



Kensington Primary School

Early Years Foundation Stage Policy

This policy contains the following sections:

- 1 The principles which underpin our work with the under-fives , and our aims for children’s development
 - 2 What the curriculum covers
 - 3 Resources -Staffing
 - 4 Links with other school policies
 - 5 How we involve parents
 - 6 Assessment, recording and reporting
- EYFS Policy Appendix

Reviewed every 3 years

Reviewed: December 2024

To be reviewed December 2027

Policy Section 1: Our aims and principles

1: Thinking about what we do and why

Associated behaviours for leaders:

- Build relationships that encourage others to challenge you
- Build confidence in people to challenge themselves
- Carefully consider the impact of your decisions; actively and openly seek feedback on them and be open to being challenged
- Take constructive feedback as an opportunity to self-reflect
- Have the self-confidence and personal strength to pass over feedback that isn't constructive
- Build support networks who can help you identify which feedback is constructive
- Be pro-active in explaining the rationale behind your decisions – why have you decided to do/not do x or y?
- Provide time and space for yourself and your staff to reflect and review
- Encourage people to take risks and celebrate them taking the risk
- Remove barriers to change
- Work with others to find solutions and problem solve
- Support your staff's development so they are empowered to take risks through having the knowledge and understanding required to do something different
- Be visible

2: Be positive and supportive

Associated behaviours for leaders:

- Model positive language and behaviours
- Develop your emotional intelligence and self-awareness
- Know and accept your team and adapt your approach accordingly
- Know how to coach, how to mentor, and when to apply different approaches
- Provide positive feedback
- Be available, accessible and approachable
- Take responsibility
- Have the confidence to not always have the answer
- Offer help
- Be generous with your time and work on being an active listener
- Encourage
- Deal with issues promptly and professionally

Aims for the children in the Foundation Stage:

We aim to adhere to the principles set out in the Foundation Stage Guidance:

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements.

- Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially.
- Practitioners should ensure that all children feel included, secure and valued.
- Early Years' experience should build on what children already know and can do.
- No child should be excluded or disadvantaged.
- Parents and practitioners should work together in an atmosphere of mutual respect.
- To be effective, an early years curriculum should be carefully structured (recognizing different starting points; relevant to levels of need; indoors and outdoors).
- There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves. Practitioners must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn.
- Well-planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process.
- For children to have rich and stimulating experiences, the learning environment should be well planned and well-organised.
- Above all, effective learning and development for young children requires high quality care and education by practitioners.

Policy Section 2: The curriculum

What will the children be learning and when? How is the curriculum organised? What is the progression of teaching and learning?

Foundation Stage Guidance

- The curriculum for the early years forms the first stage of our whole school curriculum. It covers children in the Nursery and Reception classes.
- The Foundation Stage Curriculum, consisting of seven areas of learning.

Personal, Social and Emotional development

- This area of learning provides opportunities for children to become a valued member of the class and to develop their identity through an increasing awareness of their own, and others, needs, beliefs and cultures.
- They will also develop positive dispositions to learning. It supports the development of social skills by providing opportunities that enable children to learn how to co-operate and work with each other.

Communication and Language development and

Literacy development

- These areas of learning provide opportunities for children to talk confidently, respond to adults and to other children in an environment where speaking and listening are highly valued skills.
- It also gives opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts.
- Children are also given the opportunity to develop language for thinking.

Maths

- This area of learning provides practical opportunities for children to develop their understanding of number, measure, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their experiences.

Understanding of the world

- Provides opportunities for children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts and to explore and find out about their environment.
- Understanding of the World also involves children exploring the impact of Information and communication technology on their everyday lives.

Physical development

- This area of learning offers opportunities for children to develop and practise their control over large movements such as running, jumping, climbing, swinging, hanging etc and also finer movements which involve the ability to control the use of one-handed tools and equipment, e.g. digging tools, paint brushes, mark-making and writing tools.
- It also supports children in developing their understanding of how their bodies work and what they need to be healthy and safe.

