



EYFS Policy

"I have come in order that you might have life – life in all its fullness."

John 10:10

Christ taught us that his purpose was to give life in all its fullness. Through our Christ like attitude we seek to do the same.

This is at the heart of all we do.

Our school vision

Our Kingsholm Family, diverse, curious and kind, supporting and inspiring each other to reach our goals and shine.

Our Aims

"We didn't realise we were making memories. We just knew we were having fun." A. A. Milne

At Kingsholm C of E Primary School and Nursery we foster an inclusive ethos that promotes flexibility within the curriculum to provide a learning journey that reflects individual needs. Through building relationships with the whole family, we have a positive impact beyond the classroom.

We promote vital skills to support children to develop empathy and kindness, through positive teamwork and problem solving. This enables children to feel happy at school and fosters confident learners who are physically and emotionally ready to learn. Our children have pride in what they do and the resilience to keep going.

We nurture independent skills and thinking, encouraging curiosity, creativity and risk taking. Through hard work and self-reflection, we grow children who are brave enough to ask big questions.

We believe that every child deserves the best possible start in life and the support that enables them to achieve. Children 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.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

PRINCIPLES INTO PRACTICE

As part of our practice we:

- Provide a balanced curriculum, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice.

- We provide early intervention for those children who require additional support.
- Work in partnership with parents, agencies and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment both indoors and out.

Safeguarding

At Kingsholm we are committed to safeguarding and promoting the welfare of all of our children and expect all staff, parents and volunteers to share this commitment and maintain a vigilant and safe environment. If people have concerns that a pupil is in need because they are suffering or likely to suffer any harm, please act immediately by asking to speak to either the Designated Safeguarding Lead, Miss Field (Enrichment and Relationships Manager) or a Deputy Designated Safeguarding Lead, Mrs Hanson, Mrs Gordon, Mrs Pascoe, Mr Edwards or Ms Herridge.

We follow whole school procedures for safeguarding (see separate policy). All staff are aware of the action to be taken when there are safeguarding concerns. Concerns are logged centrally using a program called CPOMS. All staff have regular training regards Safeguarding and Prevent which includes reference and updates to the government's 'Keeping Children Safe in Education' statutory guidance.

The statutory framework is adhered to for first aid cover and staff ratios. At least one member of staff in Nursery and one member of staff in Reception holds a current pediatric first aid certificate. They are available at all times when children are present in the setting or when off-site. Numbers of staff to support groups of children meets and often exceeds the statutory requirements.

Equal Opportunities and Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals and Age-Related Expectations. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. (Health Visitors, Advice and Support Services, School Nurse Services, Occupational Therapist, Educational Psychologist etc) We have Speech and Language support who work with children in school and nursery to quickly target individuals who require additional support with their speech and language development. We have good links with local pre-schools and nurseries to provide support for children prior to joining our reception unit.

We encourage all children to start school without wearing nappies or pull ups unless there is a medical or additional need. We acknowledge that young children often have 'accidents' and have stocks of spare clothes available. We ask all parents to send in a bag of spare clothes and wipes in case of accident. We also ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. Children are encouraged to change themselves and staff support this if necessary.

In nursery, care opportunities are prioritised from the outset to ensure all children are supported to develop lifelong positive attitudes when making healthy decisions and managing their own personal hygiene needs. While many children entering Reception can manage their own personal hygiene independently, we work with parents and health visitors to support toilet training through a caring and reassuring approach.

Parent Partnerships

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. Every child in Nursery will be allocated a key worker, responsible for nurturing the needs and development of each child. The child's key worker will complete observations, assessments and be parent's reference point for communication about their child. Each child's key worker will support the child in their transition to the setting. This includes initial parent contact, parental conversations and facilitating 'stay and play' sessions with a parent as part of the settling in process. In agreement with the parent and when the child is ready, they will then be offered a 'settling' session on their own, without a parent, before attending their agreed sessions. Reasonable adjustments to this transition process will take place in order to best support the needs of each individual child. At the beginning of the year all new families will also be offered a home visit.

We use Tapestry to record observations and to build each child's individual learning journey. Observations are shared after 'developmental milestone moments' with parents regards new learning that has taken place and next steps. We actively promote parents to engage and comment upon their child's learning and what new skills have been seen at home. Regular workshops and meetings are held to support parents in ways to help their children at home and showcase the learning occurring at school.

The EYFS Curriculum

We provide an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals.

All the seven areas of learning and development are equally important and inter-connected.

