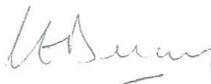




**Kilburn**  
**Grange School**  
LEARN ENJOY SUCCEED

## Early Years Foundation Stage (EYFS) Policy

This policy applies all pupils in the school, including in the EYFS

|                       |   |
|-----------------------|---|
| Signed:               |  |
| Chair of Trust Board: | Claire Delaney  |
| Approved:             | 1 September 2018  |
| Renewal period        | Annually  |
| Review Date:          | 1 September 2019  |

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## **EYFS Policy**

### **Our School Vision and Aim**

#### **The EYFS Vision:**

At Kilburn Grange School the Early Years provision develops the children's inquisitive minds. It inspires, motivates and cultivates a love for learning where each and every child is at the heart of all we do.

#### **The Early Years Aim:**

The Early Years team will nurture, scaffold and develop the children's independence by providing open-ended activities, focused learning, topics of exploration and child initiated planning.

#### **Providing a foundation:**

All pupils should be given the opportunity to experience the very best possible start to their education. At Kilburn Grange School, we are committed to providing a high quality early years' education which gives pupils a secure and confident start to their school life and nurtures a life-long love of learning. The Early Years Foundation Stage (EYFS) applies to pupils from birth to the end of the Reception year. In our school, the EYFS applies to pupils attending Reception.

We are fully committed to the purpose and aims of the Statutory Framework for the Early Years Foundation (2014) that clearly states (page 6):

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Pupils 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 pupils need to make the most of their abilities and talents as they grow up.'*

#### **Our Early Years Foundation Stage aims to:**

- Provide a happy, caring, secure and stimulating environment for all pupils;
- Encourage confidence, independence and a desire and love of learning;
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs;
- Work in partnership with parents and carers;
- Develop inquisitive, critical and reflective thinking;
- Provide strong foundations for later learning;
- Develop pupil's understanding of social skills, values and codes of behaviour necessary for life.

#### **EYFS Principles**

The statutory framework is based on four guiding principles and these themes help shape the Early Years Foundation Stage Policy:

- A Unique Child
- Positive relationships
- Enabling Environments
- Pupils Learn in Different Ways and at Different Rates (Learning and Development)

## **A Unique Child**

At Kilburn Grange School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that pupils develop in individual ways, at varying rates and set high expectations for all pupils.

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against pupils because of 'differences'. All pupils are treated fairly regardless of race, religion, gender, nationality, culture, abilities or social circumstances. All pupils and their families are valued within our school.

In our Reception classes, we believe that all our pupils matter. We give our pupils every opportunity to achieve their best. We do this by taking account of our pupil's range of life experiences, interests, needs and stages of development when planning for their learning. We meet the needs of all our pupils through:

- Planning opportunities that build upon and extend pupil's knowledge, experience and interests, and develop their values;
- Using a wide range of teaching strategies based on pupil's learning needs;
- Differentiating for all pupil's needs to ensure progression in their learning and development;
- Providing a wide range of opportunities to motivate and support pupils and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all pupils is valued;
- Using resources that reflect diversity and are free from discrimination and stereotyping;
- Ensuring all learning opportunities, experiences and resources are inclusive and enable pupils to learn together;
- Monitoring pupil's progress and taking action to provide support as necessary;
- Working closely with parents/carers, other professional adults such as speech therapists and specialist teachers as part of the learning process.

Our SEND Policy provides more information about how we meet the needs of all the pupils including pupils with SEND.

## **Positive Relationships**

We recognise that pupils learn to be independent, resourceful and confident when they experience secure and nurturing relationships. Positive relationships are a vital part of motivating learning. At Kilburn Grange School, we support and encourage children to 'have a go,' and to reflect and learn from their mistakes. We do this by developing mutual trust, respectful relationships and modelling caring behaviour.

## **Parents as Partners**

At Kilburn Grange School, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS Framework. We understand that an effective partnership between school and home will have a positive impact on pupils' learning and development.

