

Blackmoor Park Infant School and Kindergarten



EYFS Policy

“Learning and Achieving Together”

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Signed Chair of Governors	<i>P Mulcahey</i>
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1. Aims

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. The Themes and Principles of the EYFS guides the practice at Blackmoor Park Infants and Kindergarten by putting a strong emphasis on key messages. **A Unique Child** actively drives their own learning, reaching out and making sense of their experiences with people and the world around them. Within warm and loving **Positive Relationships** the child experiences emotional safety which is the bedrock to learning to be a person, and become a social learner interacting with others and learning from others. **Enabling Environments** provide the stimulating outdoor and indoor experiences-in settling and at home-which challenge children, respond to their interests and meet their needs. The result of these three elements interacting together is the **Learning and Development**.

2. Legislation

This policy is based on requirements set out in the [2021 Statutory Framework for the Early Years Foundation Stage](#)

3. Structure of the EYFS

We are a unique setting with the privilege of supporting our youngest children to thrive and flourish in our care.

Kindi 0+: We have 9 FTE spaces daily, staffed by a room leader and a ratio of 1:3

Kindi 2-3: We have 24 FTE spaces daily, staffed by a room leader and a ratio of 1:4 – offering 2 year funded and 3 year funded places. Practice is over seen by the Extended Services Manager.

Kindi 3+: We currently offer 65 full time places. This is split into a mixture of 30 hour places for working parents, and part time 15 hour places delivered either AM or PM for all 3 year olds. Practice is overseen by a teacher, supported by 2 Senior Learning Support Officers, and a team of 4 other practitioners.

Reception: We have a 90 place Reception, which is split into 3 classes of 30 children. Each class has a teacher and the classes are supported with 3 experienced Learning Support Assistants. Reception operates as a whole unit organised into areas of continuous provision, with key person class bases.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

There are seven areas of learning and development that **must** shape educational programmes in early years setting. All areas of learning and development are important and interconnected.

These seven areas consist of:

Three Prime Areas:

Communication and Language (*Listening, Attention & Understanding, Speaking*)
Personal, Social and Emotional Development (*Self-Regulation, Managing Self, Building Relationships*)
Physical Development (*Gross Motor Skills, Fine Motor Skills*)

Four Specific Areas:

Literacy (*Comprehension, Word Reading, Writing*)
Mathematics (*Number, Numerical Patterns*)
Understanding the World (*Past & Present, People Culture and Communities, The Natural World*)
Expressive Arts and Design (*Creating with Materials, Being Imaginative and Expressive*)

Prime areas are time sensitive. If not securely in place between 3 and 5 years of age, they will be more difficult to acquire and their absence may hold the child back in other areas of learning. Specific areas are less time-sensitive. They reflect cultural knowledge and accumulated understanding. It is possible to acquire these bodies of knowledge at various stages through life. Specific areas of learning are dependent on learning in the prime areas-the specific learning cannot easily take place without the prime.

4.1 Key Person

Every child is assigned a Key Person.

The role of the Key Person is to 'tune in' to children as unique individuals. This involves:

- knowing about how children develop
- observing children closely
- listening actively, attentively and with respect to all children and parents
- valuing what they learn from observations and talking to parents and acting on it for the benefit of the children
- Understanding that physical and mental health and well-being are closely related

Within these positive relationships and interactions children learn to be confident, self-assured, happy people who can understand others, make friends and open our minds and bodies to exploring and learning about the world.

Parents will be notified who their child's key person is, and their role explained during the settling in procedures.

4.2 Planning

Adults plan activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children will focus strongly on the 3 prime areas.

Practitioners also 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. Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.3 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to children's emerging needs and interests, guiding their development through warm, positive interaction.

Learning through play is an important part of our Early Years setting. We believe children learn best from 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 learning to help them 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. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. In this way EYFS practitioners build conditions for learning across the 4 EYFS themes of "A Unique Child", "Positive Relationships", "Enabling Environments", and "Learning and Development".

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that practitioners support children as they are using and developing certain skills throughout the year on a daily/weekly basis. This supports children to develop key life skills such as independence; innovation; creativity; enquiry; analysis; problem solving.

The balance between child-initiated play, and adult led activities develops across the whole EYFS, as children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for year 1.

4.4 Language for Learning

Language for Learning is explicit across the EYFS settings-phrases such as "I remembered", "I tried out", "We found out", "We know", "We thought", and "We solved the problem" are modelled by adults and used by the children when able. These are supported from adults with phrases such as "I really like the way...", "What jumped out was...", "My favourite part is...", "My eye was drawn to..." in order for feedback to be specific, helpful and kind. Questioning is used to promote learners who are insatiably curious and the independent creative thinkers of tomorrow- "Could you...", "Why don't you try...", "Have you thought of...", "What if...".

4.5 Reading

Promoting a love of reading is a key feature for the curriculum at Blackmoor Park Infant School and Kindergarten. According to current research:

- there is a clear link between reading enjoyment and reading frequency for children
- children who read widely and often have a better general knowledge
- children who read or are read to every day, have greater access to higher level language
- children who enjoy reading benefit emotionally and socially

In acknowledgement of this we have several layers of approach to nurture a love reading.

With our youngest children Key Persons will read and re read favourite stories daily, also singing and acting out nursery rhymes.

