



**GREENWOOD  
ACADEMIES TRUST**

**KINGSWOOD PRIMARY ACADEMY**

**Foundation Stage Policy**

**Reviewed:** May 2021

**Next Review:** May 2023

“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.” (DFE EYFS Statutory Framework March 2012)

## Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Kingswood Primary School, children are able to join our nursery unit at the beginning of the first term following their third birthday and enter the reception class at the beginning of the academic year in which they will turn five.

The principles of the EYFS, which guide the work of all our Early Years practitioners are grouped into 4 themes:

- **A unique Child**
- **Positive relationships**
- **Enabling environments**
- **Learning and development**

## A Unique Child

At Kingswood Primary Academy, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by positive and constructive feedback from others; we use praise and encouragement, as well as a wide range of celebratory times, assemblies and rewards, to encourage children to develop a positive attitude to learning.

## Inclusion

At Kingswood Primary Academy we value the diversity of individuals and treat all children and their families fairly, regardless of culture, religion or abilities. In our school we believe that ‘Every Child Matters’ and we give our children every opportunity to achieve their best. In the FS we do this by taking into account our children’s individual range of life experiences when planning for their learning and setting realistic but challenging expectations that meet the needs of; boys and girls, children from all social and cultural backgrounds, children of different ethnic groups, children who are more able, children with special educational needs (SEN) and those from diverse linguistic backgrounds. Any child who has been identified with SEN, will also be supported in liaison with the Special Educational Needs and Disabilities coordinator (SENDCo) and/or appropriate agencies where relevant.

We aim to meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s varied learning needs and styles;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources that reflect diversity and are free from discrimination and stereotyping;
- monitoring children’s progress and taking action to provide support as necessary.

It is important to us that all children in school are ‘safe’ and we aim to educate them on necessary boundaries and golden rules, helping them to understand why they exist. We believe that children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, so we provide children with choices to help them develop this important life skill.

## Welfare

At Kingswood Primary Academy we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We are required and endeavour to:

- Promote the welfare of all children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children are suitable to do so.
- Ensure staff have an understanding of safeguarding procedures and are aware of possible signs of neglect or abuse.
- Ensure all photos taken of children are strictly for the purposes of recording their learning (see safeguarding policy).
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure correct ratios of adults to children. Support high quality provision by ensuring staff are well qualified and supported to improve qualification levels via continued professional development and appraisal.
- At least one member of staff on premises or on out of school visits is paediatric first aid trained.

## Positive Relationships

At Kingswood Primary Academy we recognise that children learn to be strong and independent from a base of loving and secure relationships with parents and practitioners. The staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to what they have to say. We have a strong link to our neighbouring Children's Centre. Children may be identified for targeted groups such as nurture group, expressive language work and messy play for example. The Children's Centre also supports parents of the children attending our school by offering support such as 'Homestart', 'Growing with your baby', 'Family Cooking' and 'Rhymetime' for example.

## Parents as partners

We aim to develop caring, respectful, professional relationships with children and their families, recognising that parents are the children's first and most enduring educators. We value the role that parents have played and will continue to play in educating their child in the future through:

- inviting children and their parents/carers to attend a series of induction visits and an official transfer day during the summer term;
- visiting all children new to our school at home, the week prior to starting;
- offering flexible admission arrangements to suit individual children's circumstances;
- encouraging parents/carers to stay with their child if they experience settling in difficulties;
- talking to parents about their child's individual interests, needs and abilities;
- allocating every child a 'Key person' who will be a point of contact and maintain strong home to school links;
- offering an 'open door' approach to encourage parents to talk about their child's progress throughout the year;
- allowing free access to children's individual portfolios;
- encouraging parents/carers to contribute towards their child's portfolios through the use of 'Wow' stars, 'Magic Apples' and a dedicated 'Parent's Voice' page;
- arranging a wide range of activities throughout the year that encourage home-school collaboration e.g. stay and play sessions, celebration assemblies and family picnics and events;

- in Reception, there are also two formal 'Parent's evenings' per year at which the class teacher discuss the child's progress and development in private;
- parents receive a written report on their child's attainment on leaving Reception.

### **Enabling Environments**

At Kingswood Primary Academy we recognise that the environment plays a key role in supporting and extending the children's development. This begins with the 'continuous provision' of a well planned and resourced learning environment, indoors and outdoors, that encourages children to explore and self select independently. Through observing the children and assessing current levels of development and interests, challenging but achievable activities and experiences can be planned to extend the children's learning. Changes and improvements can then be continually made to match the learning environment to the needs of all children.

