



EYFS Policy February 2025

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (September 2021) and should be read in conjunction with the Safeguarding, Special Educational Needs, Teaching and Learning Policies.

Kings Road Primary School prides itself in providing equal opportunities for all members of our community regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, race or age. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

Intent

To make the child's first experience at Kings Road happy, positive and fun. We foster a love of learning and develop enquiring minds through promoting our Kings Road Values. We instil the Characteristics of Effective Learning such as independence, resilience and confidence. We build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn. We have high expectations of all pupils and for pupils to have high expectations of themselves.

Implementation

Children are able to access Early Years provision within our setting from the term after their third birthday until the end of their Reception year. Alongside the statutory framework we structure our curriculum around the Development Matters 2020 guidance. At Kings Road, we have developed a '3i's' approach to implementing our curriculum:

- Autumn Term is dedicated to developing Interactions (high quality and ongoing across the year)
- Spring Term is dedicated towards Interventions (continually informed from daily practice and flexible to children's needs)
- Summer Term is dedicated to promoting Independence (in preparation for their transition to their next stage of school)

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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. These areas are the main focus of the curriculum at Kings Road during a child's time in our Nursery.

The prime areas are:

Communication and language

Physical development

Personal, social and emotional development

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

Literacy

Mathematics

Understanding the world

Expressive arts and design

We provide a broad and balanced Early Years curriculum: -

- based on first hand experiences and high quality purposeful interactions (using the Shrec approach)
- that highly values play and recognises that, for young children, play is a vital tool for learning. Adults in the setting support and extend play, with a particular focus on developing language and communication.
- through carefully planned adult or child-initiated activities and spontaneous child led learning opportunities
- whilst having a regard for the skills and attitudes expected from the Key Stage One national curriculum. Staff ensure that there is an excellent environment (indoor and outdoor) for learning and teaching and well planned and appropriate educational programmes provide rich, imaginative experiences that meet the needs of all children.
- Where staff 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.
- Which considers special educational needs or disabilities of children in our care, identifying whether specialist support is required and linking with relevant services from other agencies where appropriate.
- Where staff extend their own professional development regularly by attending CPD, which feeds into daily practice.
- Which includes carefully planned transition arrangements to support children throughout their Kings Road journey. We have good links with a range of pre-school providers including our own onsite pre-school setting – Amaryliss. We value the information shared and use this to inform our provision.
- By recognising that children learn and develop well when there is a strong partnership between home and school and there are regular opportunities to work in partnership with parents/carers e.g. workshops, open house events, stay and plays, performances, Evidence Me.

Alongside supporting children's development in the EYFS, through the seven areas of learning, we continually promote opportunities for children to understand, develop and demonstrate the characteristics of effective learning which we recognise as being essential to creating lifelong, motivated learners

- Playing and exploring – engagement
- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'
- Active learning – motivation
- Being involved and concentrating

- Keeping trying
- Enjoying achieving what they set out to do
- Creating and thinking critically – thinking
- Having their own ideas
- Making links
- Choosing ways to do things

The Development Matters 2021 guidance and the statutory Early Learning Goals and Educational Programmes guide our long term planning.

In Reception, medium term planning is completed half termly (termly in Nursery) through our 'Igniting Our Knowledge' maps and identifies the intended learning outcomes.

Weekly Planning focuses on day-to-day organisation of activities. It takes into account that children's learning is not necessarily sequential and that they may need time to consolidate, repeat and extend their learning in their own way. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

Parental Involvement

We recognise the importance of working alongside parents and other significant adults during a child's education. We do this through: -

- Inviting all parents to an induction meeting during the term before their child starts school.
- Giving the children the opportunity to spend several mornings or afternoons with their teacher before starting school.
- Inviting new parents into the classroom in their child's first term (Stay and Play, Performances)
- Providing formal meetings for parents during the school year to discuss children's progress.
- Welcoming parents to discuss any concerns with the teacher and/or teaching assistants.
- Working to build good relationships with families to promote a regular two-way flow of information.
- Send out surveys/newsletters to parents
- Regular communication via Class Dojo
- Sharing observations made in school via Evidence Me and encouraging observations to be uploaded by parents

Pupil Premium

At Kings Road we have an EYFS Pupil Premium Pledge. This consists of 35 enriching, first hand experiences which Pupil Premium children will take part in throughout their time in our EYFS. These are designed to give children opportunities which they may not have had before and to learn and develop not only skills but also vocabulary. Each half term has 1 specific enriching activity which is explored in more depth to really develop and extend the vocabulary and high quality interactions which the children are exposed to.

Impact

Assessment

At Kings Road, ongoing assessment is an integral part of the learning and development process. It is also an opportunity for the teacher to discover the unique personality and interests of each child.

Assessment is carried out through a mixture of informal observations, interaction with the child and regular discussions with all staff.

For Nursery and Reception there are 3 official assessment points across the year. During the children's first half term, teachers observe and assess each child's development and learning, this informs our internal baseline assessment which is completed by October half term (Reception Baseline Assessment for DfE is completed in addition to this). Teachers assess again at Spring 1- February half term and again at the end of year- July. These assessments are made with the support of Development Matters 2020 guidance. At these 3 points in the year, the data is recorded on SIMS. Formative assessment through interactions and observations is continuous during a child's journey through our EYFS.

Wellcom Language Assessments

Nursery Welcomm Assessments – All children are screened at the end of every term in their Nursery Year. Outcomes inform the formation of Nurture groups for the following term. These assessments form part of the discussion about forming Reception classes at the end of Nursery and also part of the transition conversations.

Reception Welcomm Assessments – All children New to Kings Road in Reception are screened within Autumn 1. Outcomes will inform the formation of Welcomm groups for the following term. Children within Welcomm groups are screened every term.

Observations

Observations in Nursery and Reception are recorded using 2Simple – Evidence Me. These can be shared with parents and parents can submit their own observations to support teachers assessments.

Each class creates their own 'Learning Journey Floorbook' which details photos, pieces of work, and the child's voice to capture the learning which has taken place. These floorbooks are revisited regularly throughout the year to promote key discussions and recall skills.

Statutory end of EYFS assessment

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

At this stage, parents will also receive an End of Year Report which will detail the child's achievements against the Early Learning Goals, a description of their Characteristics of Effective Learning and a personal teacher comment.

Moderation

At each of the three official assessment points across the year, staff get together to conduct internal moderation. At the end of the year this involves Year 1.

When completing statutory end of EYFS assessments, staff attend external moderation events.