



Robert Le Kyng Primary School Early Years Foundation Stage Policy

(June 2024)

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

“Statutory Framework for the Early Years Foundation Stage”

Department for Education, 2012

At Robert Le Kyng Primary School, we are committed to providing a high-quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

We aim for the children in EYFS at Robert Le Kyng to be:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
- Confident and resilient
- Excited and motivated to learn
- Socially strong and able to form positive relationships

Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective learning

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors which play a central role in a child’s learning and in becoming an effective learner and are vital elements of support for the transition process from EYFS to Year 1. The characteristics represent processes rather than outcomes.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

Active learning – motivation

- Being involved and concentration
- Keeping trying

- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Planning

Learning is firmly established within a framework of planning for the long, medium and short term. Long term and medium term plans are based around themes, such as activities related to settling in or celebrations such as Christmas. Short term plans change weekly and are produced in response to the needs, achievements and interests of the children.

The planning:

- Reflects an understanding of how young children learn;
- Takes into account provision of a balance between child-initiated and adult-initiated or directed activities;
- Gives opportunities for learning both in and outdoors;
- Encompasses what the children have learnt using a variety of assessment information and identifies the next steps they need to take in their learning.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment both inside and outside which will encourage children to explore, investigate and learn through first hand experience. The learning free flows between the indoors and outdoors where quality learning opportunities are provided for the children. Resources are clearly labeled and easily accessible, enabling the children to use them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning environment and make adaptations as necessary.

Observation and Assessment

At Robert Le Kyng Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations on post-it notes or using Target Tracker. Notes about guided activities are also recorded. Each child's observations are collated together along with examples of work, photographs and parental contributions.

During the first term, the teachers use the knowledge gained about each child through observations and assessment to make baseline judgments in all areas of learning. From

September 2020 we will use the Government baseline assessment. We update our assessments in December, March, May and June. This information is closely monitored to ensure that all children are making good progress through pupil progress meetings with the head teacher.

In the Summer term, teachers consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the **expected** levels, **exceeding** the levels or **emerging** towards the levels. Judgements against the ELGs are based on ongoing observations, all relevant records and relevant information from parents and carers. The results of the Profile are shared with parents and carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

The role of the parent – parents and carers as partners

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We understand and appreciate the role they have played, and their future role, in educating the children. We do this through;

- Engaging in a dialogue about children before they start school.
- Providing parent/child induction meetings during the term before the child starts school. A welcome pack is provided which outlines the school routines and expectations of readiness for school.
- Encouraging parents/carers to talk to the child's teacher if there are any concerns
- Encouraging support from home through; reading each night, making use of the sounds sheets sent home and to comment on reading progress in a reading record.
- Inviting parents into school to attend workshops and craft activities with their child at regular intervals during the year.
- Publishing a newsletter each term to inform parents of what their child will be learning and how they can support them at home.

There is a formal meeting for parents/carers with the teacher in the Autumn and Spring terms to discuss the child's progress. A final report on the child's attainment and progress is sent home at the end of the EYFS.

Transition from Preschool to Reception

We work closely with our feeder settings to ensure that the children make a smooth transition to school. In the Summer term, we organise opportunities for our main pre-school feeders to bring groups of children to visit. School staff make visits to talk to pre-school staff and play and observe the children who will be joining the reception classes. We also offer home visits to give parents an opportunity to discuss their child in an informal setting.

We hold a transition meeting for new parents in the summer term, where we outline daily routines and expectations. Each child is also offered two 'Step to School' sessions where they come into their new environment after the school day has finished. They spend time with the teachers, teaching assistants and other children starting school. Parents are offered a tour of the school and a 'coffee and chat' with other members of the school team.

The children start school on a part-time timetable. After three weeks they begin full-time. Routines such as assemblies and playtimes are introduced gradually.

Transition from Reception to Year One

In the summer term, the children have the opportunity to visit the Year One classroom and teacher. The school holds a 'Move Up' morning, giving the children a taste of their new class.

The Year One classroom is organised to reflect aspects of Foundation Stage provision. The first half term of Year One is based on the principles of the EYFS, allowing the children to feel secure in their new environment.

Staffing and organization

At Robert Le Kyng Primary School, we have two Reception classes that have the use of two classrooms and a dedicated outdoor area. In each classroom there is one teacher supported by teaching assistants.

Staff are organized to support the children in a balance of adult led and child-initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.