Parents and carers are a child's first and foremost educators and we are committed to working in close partnership with them in order to enable each child to achieve his/her potential. Young pupils are eager learners and all adults have an important role in sustaining that eagerness. We highly value the contribution that parents and carers make and seek to maintain an effective partnership between home and school by:

- Demonstrating that we value and respect the role of the parents/carers as the first educators by listening to accounts of their child's development and any concerns and aspirations they have;
- Providing opportunities for regular conversations, discussions, meetings and chats with parents and carers about their child;
- Ensuring that parents and carers are provided with detailed information prior to admissions enabling them to feel confident about the transition process;
- Visiting all EYFS pupils in their home setting prior to their starting school to allow practitioners and parents to discuss pupil's circumstances, interests, skills and needs and for pupils to meet their teacher/key worker;
- Inviting all EYFS parents to an induction meeting during the term before their child starts school;
- Pupils having an opportunity to spend time with their new teachers during 'Moving Up Days';
- Demonstrating that we value linguistic diversity and provide opportunities for pupils to develop and use their home language in play and learning;
- Welcoming parents and carers into the classroom to share their expertise and enrich the learning opportunities provided;
- Ensuring parents and carers are kept well informed about the curriculum and school life via parents notice boards, letters, leaflets, home learning record and school website;
- Offering parents regular opportunities to talk about their child's progress and allowing access to their child's 'Learning Journey' and exercise books;
- Providing each family with the opportunity to share in a 'Honey Bear' weekend and writing in the 'Honey Bear Journal';
- Providing opportunities for parents to add comments and observations relating to their child's achievements in their child's Home Learning Record;
- Arranging a range of activities throughout the year that encourage collaboration between pupils, school and parents/carers, e.g. sports day, trips, themed activity days, class assemblies etc.;
- Other partnerships including coffee mornings and workshops etc.;
- Sharing information regarding a child's progress and their achievements through verbal feedback (at the end of the school day) and formal feedback (through formal reports and meetings)
- Providing learning workshops, curriculum leaflets and interim reports.
- Providing opportunities for parents and careers to accompany the reception classes on school excursions.

All staff involved in the EYFS aim to develop good relationships with pupils, interacting positively with them and taking the time to listen and nurture each and every child. At Kilburn Grange School, we have a key worker system where each child is assigned a key person. This key person is either the class teacher or the class teacher assistant. A key worker provides the child with a designated adult that they can develop a secure attachment with. The child's allocated key worker will some spend time building a trusting and respectful relationship with both the child and their parents/ carers throughout the academic year. The key worker is also responsible for ensuring that their designated child's 'Learning Journal' is kept up to date.

### **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending a pupil's development. This begins by observing the pupils and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the pupil's learning.

The EYFS learning environment is organised to allow pupils to explore and learn securely and safely.

There are areas where the pupils can be active, be quiet and rest. The environment is set up in learning areas, where pupils are able to find and locate equipment and resources independently. Our Reception classes have access to an outdoor space daily. This has a positive effect on the pupil's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the pupils the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the pupils to access indoors and outdoors that help the pupils to develop and learn across all seven areas of learning.

### **Learning through Purposeful Play**

At Kilburn Grange School, we recognise the importance of play for young pupils. It is an essential and rich part of their learning process. Play is a powerful motivator, providing multiple ways for pupils to learn a variety of different skills and concepts.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for pupil's development, building their confidence as they learn to explore, to think about problems, and relate to others. Pupils learn by leading their own play, and by taking part in play which is guided by adults.' (1.8 Statutory Framework for the EYFS 2014)

Well-planned play, both indoors and outdoors, provides key opportunities for young pupils to learn with enjoyment and challenge. We recognise the importance of the adult support and a secure environment in the role of effective high quality play.

Effective high quality play opportunities involve:

- Planning and resourcing a challenging environment
- Supporting, extending and developing pupil's learning through purposefully planned play activities
- Extending and supporting child-initiated play
- Extending and developing pupil's language and communication in their play

The secure environment and adult support in play enables pupils to:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practice and build up ideas, concepts and skills
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings
- Take reasonable risks, make and learn from mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problem

At Kilburn Grange School, we acknowledge that young pupils learn best when they are 'active learners' and not 'passive learners.' We understand that active learning involves other people, objects and events that engage, involve and motivate pupils for sustained periods. It is important that children develop some independence and control over their learning. As their confidence grows, they learn to make decisions, explore and overcome challenges. Active learning provides pupils with a sense of satisfaction and enables them to take ownership of their learning. Pupils are given opportunities to be creative through all areas of learning and are encouraged to be inquisitive and resourceful as they learn. Adults support pupil's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, asking open questions, providing feedback and scaffolding.

## Learning and Development

We recognise that pupils learn and develop in different ways and at different rates. We value all areas of learning and understand that subjects and topics of interest are all important and can be inter connected/ cross curricula linked. Our EYFS provision helps children to make these links so that they can develop skills, knowledge and understanding for aspects of everyday life.

Our policy on teaching and learning defines the features of effective teaching and learning in our school.