As children develop and it becomes more age appropriate, Key persons select their 'Favourite 5' story books each half term to read during a dedicated daily story time. This will be a mixture of fiction, non-fiction, rhyme, and children's classics. These books are read and re read to children, developing familiarity with story language, exploring and developing key vocabulary, rhythm, and rhyme, understanding of emotions and developing empathy.

Guided reading also has a 'love of reading' focus, with weekly sessions using quality texts from children's authors, when key reading skills and knowledge development is the priority. These include; to draw on knowledge of vocabulary to understand texts, make inferences from a text, predict what might happen on the basis of what has been read so far.

Curriculum Projects are also initially based on a key story, which is first explored in depth, and then the children are encouraged to generate their own ideas and questions to drive the project forwards. As children generate their own ideas and make connections in their experiences they are learning with a real purpose, determination and creativity.

5. Assessment

EYFS specifies the requirement for 2 important snapshots to capture and show progress:

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

During the first 6 weeks of Reception the Reception Baseline Assessment (RBA) is completed. This is a short statutory assessment that assess each child in early mathematics, literacy, communication and language. The purpose of this is to form a starting point for cohort level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form an overall progress measure for school.

At the end of Reception, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are: meeting **expected** levels of development, or not yet reaching expected levels ('**emerging**')

At Blackmoor Park Infant School and Kindergarten ongoing assessment is an integral part of the learning and development processes. 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. It involves practitioners observing children to understand their level of achievement, interests and learning styles. In their interactions with children, practitioners should respond to their own day to day observations about children's progress, and observations that parents and carers share.

Moment-to-moment planning describes the way that practitioners go around the observe-assess-plan-cycle within all their interactions with children on a continuous basis, hundreds of times each day. Practitioners tune into individual children's signals and communications (observation), and decide how to respond in the next moment (planning). This is where the real potential for supporting children's learning lies, since it allows adults accurately and immediately to meet and support a child according to individual needs and circumstances. It is within this sensitive, skilful and responsive interaction that practitioners can best be a learning partner for each unique child.

Moderation of judgements made takes place internally at 3 key points in the year. Colleagues will review a selection of judgements and supporting evidence to check their accuracy and consistency. External cluster and LA statutory moderation will also be attended at least once per academic year. Whole EYFS standardisation including a practitioner from each key phase (baby room, toddler room, Kindi 3+, Reception) will take place yearly. This will focus on an expected 'exit' standard of attainment/development across each key phase.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Our relationships become partnerships as we develop two way communication and parents and practitioners really listen to each other, to create an atmosphere of mutual respect, and value each others views and support in achieving the best outcomes for each child. We strive for all parents to see our practitioners as friendly professionals with a genuine interest in their child/children.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents and/or carers are kept up to date with their child's progress and development in a variety of ways across the setting which develops with the children.

Kindergarten 0-3

During our induction and settling in sessions practitioners will spend 1-1 time with parents to discuss each child in depth and any concerns or priorities for families as their child settles into their space with a new key person/persons. We use all about me packs to help support settling in and share key information.

We use the tapestry online learning journal to help strengthen our links with parents and children's learning at home. The journals enable us to build a record of the children's learning journey and experiences during their time with us at the nursery. The tool provides an easy to access platform that enables parents to see their child's learning and progress and contribute to the journal celebrating their child's key moments and development along the way.

Termly Parents meetings are held with key persons to discuss individual progress, and individual next steps for learning.

Termly stay and play sessions are also scheduled to enable parents to have the opportunity to spend some time with their child within the nursery environment engaging in play and activities, observing play and routines and communicating with key persons, practitioners and other parents.

Kindergarten 3+

Initial 1-1 meetings to discuss each child in depth and any concerns or priorities for families as their child settles into their space with a new key person/persons. Key aspects of curriculum are also shared at this point, providing an opportunity for any questions to be addressed before children start school.

Observation plays a key role in everyday practice. Tapestry continues to be used as a tool to capture observations, as practitioners collate information on children's development and achievements, and discuss these with colleagues, in order to inform future planning and assessment of children's achievement. Tapestry is also used to share key observations half termly with parents.

Termly Parents meetings are held with key persons to discuss individual progress, and individual next steps for learning.

Stay and Play opportunities are organised termly. Parents will be invited into school to explore an aspect of their child's learning, and engage in play with them.

Reception

Initial 1-1 meetings are held to discuss each child in depth and any concerns or priorities for families as their child settles into their space with a new key person/persons.

As children mature and their social interactions continue to develop, practitioners move towards more group observations and collective learning. Tapestry continues to be used to share key snap shot observations half termly with parents.

The website is also used as an additional way to update families with activities and learning that children have taken part in each week. This is especially specific to the curriculum projects, and children's learning in continuous provision. Each class also has a working wall capturing the current learning with examples of work, and the child's voice, which families are very welcome to explore at the end of the day once the children have been dismissed.

Termly Parents meetings with key persons are held to discuss individual progress, and individual next steps for learning.

End of year written reports celebrating each child's learning and progress over the academic year are sent home. This will also include the EYFS profile, helping to provide parents and /or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Once children have settled in school routines, an Autumn Term Parents Curriculum Evening is held to outline the specific end of EYFS expectations.

Stay and Play sessions begin in the Spring Term once children are settled into classes. They focus on Reading, developing shared love of reading and story time.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Sarah Rattigan (Assistant Headteacher, EYFS) every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy