



Kineton C of E Primary School Early Years Foundation Stage Policy Statement

Our vision for EYFS at Kineton Primary School

- 🏰 Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. Our aim is to provide a happy, stimulating environment where every child feels empowered to achieve well and develop as an independent learner.
- 🏰 Practitioners will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development. The curriculum will be tailored to the needs of individuals
- 🏰 Gaps between lower areas of attainment and between pupils will be quickly closed in order for pupils to achieve at least in line with their peers.
- 🏰 The Foundation Stage team will continue to grow and improve by developing a consistent understanding of good practice in Early Years. Tailored training will continue to upskill staff in order to improve provisions and outcomes.
- 🏰 Leadership provides clear ambition and drive to move the Early Years Foundation Stage towards outstanding.

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A Unique Child

We place high importance on developing children's physical and emotional well-being; through early observation our skilled practitioners create an environment in which all our children can thrive into resilient confident, capable, self-assured learners.

We recognise that children arrive with a wide range of skills, abilities and particular interests. We understand that each child is a competent learner and find out about them before planning experiences to intrigue, challenge and extend their learning. Every child will be supported individually to make progress at their own pace and children who need extra support to fulfil their potential will experience tailored support programmes.

Positive Relationships

At Kineton Primary School, we model and foster respect, empathy and caring relationships. We encourage understanding of self and a responsibility to others.

Golden Rules will be composed with the children during the autumn term. Children will be encouraged to follow these with the use of stickers, house points, the awarding of the robins and the zone board (please see whole school behaviour policy for further explanation).

Enabling Environments

We will use information from parents and pre-school settings to inform our knowledge and understanding of every child. In school we will observe children and will frequently note down what we observe. We will analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's current attainment and progress, this enables us to plan appropriate next steps.

Each child has a learning journey that includes observations, photos and examples of their work. We share these regularly with parents and pupils and encourage them to make contributions and support their next steps through targeted home-learning. We also share the individual learning journeys with parents during parent consultations. Termly, we use our knowledge of the children and evidence collected in the Learning Journeys, to inform our judgements and to assessments using the development matters statements and assessments against the early learning goals at the end of the year.

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate. The learning environment comprises of the indoor and outdoor areas. Both are of equal importance and are available to the children as much as possible. Resources are reviewed regularly in order to make the best provision for the children's learning and development.

Learning and Development

At Kineton we believe children learn best through concrete experiences and active learning. We provide a daily routine for the children, with a balance of teacher directed, teacher initiated and child initiated learning opportunities. We support children's learning throughout the child initiated and planned playful activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning. The statutory framework identifies 3 prime areas of learning particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

-  Communication and language
-  Physical development
-  Personal, social and emotional development

The four specific areas of learning offer opportunities to develop and extend the prime areas while broadening the children's skills:

-  literacy;
-  mathematics;
-  understanding the world; and
-  expressive arts and design.

We believe that it is vitally important for adults to support children's learning through purposeful play. Learning should be personalised by building on the child's interests and involving them in reflecting on what they have learned and how they may build on their skills.

The curriculum will be based around the three key characteristics of effective teaching and learning in the early years outlined in the EYFS Statutory framework (March 2012):

-  **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; and
-  **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At appropriate opportunities the adults will:

-  Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
-  Extend vocabulary, knowledge and skills
-  Encourage independence
-  Add resources that stimulate, motivate and engage the learner
-  Demonstrate / model and work alongside
-  Help children to see links in their learning
-  Support and encourage

- 🍌 Encourage children to be problem solvers , problem setters and investigators
- 🍌 Re-direct the play if necessary
- 🍌 Help children to learn how to negotiate and resolve conflict
- 🍌 Promote children's well-being
- 🍌 Observe and assess learning
- 🍌 Record judgements and plan for next steps in learning
- 🍌 Provide feedback to child/other adult/parents
- 🍌 Ensure the environment is safe and secure and that the Welfare Requirements are in place

Parents as Partners

We recognise the huge contribution parents make to their child's learning and we work hard to develop and sustain links with parents. We actively encourage families to be fully involved in the life of the school and help them understand how to best support the learning taking place.

