Early Years Foundation Stage Policy

Kingsfield First School

The EYFS Policy 2022-2023 in respect of Kingsfield First School has been discussed and adopted by the Children First Learning Partnership Directors Board	
Chair of Board:	*Mr C. Clulow*
Responsible Officer:	*Mrs Hodson*
Agreed and ratified by the Directors	*13.10.25*
To be reviewed:	*October 2026 or earlier if required*

This policy should be read in conjunction with our Health & Safety Policy and our Safeguarding policy.

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: Through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our EYFS curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

INTENT

Through our Early Years Foundation Stage (EYFS), we intend to provide children with the best possible start to their school life, providing the foundations upon which their education can be built to enable them to fulfil their potential. We

Our Aims:

- To develop a positive attitude and a deep love of learning.
- To provide a safe, caring, and inclusive learning environment where all children feel valued.
- To nurture the children's imagination, language, and curiosity.
- To encourage independence, self-motivation, and confidence.
- To provide children with early reading, writing and maths skills through purposeful teaching and provision.
- To bring learning opportunities to life with enriched, real, and purposeful opportunities through play.
- To build relationships within the local community, and experience cultures around the wider world.
- To work together in partnership with parents and carers, valuing the role that they play.
- To ensure all children make excellent progress in their learning and reach their full potential.

IMPLEMENTATION

Curriculum

Ours Early Years curriculum is designed with the children at the heart of it. We aim to provide children with a wide variety of vocabulary, experiences and knowledge. Language within our curriculum is vital and we promote talk and language at every given opportunity. Our curriculum is exciting, ambitious and engaging, whilst being flexible and inclusive. Sequential learning is paramount and supports children to build on and embed learning during each term, whilst preparing them for their key transition points. We deliver our curriculum through a topic approach; however, the children's interests are always of high importance. Depth and mastery underpin our early year's provision.

Teaching and learning opportunities in Nursery and Reception are guided by the Non-statutory curriculum guidance '*Development Matters September 2020'.*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf

The EYFS framework includes 7 areas of learning and development all of which are important and inter connected. (DfE: 2021:1.3.)

The Development Matters guidance sets out the pathways of children's development in broad ages and stages and seven main areas of development. These areas are separated into 'prime areas' and 'specific areas'.

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Through our curriculum, each of these areas of learning are explicitly planned for throughout each of the half termly topics. Topics are planned to support and develop children's learning across the curriculum, continuous provision, and enhancements to this are carefully planned out to ensure that provision meets the needs of the children and feeds into their natural curiosity and inquisitiveness, encouraging children to ask questions and explore independently.

The framework also features seven key features of effective practice that we value and incorporate into the curriculum.

1. **The best for every child** – *all children deserve success*

2. **High quality care** – *care is consistent and children are central to the thinking of all practitioners*
3. **The curriculum** – *what do we want the children to learn?*
4. **Pedagogy** – *how we help children to learn*
5. **Assessment**- *checking what the children have learnt*
6. **Self-regulation** – *control and conquer their own thinking, feelings and behaviour*
7. **Partnership with parents**- *build strong, successful and respectful relationships with all parents to ensure the best outcomes for each individual.*

The aim of the curriculum enables children to succeed by the end of Reception and meet their '*good level of development'* in all 17 Early learning goals (ELGs). The early learning goals (ELGs) can be found by clicking here in the Early Years foundation stage profile handbook. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Our CFLP progression document scaffolds and supports staff to plan an environment that enables children to progress and meet their ELG's successfully.

Characteristics of Effective Learning

The EYFS also includes the Characteristics of Effective Teaching and Learning. These are regularly observed, planned for, and implemented across our EYFS curriculum. By observing these key traits, staff adjust practice and teaching accordingly. The three Characteristics of learning are what makes a child's learning journey unique, they include: -

• **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

We engage children in **playing and exploring** using open-ended resources and encouraging children to think of ideas for play themselves. Promoting and planning for role-play enables our children to re-enact situations, activities, and conversations to make sense of the world and we also provide a secure and safe environment for children to take risks.

To ensure our children are **creative and think critically** we provide them with opportunities for child-initiated play allowing children to take play and learning in their own direction. Staff work alongside the child and use open ended questions to develop problem-solving, sharing their ideas and thinking. Children are encouraged to make links and talk through their learning process.

To encourage **active learning** the timetable has been carefully planned to give children time to become deeply involved in their play and give them the opportunity to find a solution to

their problems. Staff offer children praise when they reach a goal and lots of encouragement when they need to persevere with something.

Themed stickers and a dedicated display are prominent in each EYFS classroom. When children display these aspects, their success is noticed by adults and is celebrated and rewarded.

Teaching Strategies

At Kingsfield adults are actively involved in children's learning and engage in high quality interaction. This may be in the form of adult-led sessions or as an active facilitator to children's play; challenging and questioning children to embed and extend their learning. We believe that during child led activities the adults' role is to model, demonstrate and build the children's understanding and guide new learning.