## Characteristics of Effective Learning

At Kilburn Grange School we use 'In the moment planning' to ensure that all activities and learning are informed by the children's interests and 'next steps.' Children learn in different ways and the 'Characteristic of Effective Learning' underpin all aspects of how a child's learns.

### The three characteristics of effective learning are:

- Playing and exploring - pupils investigate and experience things, and 'have a go';
- Active learning - pupils concentrate and keep on trying if they encounter difficulties, and enjoy and celebrate achievements;
- Creating and thinking critically - pupils develop their own ideas, make links between ideas, and develop strategies for doing things.

## The Early Years Curriculum

The curriculum for Reception is divided into seven areas. There are three '**prime areas**,' and four '**specific areas**.' The prime areas are considered to be fundamental and run through and support all other learning. The **three 'prime areas'** of learning are:

- Communication and Language (Listening and Attention, Understanding and Speaking)
- Physical Development (Moving and Handling and Health and Self-Care)
- Personal, Social and Emotional Development (Making Relationships, Self-Confidence and Self-Awareness and Managing Feelings and Behaviour)

The **four 'specific areas'** include essential skills and knowledge and are developed from the prime areas.

The **four specific areas** of learning are:

- Literacy (Reading and Writing)
- Mathematics (Numbers and Shape, Space and Measure)
- Understanding the World (People and Communities, the World and Technology)
- Expressive Arts and Design (Exploring and Using Media and Materials and Being Imaginative)

### There are three prime areas:

**Communication and Language Development** involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. The development and use of communication and language is at the heart of a young child's learning. At Kilburn Grange we provide opportunities for pupils to use their skills in a range of situations and for a variety of purposes. We enable the children to develop confidence as they communicate their opinions, experiences and thoughts.

**Physical Development** involves providing opportunities for young pupils to be active and interactive; and to develop their co-ordination, control, and movement. Pupils must also be helped to understand the importance of physical activity, and how to make healthy choices in relation to food. Young pupil's

physical development is inseparable from all other aspects of development because they learn through being active and interactive. At Kilburn Grange we teach pupils to take risks in a safe environment. We enable them to negotiate their own space and to use their senses to learn about the world around them. We help pupils to make connections between new information and knowledge they have gained as they use both fine and gross motor skills to explore the world around them.

**Personal, Social and Emotional Development** involves helping pupils to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. At Kilburn Grange School we nurture, model and foster positive relationships. We encourage the children to share their experiences, opinions and ideas in a safe and respectful manner.

**There are also four specific areas through which the prime areas are strengthened and applied:**

**Literacy Development** involves encouraging pupils to link sounds and letters and to begin to read and write. Pupils must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. At Kilburn Grange School, we endeavour to promote a love of reading and writing through providing a literacy rich environment with stimulating and engaging activities.

**Mathematics** involves providing pupils with opportunities to develop and improve their skills in counting, number recognition, matching a quantity to a number, calculating simple addition and subtraction problems; and describing aspects of shapes, space, and measure. At Kilburn Grange School, we ensure that each child experiences different concepts in a variety of practical contexts. We make regular links between everyday life to ensure that learning always remains purposeful. At Kilburn Grange School the pupils will be provided with opportunities to extend and consolidate their skills in these areas and to gain confidence and competence in their use.

**Understanding the World** involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. At Kilburn Grange School we support children as they develop crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, history, geography, technology and computing.

**Expressive Arts and Design** allows pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. At Kilburn Grange School we allow children to develop their creativity, encourage them to make connections between one area of learning and another and in order to extend and develop holistic learning.

### **The Early Learning Goals:**

The Early Learning Goals are the knowledge, skills and understanding which young pupils should have acquired by the time they reach the age of five. The statutory early learning goals outline the expectations for most pupils to reach by the end of the EYFS. The curriculum is planned to ensure progression and continuity of skills in all of the seven areas of learning. These areas of learning depend on each other to support a rounded approach to early years' development. All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

## **Planning**

At Kilburn Grange we have adopted a style of planning known as 'In the Moment' planning. This style of allows the EYFS team to plan and create lessons/resources based on daily interactions and observations of children. We use the 'In the Moment planning' to acknowledge and celebrate a child's interest, develop their existing knowledge and teach and support next steps.

'Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.' (1.6 Statutory Framework for the EYFS 2014)

Planning always follows the same pattern – observe, analyse and use the information about the pupils to plan for the next steps in their learning. Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending pupil's knowledge, experiences, interests, stages of development and skills;
- Provide a wide range of well planned, purposeful, challenging activities that utilise the pupil's interests, needs and previous knowledge;
- Support and develop pupil's involvement and concentration in order for them to learn effectively;
- Present activities in many ways and use a range of teaching strategies;
- Develop self-esteem and confidence in their ability to learn;
- Provide a safe and secure learning environment, where each child is valued;
- Monitor pupil's progress, identifying areas of concern/next steps and taking action to provide support;
- Provide educational visits to support pupil's learning;
- Give opportunities for self-assessment and reflection.

