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## Policy Front Sheet

Policy: EYFS Policy

Adopted: January 2018

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**Kilham CE (VC) Primary School**  
**Early Years Foundation Stage Policy**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Kilham School, parents can register their children to start nursery sessions usually beginning the term after the child's 3<sup>rd</sup> birthday. Parents are entitled to 15 hours (30 if they can prove eligibility). Nursery admissions are handled by the school office.

Children then start full-time in Reception as a single intake in the September after their fourth birthday. A range of induction activities will take place prior to any child starting in EYFS, including an opportunity for the children to spend sessions in school. As most of the children entering Reception have previously been in the same class as 'nursery', transition to full-time school is usually straightforward.

All provision in our EYFS unit is based upon the standards outlined in the "*Statutory framework for the early years foundation stage; setting the standards for learning, development and care for children from birth to five.*"

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **1. A Unique Child**

At Kilham CE Primary School 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 feedback from others. We use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion (also see whole school Inclusion/SEND Policy)**

All children and their families are valued within our school. We value the diversity of individuals within the school and all children are treated fairly regardless of race, religion or abilities. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We 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 learning needs;
- 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 which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support as necessary.

## **Welfare**

At Kilham CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage – latest update 2018. We understand that we are required to:

- Promote the safety and welfare of 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 or who have unsupervised access to them are suitable to do so;
- 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.

## **2. Positive Relationships**

At Kilham CE Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **Parents as Partners**

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

- Talking to parents about their child before their child starts in our school during home visits and sessions in school and providing a 'Welcome to Kilham EYFS' information booklet;
- The children having the opportunity to spend time in school, including a lunchtime during the half term before starting school;
- Inviting all parents into school during the term before their child starts school, and again during the first half-term to discuss how their child has settled in Foundation Stage;
- Encouraging parents to talk to the child's teacher if there are any concerns.

There are formal meetings for parents in the autumn and spring terms at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the Foundation Stage;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher, Nursery Nurse and teaching assistants act as the 'Key Person' to the children in EYFS.

EYFS Staff will also communicate regularly with any other pre-school settings to share good practice and discuss current issues. Where children attend other settings in addition to Kilham, we aim to ensure continuity and coherence by sharing information about the children.

### **3. Enabling Environments**

At Kilham CE Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

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

The Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs, achievements and interests of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways, including an 'EYFS Learning Journey' and are used to inform and record progress against 'Development Matters', Early Years Outcomes statements and the end of year EYFS profile. These Learning Journeys are

electronic and produced using a programme called 'Learning Book'. Staff can take photos, videos and audio clips of the children to be used as evidence of progress.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals. Parents and carers are then given the opportunity to discuss these judgements with the teacher.

We have recently been asked to take part in a Government pilot scheme; this will provide the basis for a new way of measuring the progress primary schools make with their pupils. Unlike the current progress measure, this will give schools credit for the important work they do with their pupils between reception and year 2. It is a task-based assessment; using physical resources reviewed as part of the expert review process and, where appropriate, has been subject to informal trialing during the initial development phase. These tasks focus on number and pattern recognition, early literacy and communication and language skills. They are carried out informally by a familiar adult in an environment known by the child, such as the classroom or intervention space.

## **The Learning Environment**

The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The classroom leads out onto a shared outdoor area. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active, and we plan activities and resources both inside and outside.

## **4. Learning and Development**

At Kilham CE Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

### **Teaching and Learning Style**

Our school has a variety of policies which define our approach to teaching and learning. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS include:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- 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;

- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations;
- The good relationships between our school and the settings that our children experience prior to joining our school.

### **Characteristics of Effective Learning**

When planning activities, we take into account the way children learn, and reflect this in our practice. The three characteristics of effective learning are:

- **Playing and Exploring**  
Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.
- **Active Learning**  
Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- **Creativity and Critical Thinking**  
Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

### **Areas of Learning**

The EYFS is made up of seven areas of learning:

#### **Three prime areas:**

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

#### **Four specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design.

The prime areas are fundamental throughout the whole of EYFS, whilst the specific areas develop from the prime areas and include essential skills and knowledge. All areas are equally important and are inter-connected. They are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

**Monitoring and review**

It is the responsibility of the Reception teachers and all other staff in EYFS to follow the principles stated in this policy. There is a named Governor responsible for the EYFS, who can discuss EYFS practice with staff and provide feedback to the governing body. The Head teacher carries out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.