Within the enabling environment, staff ensure that children are given the opportunity to embed their new skills and have a go for themselves. Their confidence and independence grow through opportunities to try new things, test ideas and make choices through a safe and supportive environment. We firmly believe that one of the most powerful things we can teach our children is to become independent learners.

In addition to this complex role, we value and place high importance on small guided group sessions. These small groups usually take place for Literacy and Mathematics. During this time, the adult teaches the children 'new learning' and can model the desired language and knowledge they would like the children to be secure in. The children can they take these new skills into the continuous provision to practice, embed and master building their confidence to achieve independently.

Early Reading and Phonics

In the Early Years we believe that reading is an essential life skill and of vital importance. We aim to develop pupils reading through the teaching of systematic and synthetic phonics, shared reading, home reading, individual reading, and library access.

Children in the Early years participate in daily phonics sessions following Little Wandle Letters and Sounds. Phonics sessions are progressive, precise and are suited to the child's ages and stages. Phonics in early years equips children with crucial early reading skills. Each child will progress through the phonic phases in lessons as well as accessing independent mastery activities through the enabling environment.

Children learn to decode, develop fluency and be confident in their comprehension skills. We also want all of our children to develop a love for reading and our aim is that all children enjoy reading for pleasure. We pride ourselves on the quality of our early reading provision.

Reading at home is encouraged from the beginning of Nursery. All early years' children visit our school library each week to choose a book to take home to read with their family. Parents/carers are expected to share this book with their child at least once over the course of the week, noting this in their child's home/school reading diary. When children have a secure phonetic ability, they receive a decoadable reading pack or book to read with their parents/carers daily at home. This book is changed weekly and as phonics teaching and learning is assessed every 5 weeks, so is the reading via the Little Wandle assessment procedures.

At the end of each day, in both Nursery and Reception, children have story time where they listen to a variety of books including our year group set 'familiar stories'. These 'familiar texts' ensure pupils engage with stories at a deeper level and lead to writing, role play, retelling development of repetition and language. Children begin to foster a love of favourite authors. This time is also used to encourage and develop speaking and listening skills through active listening, questioning, discussion and rhyme.

In the EYFS high-quality books and stories drive the week's continuous provision planning. Most continuous provision activities are based around a 'story of the week'.

To celebrate and foster a love of reading, children receive certificates for reading known as 'star reader' These certificates are celebrated in assembly and shared with parents/carers.

(*Please refer to Kingsfield's Reading Policy for more details).*

Learning through play

Learning through play is an important and integral part of Early Years practice. We believe that children learn best from each other as well as activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their language to help make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own developing the characteristics of learning.

The Acquisition of Early Language

We believe that the importance of planning for and providing opportunities, time and space for children to talk, listen and understand is paramount. Through careful planning we have created a broad and rich language environment. We ensure the use of talk partners and that time is given to discussion and the sharing of children's ideas. Children are exposed to read aloud sessions daily. Adults facilitate role-play and small word play to extend children's language. Vocabulary linked to topic and key texts is promoted by adults and these key words are displayed on our knowledge organiser walls. These words are regularly reviewed and revisited during topic sessions to enable practitioners to expand children's vocabulary and

check understanding, by learning and exploring new words and applying them in different contexts the children are continuously developing their communication skills.

Adults skilfully interact with children to model, rephrase and scaffold language. Adults ensure the use of open-ended questioning to promote discussion. By developing pupils speaking and listening skills, we enable them to access more areas of learning and communicate with adults and other children.

Classroom Organisation

Our Early Years indoor and outdoor environment are organised and accessible for all children. Kingfield's outdoor area offers the children opportunity to explore, uses their senses and be physically active. Our outdoor learning provision in EYFS consists of forest school sessions, the play park, a large EYFS outdoor learning environment, outdoor exercise equipment and the trim trail as well as a spacious playground. Children in the early years access these areas of the school regularly as part of their school week. Opportunities for outdoor learning are valued and exploited. Being outdoors provides children with more freedom to learn and the ability to take risks, to explore and to become independent.

Our classrooms are organised, spacious and inviting. Classrooms have been designed with clearly defined areas of provision including reading, writing, maths, role-play, creative, investigation and physical opportunities. A rich set of resources, offering a wide variety of possibilities, are organised using easily accessible open shelving to promote children's independence and enable open-ended learning. Risk assessments are carried out frequently to ensure our learning environments are safe and secure.

During the school year all EYFS Classrooms will change the way they look at different points in the year to support the transition process. This ensures children leaving Nursery are prepared and ready for Reception expectations and the same for Reception moving to Year 1. *Please see transition section for more information.*

Welfare Requirements

At Kingsfield First School, the welfare of every child is paramount. In line with the statutory requirements of the Early Years Foundation Stage (EYFS) framework and our safeguarding responsibilities, we are committed to creating a secure, inclusive, and nurturing environment where children can thrive physically, emotionally, and socially.