- 🍌 Parents are invited to contribute to their child's learning journeys using 'Did You Know?' slips.
- 🍌 Learning logs are used for daily communication between home and school.
- 🍌 Home-learning and phonics tasks are given regularly.
- 🍌 We also operate an open door policy and encourage parents to speak to the Reception teachers to share any celebrations, concerns or worries.

Transition

We understand that starting school can be a stressful time for parents and their children. In order to ensure the smoothest possible transition we have the following arrangements in place. Annual induction surveys of new parents show that the induction procedures were successful in settling our children quickly and happily into school, providing parents with the necessary support and information.

- 🍌 Parents' Induction Session - In June we invite future parents to explain the entry arrangements, essential information such as uniform, school dinners and routines. We also give a brief overview of the curriculum.
- 🍌 Introductory Visits – all pupils are offered several opportunities during the summer term to come and learn along side the current Year R class.
- 🍌 Liaison with Pre-school – reception teachers meet regularly with the pre-school manager and staff both before their entry into school and afterwards.
- 🍌 Teddy Bears Picnic – towards the end of the summer term new pupils are invited to come and meet together as a class for the first time.
- 🍌 Part-time induction – during the few days of school pupils attend on a part-time basis. Half the class will attend the morning sessions and half the afternoon. Both groups stay for a short lunch break.
- 🍌 Curriculum Evening – after the children have begun school in September we hold a numeracy and literacy focused evening. This gives a hands on opportunity for parents to develop their understanding of how they can support their child's learning throughout the year.
- 🍌 Parents are invited to join in with learning at several points in the year including phonics and maths sessions so they can see how children learn in the classroom

Observation, Assessment and Reporting Arrangements

- 🍌 Daily observations are essential to the provision of an appropriate curriculum. They allow practitioners to assess the child's knowledge and skill in each area of learning enabling the next step in learning or appropriate level of intervention by the practitioner to challenge misconceptions to be identified.
- 🍌 Observations will be based upon learning which the child demonstrates spontaneously, independently and consistently in a range of contexts and is not dependent on overt adult support.

Baseline assessments

- 🍌 Baseline assessments are conducted within the first three full weeks of the children entering school using the development matters month bands which provide a guide to making best-fit judgments about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.
- 🍌 Ofsted guidance suggests most children are likely to demonstrate some of the skills, knowledge and understanding described by the development statements in the 'Development Matters' band for 40–60+ months, in addition to those in the preceding band for 30–50 months. This may be referred to as the age-related expectation at the beginning of reception. Attainment on entry is likely to be below age-related expectations where a substantial proportion of children in a school do not demonstrate competence in the 30–50 month band.

Assessment throughout the year

- 🍌 The Development matters statements are used as ongoing assessment and are completed based on formative observations across the three prime and four specific areas of learning throughout the reception year. These are recorded at least termly and entered into data tracking spreadsheets in order to monitor progression through the development matters brackets.
- 🍌 This summative assessment is used to inform the following termly planning as well as allowing teachers and SMT to track progress and compare attainment.

Assessment at the end of the year

- 🍌 At the end of the Reception Year, children are assessed in relation to the revised early learning goals against three levels. These are: 'meeting expected levels of development', 'exceeding expected levels' or 'not yet reaching expected levels ('emerging')'.
- 🍌 Parents are invited to parents' meetings during the autumn and spring terms to discuss their child's development. Their assessments will be shared with parents at each of these evenings to give parents an understanding of how their child is progressing. An annual report will be provided for parents/carers at the end of the school year based on their child's achievements against the revised early learning goals together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- 🍌 These assessments will be shared with year 1 teachers at the end of the summer term. Year 1 teachers will then use this to plan the next steps in learning.
- 🍌 The end of year assessments will be submitted to the Local Authority in line with local requirements.

Jenny Mitchell-Hilton