Expressive arts and design

- This area of learning offers children opportunities to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities.
- Our curriculum is planned through a series of themes and topics, each of which offer experiences in all 7 areas of learning.
- Children experience similar themes through Nursery and Reception to build on previous experiences. This supports continuity and progression in learning, as well as smooth transitions.
- Each half term, a core text is linked to each theme, to provide a context for learning and to ensure knowledge of a range of books.
- Staff use medium term plans for weekly planning of adult initiated and child initiated activities inside and out.
- Staff ensure that all children are encouraged to experience all areas of learning during the week, although they may not experience them each day.

Policy Section 3:

Staffing

- The Nursery unit is staffed by a qualified Teacher, and 2 qualified Nursery Nurses, with extra Teaching Assistants for SEND children, when needed.
- The Reception unit is staffed by one qualified Teacher and one Teacher Assistant or Nursery Nurse per class, with extra Teaching Assistants for SEND children, when and where needed.
- Other adults working under the supervision of teachers include Midday Assistants (in the Reception classes), parent helpers and work experience volunteers.
- Teachers are in overall charge of the class, but other staff may work with children in groups independently, and take whole class carpet session or story times as directed.

Policy Section 4: Links with other policies

How does this policy link with other policies and statements?

- The Foundation Stage adheres to whole school policies.
- Policy links are:
- Health and safety
- Safeguarding
- Medicine
- Taem teach
- Vulnerable children
- Admissions
- Inclusion
- Behaviour
- Equal opportunities
- Teaching and learning
- Performance management
- Child protection
- MLL
- Assessment, records and reports
- Curriculum policies

Policy Section 5: Parental and Community Involvement

How do we involve parents? How are parents involved in the early years curriculum, how do they have access to the activities and to reports on their children's progress?

- Parents are partners in children's learning. We value their opinions and the information they can give us, and we involve them whenever we can.
- The following opportunities for contacts with parents are:
- Parent consultations and advice including informal discussions and formal meetings about records and assessment
- End of year reports, including reporting on Characteristics of Effective Learning for each individual child.
- Support for EAL families and parent workshops offered on specific dates throughout the school year.
- Support and advice for parents of children with special educational needs –The school SENCO and class teachers hold regular termly review meetings with parents.
- Parents help in school activities, for example school outings and special events.
- Parents are encouraged to make comments in children's Special books.
- Nursery parents are encouraged to attend Stay and Learn sessions, a few weeks each term as advised by Nursery teacher, for the first 15 minutes of the nursery session.

Policy Section 6: Assessment and record keeping

How do we know how well the children are doing? Foundation Stage Profile, assessment, recording, reports, records of achievement, moderation, portfolios, target setting etc. Liaison with previous and future educational settings within the school and the community.

Assessment procedures

Our assessment procedures are:

1. On-Entry Baseline Assessments to both Nursery and Reception, including the statutory RBA assessment.
2. Daily observation of children in continuous provision.
3. Early Years Foundation Stage Profile for each child- Special books.
4. Reports at the end of a child's time in the Foundation Stage – GLD/ELGs report to Borough
5. Annual reports to Parents, including report on Characteristics of Effective Learning

EYFS POLICY-Appendix 1

In this section:

How our work is organised and planned

- Admission, induction and entry arrangements
- Session times
- Organisation of classes
- Outdoor play
- Whole school activities
- Information for parents and opportunities to join in

How our work is organised and planned

Organisation

-Admission, induction and entry arrangements, including the age of admission and transfer

- The school admits pupils according to the admissions policy of the London Borough of Newham, both for the Foundation stage and the main school pupils.
- Full details are outlined in the booklet "Starting School" which is available from the school office and online.
- In the Nursery, children are entered onto a database in chronological age order. Nursery children are admitted when vacancies arise, as they reach 3 years.
- Nursery places are offered on a half day basis or 3 hours per day.
- We provide eligible families with 30 hours placements; from 8.30am-3.30pm. This leaves an hour for lunch in between the two sessions. Children stay at school for this hour and have lunch with designated members of staff supervising. We ask parents to provide a healthy pack lunch for children. We also ask parents for a contribution of £2 per day to cover the cost of staff supervising children during lunch time.
- Pupils entering the Reception classes are admitted at single point of entry in September of the academic year of their fifth birthday.