Safeguarding and Child Protection

- All staff receive regular safeguarding training and are familiar with the school's Child Protection Policy.
- Designated Safeguarding Leads (DSLs) are clearly identified and accessible to staff, children, and families.

- Concerns about a child's welfare are acted upon swiftly and in accordance with statutory guidance and school procedures.
- We promote a culture of vigilance, where children's voices are heard and respected.

Health and Safety

- The EYFS environment is risk assessed daily to ensure it remains safe, clean, and suitable for learning and play.
- Children are taught to manage risks through supervised exploration and age-appropriate challenges.
- Staff are trained in paediatric first aid and respond promptly to any incidents or injuries.

Suitable People

- All adults working with children in EYFS undergo enhanced DBS checks and rigorous recruitment procedures.
- Staff are supported through ongoing professional development to maintain high standards of care and education.
- Ratios are maintained in accordance with statutory EYFS guidance, ensuring that children receive appropriate supervision and support at all times to promote safety, engagement, and high-quality learning experiences.

Premises and Equipment

- Our indoor and outdoor learning spaces are designed to be accessible, stimulating, and safe.
- Resources are age-appropriate, well-maintained, and support children's development across all areas of learning.

Medicines and Health

- We follow clear procedures for administering medication, with parental consent and accurate record-keeping.
- Children with medical needs are supported through individual care plans developed in partnership with families and health professionals.

Behaviour and Emotional Wellbeing

- Positive behaviour is promoted through consistent routines, clear expectations, and nurturing relationships.
- Staff model respectful interactions and support children in developing self-regulation and empathy.
- Emotional wellbeing is prioritised through initiatives such as 'Time to Talk' and our TIGER learning attributes, which celebrate resilience, enthusiasm, and risk-taking.

Equality and Inclusion

- We actively challenge discrimination and promote equality of opportunity for all children.
- Provision is adapted to meet individual needs, ensuring every child feels valued and included.

Intimate care

Intimate care is delivered with dignity, sensitivity, and respect for the child's privacy. It encompasses support with personal hygiene, toileting, and changing, and is carried out in a way that promotes each child's independence and emotional security.

- Toileting routines are handled discreetly and supportively, with staff responding to individual needs and developmental stages.
- Children are encouraged to develop self-care skills, with gentle guidance and reassurance.
- Procedures are carried out by known and trusted adults, following agreed protocols and with parental consent.
- Staff follow hygiene best practices, including the use of appropriate protective equipment and thorough handwashing.
- Facilities are clean, age-appropriate, and accessible, ensuring children feel safe and confident.
- Any concerns arising during intimate care are recorded and reported in line with safeguarding procedures.

Safe Eating

- Mealtimes are calm, social experiences that support children's independence and wellbeing.
- Staff are trained to supervise eating safely, including awareness of allergies, choking risks, and dietary needs.
- Children are encouraged to try new foods in a supportive environment, with respect for cultural and individual preferences.
- All food provided meets nutritional standards and is prepared in accordance with food hygiene regulations.

Parents as Partners

We value the role that parents and carers are a child's first and most enduring educators and we very much value the contribution they make. We recognise the role that parents have already played, and their future role, in educating their children. We therefore make it our aim to work very closely with parents. We aim to develop caring, respectful and professional relationships with the families of the children in our care. We do this through:

- Providing parents with a handbook of information about our EYFS settings and school readiness information.
- Meeting with parents before their children start school at induction meetings and visits to the classrooms with their children.

- Inviting parents to attend informal session about the curriculum, such a phonics, reading, maths.
- Holding and inviting parents to 1:1 meetings to talk about how their child has settled into the school environment and to talk about their child's progress.
- Sending written reports home about children's attainment and progress.
- Sending home observations of the children's learning via the Evidence me App.
- Publishing curriculum topic information on school website.
- Operating weekly drop in sessions.
- Regular contact through arbor, newsletters, home school planners.
- Offering a range of activities throughout the school year – assemblies, workshops, Christmas productions and sports days.
- Encouraging parents to be classroom helpers as volunteers.

Induction

It is important to us that parents and children feel happy, comfortable and safe when joining our school family whether it be for Nursery or Reception.

We have developed a robust Induction Programme for our new Nursery & Reception children. It is designed to ensure that both our children and our parents are familiar and comfortable with both the school and the staff before your child even begins school. This means that when your child officially joins our school family they can settle quickly and feel happy in their new school environment

Details of our Induction Programme

During the Summer Term, prior to starting school the following September, there are several parts of Induction that take place. These are detailed below:

- Parents are invited to attend an 'Induction Meeting' at school to meet the EYFS leader and the teaching staff.
- Foundation Stage staff visit pre-school settings to meet the children and their adults.
- Children and parents are invited to 'Stay and Play' sessions in school.
- Children attend an 'Induction session' on their own towards the end of the academic year.
- Our induction policy is flexible and therefore we can adapt our policy if needed to meet the needs of the children and families.

