



KIVETON PARK INFANT SCHOOL FOUNDATION STAGE POLICY

Date of Policy Review: September 23

Policy update: September 24

EYFS Policy

This policy outlines the philosophy, aims, principles and practice of the early years teaching and learning in the Foundation Stage at Kiveton Park Infant School.

Aims

“Every child deserves the best possible start in life and the support that enables them to fulfill 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, 2021

Our teaching and learning focusses on factual (I know that...), procedural (I know how...) and conceptual (I know why...) knowledge. In the EYFS we have designed a curriculum that is relevant, appropriate and meets the learning and development requirements of our children.

In the EYFS at Kiveton Park Infant School we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development, allowing children to reach their full potential.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Value what each child can do, assessing their individual needs, teaching personalised next steps and ensuring each child progresses.
- Enable choice and decision-making, fostering independence, resilience and self-confidence.
- Work in partnership with parents/guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family



background, learning difficulties, disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development.

- We value the culture, language and traditions of all our children and their families. Providing opportunities to learn about and celebrate what makes us different and special.
- Provide rich experiences for all children, whatever their strengths and needs, which are inclusive.

Curriculum

In the EYFS at Kiveton Park Infant School we have designed our own curriculum based on the framework for the Early Years Foundation Stages seven areas of learning and development which “**must be implemented through planned, purposeful play.**” The curriculum is relevant, appropriate and meets the learning and development requirements of our children.

The Prime Areas of Learning and Development

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The Specific Areas of Learning and Development

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We have a holistic approach in the Early Years where each area of learning and development is valued equally. However, it is advised that emphasis should be paid to the Prime Areas of learning and development in Foundation Stage 1 building on these vital steps in Foundation Stage 2 with more of an emphasis on the Specific Areas of learning and development.

Planning and Assessment

“Practitioners must consider the individual needs, interests, and 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.”

The Statutory Framework for the EYFS 2021.

At Kiveton Infants we have adopted a planning in the moment style approach to the delivery of the EYFS. We work in this way because...

“Play makes powerful contribution to children’s development and learning across all areas as they immerse themselves in what interests them, and in the process find out about themselves, other people and the world around them. Because play is open ended and flexible, children can explore and experiment with confidence, take risks and challenge themselves at the limits of their capabilities, without the fear of failure.”

Birth to 5 Matters 2021



The Role of the Adult

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis. The children become involved in activities of their choice. The adults observe the children, join them (when appropriate) and engage in quality interactions (teaching) to move the learning on. Adults support children by:

- Modelling, instructing, modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, pondering, recalling, providing a narrative for what they are doing, facilitating, setting challenges and suggesting.

Our adults know the children very well and have a sound understanding of the curriculum and child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child.

The adult goes to the child. The child is NOT called to come to the adult except during discretely taught Phonics, Maths and individual or guided reading sessions. We work in this way because high level involvement occurs in child initiated activity.

Planning in the Moment

Children are busy and constantly learning, the adults work within the provision supporting and extending learning through skilful interactions and their knowledge of each individual child.

Adults support and extend learning and language through a combination of the following; **“T suggests ... encourages ...demonstrates ...asks, ponders ...models language... etc.**

In addition to these all children’s significant wow moments are recorded online using Seesaw. We only record a snapshot of the teaching and learning moments because it is the interaction that moves learning on, not the recording. Photographs and work samples are added to the children’s learning journeys as supplementary evidence for assessments.

We select vulnerable children within each class and these children have additional interactions to diminish the difference. Staff fill gaps and extend learning for every individual. Every child’s learning experiences will be bespoke and unique to their peers.

Keeping the Balance

The children initiate their own learning with adults supporting and guiding them to extend the learning opportunities. We continually assess and review the progress of all the children. The school’s curriculum is used to identify the gaps and next steps of individuals which provide focuses for teaching and learning. We introduce teaching of specific knowledge as and when appropriate to individual children and groups. In Foundation 2, Phonics, Maths, reading, specific skills and talk through stories are taught in discreet sessions lasting between 10 and 20 minutes. These differentiated group sessions are used to teach factual, procedural and conceptual knowledge and ensures full curriculum coverage for all children.

An Enabling Environment

We have a workshop style environment indoors and outside. All resources are available to the children. The children select what they want to do in each area. The principle is that resources are accessible to the children, they are varied, open-ended and of high quality. This gives children the opportunity to select resources to support their chosen activity. As resources are constant children can revisit ideas and fascinations until they have fulfilled their schemas and learning needs. Enhancements are sensitively introduced based on the children's interests and next steps in learning.

The Characteristics of Effective Learning

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children should be learning from their environment, experiences and activities. Children up to the age of five should all be displaying the characteristics of effective learning every day.

Playing and exploring Engagement	Active Learning Motivation	Creating and thinking critically Thinking.
<u>Finding out and exploring</u> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<u>Being involved and concentrating</u> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	<u>Having their own ideas</u> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
<u>Playing with what they know</u> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	<u>Keeping on trying</u> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	<u>Making links</u> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
<u>Being willing to 'have a go'</u> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<u>Enjoying achieving what they set out to do</u> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<u>Choosing ways to do things</u> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked



With a system of highly effective interactions and teaching, a workshop style environment and records kept on spontaneous planning sheets and learning journeys. The children are constantly demonstrating the characteristics of effective learning and learning all the time.

Key person

Each child is assigned a key person who develops a strong bond with that child, making observations and assessments. This information is used to inform planning, provision and individual next steps. Parents are made aware of their child's key person through the class notice board and a letter at the start of the year. Parents can share information and achievements with their child's key person or with any other member of staff they feel happy talking to either in a verbal or written method.

Transitions

Transitions at Kiveton Park Infant we recognise that starting school and moving to a new class has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Foundation 1 have visits either to the previous setting or home on request prior to their child starting nursery this gives children the security of meeting with their teacher in a safe, familiar environment and gives parents/ carers time to ask questions and share knowledge or any concerns they have about their child. In addition to this all the children have a play session in the Foundation 1 classroom to meet the other staff and become familiar with their new surroundings.

All children starting Foundation Stage 2 have stay and play sessions with their new class teacher and teaching assistant during transition week and are invited to a class picnic. Parents and carers are invited to attend new to school meetings and are familiarised with the school and school day. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are visited, where possible, by the Early Years Leader and their progress and development shared by their key worker at the previous setting.

We have a staggered intake in our Early Years over the first two weeks in order to ensure that children who need extra support are given time at each start date to settle in.

In the summer term all our Foundation 2 children have regular contact with the new classroom team and visit their new Year 1 classroom on at least two occasions prior to them starting Year 1. The Foundation 2 teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

Policy reviewed: September 2023

Policy to be reviewed: September 2024