### **The Learning Environment**

Our EYFS area is organised to allow children to explore and learn securely and safely. We plan activities and resources that help the children to develop in all seven areas of learning. There are areas where the children can be active, be quiet and rest. The environment is set up into a wide variety of learning areas, where children are able to find and locate equipment and resources independently. All children have access to outdoor areas, which we view as a valuable extension to the indoor environment. Spending time out of doors, has a positive effect on children's development. It offers opportunities for doing things in different ways and on different scales and encourages children to be physically active and exuberant.

### **Observation, Assessment and Planning**

The planning in EYFS is based around half-termly themes or topics. These plans are used by the staff as a guide for weekly planning and adapted in response to the children's needs, interests and achievements, as necessary. All staff make regular assessments of the children's learning through Tapestry, Annotated photographs, snap shot observations (post its) and discussions with parents/carers. In addition, practitioners may complete more in depth narrative observations each term, which also record children's levels of involvement and well-being and next steps in learning. Child initiated and adult focused evidence is both valued along with 'the child's voice' and reflections on their own learning. All of this information is then used to ensure that future planning reflects identified needs and it is recorded in the children's individual portfolios.

At Kingswood Primary Academy, we track children's individual progress against the EYFS Development statements and Early Learning Goals (ELG's) four times per year (Baseline, Autumn 2, Spring 2 and Summer 2). At the end of the final term in Reception, we send a summary of these assessments to the LEA for analysis. Children's attainments are shared with parents, through a brief written report, completed in June, as well as the Year One teacher, to enable a smooth and positive transition into Key Stage One.

### **Learning and Development**

At Kingswood Primary Academy we recognise that children learn and develop in different ways and at different rates. We value all seven areas of learning and development equally and understand that they are inter-connected. The seven areas of learning within the EYFS are;

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

All areas are delivered through both adult led and child initiated activities according to the children's stage of development and learning needs. In each area there are Early Learning Goals (ELG's) that define the expectations for children to reach by the end of the EYFS. Where appropriate some children will complete the EYFS during their first term in Year 1.

### Transition

Key transitions in children's lives (between Nurseries and our Reception class, and Reception class and Year 1) are sensitively planned for so that children do not feel anxious about changes and learning is a continuous process. During the summer term groups of children visit their receiving class taking part in activities or for story times. This enables the class teacher to get to know the children in an informal way with the support of older children to guide the younger ones. A transfer day also takes place during the Summer term on the same day as other Corby schools. Parents of Reception children are invited to meetings where information is shared about when the children start, helping to support their child at home and what life is like in a Reception class. Parents of children who are new to our school are encouraged to come for a visit to look around the school and take part in transitions as fully as possible.

### Teaching and Learning Style

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. Features of good practice that relate to the EYFS are:

- the partnership between teachers and parents that helps our children to feel secure at school and to develop a sense of well being and achievement;
- the understanding that teachers have of how young children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the ELG's by the end of the FS;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning and to develop independence and self management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations of children's progress and future learning needs, which are regularly shared with parents;
- the positive relationships between our school and other settings that our children experience prior to joining our school;
- the clear aims and regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working in the FS.

### Play

Play underpins the delivery of the EYFS and children must have opportunities to play indoors and outdoors in order to fulfil its requirements. At Kingswood Primary Academy, the children's day is planned to allow for extended periods of child initiated play, where children can explore and develop a wide range of learning experiences, which help them to make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They communicate with others as they investigate and solve problems and are able to express fears or re-live anxious experiences in safe situations.

### **Active learning**

Active learning occurs when children are motivated and interested. It is achieved through physical and mental challenges, involving other people, objects, ideas and events that engage children for sustained periods. When children are provided with independence and control over their learning, they develop the confidence to make decisions and experience deeper levels of satisfaction. At Kingswood, we encourage our FS children to become competent, independent learners, they access activities freely and are allowed to move resources around the setting to extend their learning.

### **Monitoring and review**

It is the responsibility of all EYFS staff to follow the principles stated in this policy. The Executive Principal, GAT EYFS Advisor and SEA will carry out monitoring visits as part of the whole school monitoring schedule and will discuss EYFS practice with staff regularly, raising any issues that require discussion.