as their social and emotional development. Our activities reflect the different abilities, interests and backgrounds of our children in the following ways:

- Members of staff actively teach, facilitate, guide and enable children to fulfill the EYFS areas of learning. The focus of teaching and learning is on playing and exploring, active learning and creating and thinking critically. The children become skilled at working as individuals, in small groups and as a whole class.
- Children also have the opportunity to select their own activities, appropriate to their ability and stage of development
- As children move through Reception class, the work becomes more structured, with a greater emphasis on recording and developing new skills, in preparation for Year 1.
- Throughout Reception, children have specialist teachers for French, Music, PE and Forest School.
- The curriculum is enhanced by educational trips to local sites of interests and workshops.
- We employ a variety of teaching strategies to deliver our curriculum. We consider the needs of kinesthetic, audio and visual learners and provide visual timetables each day to help children understand the structured classroom routine.

#### **AREAS OF LEARNING AND DEVELOPMENT**

Our curriculum is well-balanced and topic based, with topics changing on a half-termly basis. It is based on the three prime areas of learning and development within the EYFS Framework:

- Communication and Language (C.L.)
- Personal, Social and Emotional Development (P.S.E.D)
- Physical Development (P.D)

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied:

- Literacy (L)
- Mathematics (M)
- Understanding The World (U.T.W)
- Expressive Arts and Design (E.A.D)

#### **READING AND PHONICS**

The development of each child's spoken language is crucial to their development and reading frequently to children and engaging them in a range of texts, both in the classroom and at home, helps them to develop a lifelong love of reading. In addition to reading regularly with the children, we use the Read Write Inc. phonics programme to develop their decoding, word reading and comprehension skills.

## **EARLY YEARS PROFILE**

The EYFS Profile is a way of assessing and recording a child's level of ability and progress as they move through the EYFS. Each child has an individual profile and the level of development that they are expected to have attained by the end of the EYFS are defined by Early Learning Goals (ELG), which are detailed in the Statutory Framework. At the end of the EYFS, staff complete an 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

## **ASSESSMENT**

Kingswood House School uses the [2021 early years foundation stage: assessment and reporting arrangements \(ARA\)](#) to help guide and support observations and profiles.

Assessment plays an important part in helping parents, carers and teachers to recognise children's progress, understand their needs, and to plan activities and support. Assessments are recorded formally and used as a basis for planning and for providing a comprehensive handover when the child moves into Key Stage 1 at Year 1.

At Kingswood House, we assess progress against the EYFS Profile and record evidence and observations electronically using 'EvidenceMe', an observation, assessment and reporting app which shows children's learning by capturing learners' experiences, monitoring their development and creating reports to share their progress with teaching staff and parents. Parents and carers are also able to access their child's record, to keep up-to-date with their child's progress and development, and upload their own comments and photographic evidence. Log in details and further information will be provided when your child starts school. The class teacher will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals, and agree how best to support the child.

Assessment comprises:

- A baseline assessment, which is carried out on entry, to provide a starting point for the measurement of progress throughout Kingswood House School.
- Regular planned observations by the class teacher and Reception assistant, including annotated and dated photographic evidence, of the seven Early Learning areas. Children are carefully monitored and observed on a day-to-day basis and achievements are recorded as they occur on the EvidenceMe app.
- Taking into account observations shared by parents and/or carers.
- Regular target setting for each child, which is constantly reviewed and updated.
- Completion of the EYFS profile for each child in the Summer Term, which will be shared and discussed with parents and/or carers. The profile will also be

shared with the Year 1 teacher, to inform them about each child's stage of development and learning needs and assist with the planning of activities.

- Regular, formal meeting between Reception staff and the Head of Lower Prep to discuss issues, children's progress and any children of concern. Minutes are recorded, typed up and the Head Teacher receives a copy.
- Sharing EYFS profiles with the Local Authority, upon request.

### **PROGRESSION & DIFFERENTIATION**

Children are encouraged to achieve a high standard, based on their individual capabilities. Where necessary, the curriculum is differentiated in order to maximise the achievement of all children. The children have equal opportunities to access the curriculum, regardless of their chronological age or individual needs.

Classroom activities are differentiated in various ways. Initially, differentiation is by outcome, as the children respond and adapt to the task in hand. Weekly planning and assessment also leads to specific activities being planned for individuals or groups to enable them to work on particular areas of learning at their own pace. This includes children who need to consolidate foundation skills, those who are gifted and talented and those who have special educational needs. The Lower Prep works in conjunction with the Lower Prep SENCO (Special Educational Needs Co-ordinator) and the onsite Study Centre tutors, to provide additional support as necessary.