SETTLING IN

- Parents are encouraged to stay with their children as part of the process of transition between home and the Foundation Stage, wherever possible, during the first few days of a child starting at the setting.
- In the Nursery, entry is staggered.
- Parents and staff work together to ensure that children feel secure and confident. This means that parents may be asked to stay with children or leave them for a short period of time, depending on the need of the child during this time and/ or the teacher or Nursery Nurse's professional judgment.
- Children who are new to the Reception, including those who are admitted at other times than the usual ones, are settled in the same way.
- Parents may be asked to stay with their child until they are settled in the first few days at school

Session times and Duration

- In the Nursery, children attend the morning session from 8.30 a.m. to 11.30 a.m. and the afternoon session from 12.30 p.m. to 3.30 p.m.
- For the Reception children, the day begins at 8.45 a.m., lunchtime is from 11.30 a.m. to 1 p.m. and the day ends at 3.15 p.m.
- All children must be accompanied to and from school by an adult. Children are only released at the end of the session to a relative/carer or known adult.
- Parents must inform the school if somebody different will be collecting their child, giving at least ½ day notice.
- The office staff may then ask the parent for a name or code for adult collecting child which will be given to class teachers to ensure safe dismissal.

Food

- We provide a lunchtime meal for children in Reception. The lunchtime meal is free for all children in Newham. Alternatively, children may bring a healthy packed lunch. Advice on contents is available from the school.
- Our school is part of the National School Fruit and Vegetable Scheme that provides a free piece of fruit or vegetable to every child between the ages of 4 and 6. This is available at the snack table during the day.
- Free milk is also provided for Nursery children and fresh drinking water is available at all times.
- Children are introduced to self-snacking routines early on and they can help themselves to snack during the day.

Organisation of classes

- After admission and settling in period, new children admitted to the Nursery will be allocated to one of 3 key worker groups. During the session, they are free to move from area to area, inside and outside, within the Nursery and Reception setting.
- Children participate in a balance of adult led/initiated and child led/initiated activities working alone, in pairs or in small groups.
- Staff ensure that all children experience a range of such groupings during the week.
- At the beginning of the sessions, children come together for group activities led by their key workers.
- For some sessions, such as music and celebrations, groups may join together or reorganise. Groups are supervised at all times by a trained member of staff.
- In the Reception Unit, there are three rooms and an outside area. Children are allocated to a class teacher and a base room.
- Class groupings are used for registration and some planned whole class activities.
- During the day, children are free to move from area to area within the setting, participating in a range of adult initiated and child initiated activities, in the same way as they do in the nursery.
- All groups are supervised at all times by a trained member of staff.

Outdoor play

- The outdoor environment provides rich and stimulating experiences that enable children to learn by working on a larger, more active scale than is possible indoors.
- The outdoor play space is securely fenced and provides a safe purpose built area where children can develop in all areas of learning.
- The adult-initiated and child-initiated activities are planned to reflect and extend the activities taking place indoors. It also allows for activities that cannot be done indoors. This is especially important for

physical development, which is vital for children's development in other areas. All children are encouraged to participate in outdoor and physical activities.

- Access to outdoor play is provided at all times during each day. Children can go out in all weathers as long as they are dressed appropriately. There is a supply of waterproof clothing for rainy days for all children, or they can bring their own.

Whole school activities

- Foundation stage children attend some special assemblies.
- Children in the Reception classes are encouraged to attend performances with Y1 children.
- Reception classes attend the whole school assemblies on Fridays, from A2.
- Foundation Stage children are included in planning for special events weeks.

Opportunities for parents and carers to support their children

- Parents are encouraged to join trips and visits within the community.
- Parents are invited to join special assemblies and celebrations.
- All children are encouraged to have a school book bag to take books home in.
- Parents may be invited to join in with activities in their child's class e.g. reading a book in their home language, bathing a baby, etc.

Admission to Nursery

- EYFS welcome booklets are provided as part of the pre admission package.
- Two members of staff, one to be from EYFS, meet with Nursery children and their parents in the family home during Home visit, before child starts Nursery.
- Parents of Nursery children will be given a start date and allocated a morning or afternoon session, depending on the spaces available.
- Settling in procedure is then followed (see above)
- Children who are starting Reception and have not attended our Nursery have the same admission procedures as above.

AfL teaching and learning cycle

- All children have written observations which are carried out by all staff on a daily basis.
- These observations are fed into each child's individual records, which help to inform their relevant 'next steps'.
- Alongside written observations there are specific focused activities which aim to specific areas of development.