In September, the children have a swift introduction to school. All children start in Reception full time. If needed this can be adapted to suit individual needs. It is important to say that if

you have any questions, queries or concerns at any point you are most welcome to contact school.

Transition

We have several transitions throughout the Foundation Stage that we manage with care. Transitions are times within the child's school journey when they move within our school to their next year group.

The first transition that occurs during Early Years is the transition from Nursery to Reception and we aim as a school to ensure that transition is as smooth and comfortable as possible. In order to do this, parents are invited to a 'Welcome to Reception' meeting during the summer term this meeting provides parents with information about the school, the curriculum, teaching staff and the day to day life in Reception. There is also the opportunity to talk about other general information, such as school dinners, uniform and any questions or queries. It is also an opportunity to meet the child's new class teacher and members of the EYFS team.

The children's transition takes place in the whole school transition week in July. During this week all children move into their new Reception class to familiarise themselves with their new classrooms and staff. Early Years staff will also meet in the summer term to share information about each child's development and any key information about each child (e.g., medical, SEN, EAL, etc.).

The second transition is that from Reception to Year 1. During this transition the children attend transition days as part of the whole school transition. During these days, the children may begin their new topic, complete exciting art work & displays and spend more time with their new classroom staff. The transition into Year 1 does not stop there, Reception teachers also support Year 1 for the first term in the Autumn. The timetable will be adapted and changed weekly to suit the needs of the children and the move from the Early Years curriculum to the National curriculum.

IMPACT

Observations Assessment and Writing Journals

On entry to Nursery or Reception the teacher carries out a baseline assessment, these assessments allow us to identify the child's attainment, their important next steps in learning, and any significant barriers to learning. The curriculum is then tailored accordingly for each individual child. As a team, we discuss each child regularly throughout the academic year and reinforce our judgements using the Evidence Me assessment tracking system.

Children in Reception also complete the Reception Baseline (RBA) with a familiar adult, within the first few weeks of starting, in line with Government expectations. The RBA is a short, interactive and practical assessment of children's early literacy, communication, language and

mathematics skills. The aim of the assessment is to gather a starting point for all children so teachers can plan according to children's needs and ensure progress is made. More information about this can be found using the link below:

https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents

At the end of Reception each child is assessed against each of the 17 Early Learning Goals (ELG). They are assessed as either emerging, expected, or exceeding the ELG for each of the 17 areas of learning and a report is given to parents informing them about their child's learning and progress in each of the areas of learning. This information is also given to the Year 1 teachers to aide transition.

We make regular assessments of children's learning and use this information to ensure that future planning reflects children's identified needs. Through the regular monitoring of children's progress, we can initiate early action and support. We work closely with parents, carers, and external agencies to ensure all children's needs are met and we enable them to access the curriculum and make progress.

Assessment in the EYFS primarily takes the form of observations, this involves practitioners observing and questioning children to identify their achievements, interests, and next steps for learning. Evidence collection is kept to the minimum required and is used to aide professional discussion or quality assure judgements. This evidence may include images, videos, and observations. This happens throughout the day when children are embedding and extending any previous learning. Observations and assessments are recorded using an online assessment tool, Evidence Me.

As well as an electronic learning journey each child has their own writing journal to evidence and celebrate writing achievements. We are then able to share these experiences with the children's parents sending each child's observation home electronically through Evidence Me and sharing writing journals at parent's evenings. Parents are also informed of their child's progress through termly reports and parents' evenings.

Moderation

In-school moderation takes place termly. Judgements and evidence from all staff for children from both Nursery and Reception are discussed as a team. Evidence is quality assured and standardised across the unit with a focus on a range of Prime and Specific areas over the year. Inter-school moderation will also take place between the Children First Learning Partnership schools twice per year.

Role of the EYFS Lead

Our EYFS lead is committed to raising standards and ensuring each child has the best start on the school journey. We aim to:

- Plan an effective and varied schedule of monitoring so that we know the Quality of Education within Early Years is effectively implemented and embedded.
- Respond quickly and supportively to all barriers preventing outstanding implementation and impact.
- Use monitoring and assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

Version	Review Date	Changes Made
2022	13.1.2025	Pg- 5&6 – removed the element of Read Write Inc. and replaced with little wandle. This is for the phonic and reading element on these pages.
2025	19.09.25	Pages 8-10 Included welfare requirement sections to align with updated KCSIE 2025/EYFS Framework 2025
2025	19.09.25	P3 Included a link to the new EYFS Framework 2025