### **ADMISSIONS**

Once a child is registered, they are invited to spend a morning at school in the half term prior to starting school. At this time, an informal assessment of their academic abilities, social skills and emotional needs will be undertaken. If the child has attended a setting prior to entry, we may ask for reports and medical assessments, if necessary. We may also communicate with, or visit, their previous setting. The staff who meet the child during their visit will discuss their suitability and feed back to parents about their morning in school. An offer of a place may then be made, if appropriate.

### **SPECIAL EDUCATIONAL NEEDS** (see separate Special Educational Needs and Disabilities Policy)

For any child who is causing concern because they are not achieving expected goals, we monitor progress with parents or carers and liaise with the SENCO and any other external agencies, as necessary. We will advise if other specialist assessments are required and we may, at this stage, recommend the support of an LSA for the child.

Any concerns are noted and procedures followed, as detailed in our SEN policy, and future targets will be set to monitor and report progress. Children with Special Education Needs (SEN) are given equal opportunities to access the curriculum, as our facilities allow.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) (see separate EAL Policy)**

Children whose home language is not English have the opportunity to learn and reach a good standard of English, as well as developing and using their own language in play and learning.

Staff will ensure that:

- Children whose cultural background or linguistic needs differ from the majority of pupils in the class, will be supported in their learning.
- Children have an appropriately differentiated programme of teaching (if it is deemed to be necessary) in order to maximise their achievement.

## **STAFFING**

The Reception class has a maximum of 10 children with a class teacher and an assistant, when needed. Children are also taught by specialist teachers for some subjects (music, Forest School, French and PE). All staff supervising EYFS children hold a relevant level 3 or above qualification.

## **KEY PERSON**

Each child will be assigned a key person; at Kingswood House this is                     , the Reception class teacher. She will help ensure that every child's learning and care is tailored to meet their individual needs. She will seek to engage and support parents and/or carers in guiding their child's development at home and help families engage with more specialist support, if appropriate.

## **THE KINGSWOOD HOUSE WAY**

At school, the children are encouraged to have respect for one another and behave in an appropriate and considerate manner. The 'Kingswood House Way' embodies our behaviour policy within the Lower Prep department; the three core values are Respect, Integrity and Endeavour. Our pupils are encouraged to learn about and demonstrate these values, so that they grow in self-esteem and reach their potential.

## **EQUAL OPPORTUNITIES (See separate Equal Opportunities Policy)**

Children are helped to appreciate social and cultural diversity. They are given appropriate experiences of different cultures through books, toys, music, poetry, art and discussion. The children are taught to value and celebrate the diverse cultural backgrounds of our pupils, staff and community, and respect the needs, values and beliefs of others. Topics are specifically chosen to provide these opportunities.

## **COMPUTING**

Reception children have opportunities to use technology and EYFS appropriate software. They will have opportunities to use a keyboard, remote control toys and listening stations for their stories. They also have access to programmable resources such as 'Bee-Bots', as well as calculators and tills in the role play area. Children have access to iPads in the classroom for their computing lessons and class activities.

We use a variety of EYFS computing packages, which specifically target each of the seven areas of learning. These resources are available on the classroom

computers, iPads and can also be accessed through the Smartboards in all classrooms. These are interactive, allowing to the children to discover and learn through independent use of technology.

### **MOBILE DEVICES AND CAMERAS**

Photographs will only be taken of children with their parents' permission (provided in writing via consent form) and will only be taken by a designated staff member/s on school equipment. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras or iPads. They must then be downloaded onto school computers, or to the EvidenceMe app, where they will be monitored. Photos cannot be used or passed on outside the school.

Neither staff nor children may use their own mobile phones within our EYFS setting. Staff will not use their personal phone around the school, unless they are in the staff room. Mobile phones will be kept in bags in a cupboard within the classroom.

### **HEALTH & SAFETY** (see separate Health & Safety Policy and EYFS On and Off Site Risk Assessments)

All EYFS Staff have a day-to-day responsibility for the health, safety and welfare of children to ensure our children and staff are safe and any risks are properly managed:

- We have comprehensive Early Years On and Off Site Risk Assessments that identify specific hazards and safety measures.
- The equipment, furniture, toys, classrooms, playground and resources are regularly monitored for signs of wear and tear and damage is then reported to the Head of Lower Prep and/or the Bursar immediately.
- In addition, children are made aware of potential hazards and are supervised and supported all times.
- Children are encouraged to wash their hands with soap after using the toilet, before eating and cookery, and after activities such as painting and sand play. Play equipment is cleaned and sanitized at the end of each academic year or termly, if deemed necessary.

### **MONITORING ARRANGEMENTS**

This policy will be reviewed and approved by the Head of Lower Prep 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 and First Aid and Administration of Medicines Policy
Administering medicines policy	See First Aid and Administration of Medicines Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy and Visitors Policy and Procedures
Procedures for a parent failing to collect a child and for missing children	See Missing Child Policy
Procedure for dealing with concerns and complaints	See Complaints Policy