## **Assessment and Recording**

Pupils are assessed thoroughly upon entering our Reception classes. This on-entry baseline assessment is compiled during the pupil's first week at Kilburn Grange School. It includes a range of formal and informal observations and assessments. The baseline assessment also reflects information from home visits and any reports and information from prior early care experiences.

We make regular assessments of pupil's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS involves dialogues, marking work and observations. These observations are recorded in pupil's individual 'Learning Journals' profiles. They also contain information provided by parents, carers and other professionals.

'On-going assessment is an integral part of the learning and development process. It involves practitioners observing pupils to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with pupils, practitioners should respond to their own day-to-day observations about pupil's progress and observations that parents and carers share.' (2.1 Statutory Framework for the EYFS 2014)

Staff ensure that they:

- Make systematic observations and assessments of each child's achievements, interests and learning styles;
- Use these observations and assessments to identify learning priorities, next steps, interests and plan relevant and motivating learning experiences for each child;
- Match their observations to the expectations of the Development Matters and Early Learning Goals;
- Assessment does not entail prolonged breaks from interaction with pupils and is high quality, rather than entailing excessive paperwork.

We use the 'Development Matters' and the 'Early Learning Goals' to assess the pupils in the Foundation Stage. In each learning area, the 'Development Matters' and 'Early Learning Goals' define the expectations for most pupils. Practitioners plot the individual progress of each child as they grow and develop and as the child progresses through the school the staff will make judgments based on their observations and knowledge of the child in all seven areas of learning.

During the Reception year, the pupils are assessed against the Early Years Foundation Stage Profile. This is also informed by the observations, assessments, discussions with parents/carers and other professionals and each child's level of development is recorded against the 17 scales derived from the Early Learning Goals.

During the year, there are formal opportunities to feedback information to parents and carers through termly Family Fridays and parent/carer consultations in the Autumn, Spring and Summer Terms. Parents and carers are vital partners in the assessment process. Towards the end of the academic year, a written report covering the seven areas of learning will be given to parents and carers indicating whether pupils are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Our Teaching, Learning and Assessment Policy provides more information about the assessment, data and tracking procedures at Kilburn Grange School.

### **Reception to Year 1 Transition**

At Kilburn Grange School, Reception practitioners prepare pupils for more formal learning and the national curriculum in Year 1. More information about our transition process is included in our transition guidance.

'As pupils grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help pupils prepare for more formal learning, ready for Year 1.' (1.8 Statutory Framework for the EYFS 2014)

### **Safeguarding and Welfare Arrangements**

'Pupils 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.' (3.1 statutory Framework for EYFS 2014)

It is important to us that all pupils in our school are 'safe'. We aim to educate pupils on boundaries, rules and limits. We provide pupils with choices to help them develop this important life skill. Pupils should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

At Kilburn Grange School, we recognise our responsibility for promoting the welfare of our youngest pupils:

- All adults with access to our pupils will receive a DBS check and as part of the induction process will have discussed and signed a school code of conduct;
- All staff employed by Kilburn Grange School receive a thorough induction training to help them understand their roles, responsibilities and key information about how things work at Kilburn Grange School;
- All staff employed by Kilburn Grange School will undertake regular Child Protection training and are expected to follow the school policy in following up a cause for concern;
- Staffing will be organised to ensure the safety of the pupils and to ensure staff/child ratios are always followed;
- First aid will only be administered by trained personnel. Procedures are in place to inform parents/carers of accidents involving their child;
- Procedures are in place to ensure security of pupils and the safe release of pupils into the care of individuals named by the parent/carer;
- As part of the process to achieve healthy school status, we consistently focus on emotional well-being, healthy eating and physical activity. Good health will be promoted and appropriate action will be taken when pupils are ill;
- Routines are in place to support pupils's growing understanding of personal hygiene;
- Pupils's behaviour is managed effectively through the use of a whole school behaviour system, which is adapted to the stage and development of individual needs;
- Risk assessments will be undertaken and reviewed regularly;
- Indoor and outdoor premises, furniture and equipment will be regularly checked and repaired, washed etc. as required;
- Records, policies and procedures required for the safe efficient management of the setting will be maintained;
- Policy documents will be available for parents and carers.