There are three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

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

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In the Early Years, we focus learning around children's interests. The provision is informed by our observations and conversations with children. Next steps in learning are based upon our observations of children's independent practice, rather than adult supported learning.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of

learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS document. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.' We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years' practitioners interact to stretch and challenge children's understanding further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

Characteristics of Learning

Pupils are further supported through the Characteristics of Effective Teaching and Learning, discussed below, and encouraged to achieve to their highest potential to 'be the best that we can be'.

Playing and Exploring - Engagement

Through play children develop, extend and reinforce their learning experiences. Play and exploration is supported and nurtured by skilled staff and the provision reflects the pupils' needs. Access to learning experiences and resources is carefully planned and monitored to extend and consolidate play and learning.

Active learning - Motivation

We provide and promote an Active Learning approach and believe "Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their own learning.

Creating and thinking critically - Thinking

To develop active learning, and creative and critical thinking a range of methods and resources are used. Staff support pupils in generalising their skills in play situations and making connections between different experiences and environments. Children engage in many different activities and begin to actively think about what they are doing. This helps them to develop an awareness of their own thinking and learning.

The Environment

Our Reception and Nursery units provide stimulating, nurturing and multi-sensory environments which support the children's individual motivations, interests and needs. They provide a purposeful space where children feel happy, secure and engaged. Our environments are language-rich in order to best optimise the development and learning of our children. We provide open-ended play opportunities where children are actively encouraged to work together to develop communication, language and social skills. Our free-flow areas allow for children in Nursery and Reception to access the indoor and outdoor learning environment throughout the day. We acknowledge the importance of time outdoors and are proud of our outdoor areas and OPAL playground opportunities. These areas in particular allow the children to engage in energetic,

risky and adventurous play. Throughout the environment the children are supported, guided and challenged by responsive adults to follow their interests, ask questions and develop their thinking.

Observation, assessment and planning

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support (DfE, EYFS, 2021, p.18).

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

On entry to Nursery and Reception we carry out baseline assessments for each child. This includes the statutory Reception Baseline Assessment (RBA), taken in the first six weeks in which a child starts Reception. Baseline judgments are formed through a series of observations of children's interactions and play. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place regarding each child. These judgments are moderated both in school and externally with early years practitioners from other schools. As part of our daily practice, we observe and assess children's development and learning to inform our future provision.

Throughout the teacher keeps evidence and learning journals on Tapestry; recording examples of each child's learning in all areas of the EYFS curriculum. These journals contain a wide range of evidence that we share with parents weekly through Tapestry and at parental consultation meetings from Spring onwards.

Summative assessment data is collected and recorded on our school data program, (Insight) at the end of each term. This provides a summary of progress for each child which feeds into the whole-school assessment and tracking processes. We record each child's level of development to be emerging, developing and secure in the Birth to Five Matters ranges. Phonic assessments are also completed at assessment points throughout the year to identify the Phonic Phase each child is working at. This provides crucial information to support individual interventions to ensure all children are making the expected progress in Reading and Writing.

Children with specific needs are supported through individualised 'My Plans/My Plans+'. These plans identify targets which enable the curriculum to be further personalised around the needs of the child and provides specific guidance from professional outside agencies. Please refer to our schools SEN Information Report and SEN Policy for further information.

Within the final term of Reception and Nursery, we provide parents with a report based on their child's development against the curriculum areas of learning and the characteristics of learning. Parents are well informed about their child's progress and next steps.

HEALTH AND SAFETY

At Kingsholm, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health, (including oral hygiene); preventing the spread of infection and taking appropriate action when children are ill.
- To provide healthy, balanced and nutritious meals, snacks and drinks which clear consideration given to special dietary requirements and food allergies.
- Maintain regular and clear communication with parents and carers.

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of **all** children.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We aim to educate children on boundaries, rules and limits and to help them understand why rules are in place. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Fruit and water is available at snack time and during the day if needed. All children under five are also entitled to milk each day. We encourage children to wash their hands regularly and discuss why we need to do this.

Transition to the next stage of education

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners. We also provide home visits wherever possible and when requested by the parent/carer.

In the final term in Reception/Nursery, the Year 1/Reception teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals and curriculum in order to support a smooth transition to Reception or Year 1. This discussion helps teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

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Policy reference material, guidance or link policies	
Reviewed by	SLT
Ratified by	Hilary Paskins – Associate Governors (EYFS link) Lucy Bowder – Foundation Governor (EYFS link)
Ratification date	June 2024
Review cycle	Annual / Biennial / Tri-annual
Next review date	June 2025