

Early Years Foundation Stage Policy

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1. Aims and Rationale

At Kellington we make sure all our children reach their highest academic potential by delivering an engaging curriculum that offers inspirational and exciting learning experiences along with opportunities to shine in a wide variety of areas.

We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first hand experiences that will give the children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences.

2. Key Person

In line with the EYFS welfare requirements, we operate a Key Person system. We recognise the importance to a child's well being and development of making close attachments to an adult whilst at school. We also recognise the importance of having good relationships with parents, being able to share information.

Each child will be assigned a member of staff to be their key person in Nursery and Reception. They will be responsible for helping the child settle in, liaising with families and for monitoring their profile.

3. Planning and Curriculum

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach age 5.

There are three prime areas of learning:

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

There are four specific areas of learning:

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

In addition, the 'Characteristics of Effective Learning' underpin the learning and development across all areas and support the children to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

- Playing and Exploring – engagement
- Active Learning – motivation



- Creating and Thinking Critically – thinking

Our planning focuses on the children's needs, interests and stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play, which reflects the personal interests of the children.

We encourage children to play an active role in shaping their own learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. Tapestry Online Learning Journals are available at all times for children to reflect on their learning.

We aim to provide an exciting, stimulating and challenging learning environment that offers high quality opportunities for the children to learn through play, both indoor and outside. Open ended learning opportunities are provided through continuous provision. These areas are enhanced in line with both the topic-based focuses and the children's interests, fascinations and their learning needs. Children are supported to think creatively and imaginatively and explore how resources can be adapted.

Children join in with a daily Phonics and Maths input, which is adult led and based on previous assessment. They also learn new skills in carefully planned, differentiated focused activities. Intervention time is used to either provide extra support to individual and small groups of children, or to extend and challenge. Intervention activities are planned by adults prior to the session and are based on ongoing assessments and individual provision maps.

Whole group reading sessions occur daily. All children are encouraged to read at home to reinforce the skills taught during the school day. All of our children visit the Library weekly to choose a 'sharing book' to take home and enjoy with their adults. For our Reception children, this is accompanied by a book from our RWI phonics scheme, which is matched to their individual reading levels.

4. Observation and Assessment

When children enter Nursery or Reception, a baseline assessment is used to gain an awareness of each pupils' developmental levels to understand if children are working towards or working at the age related standard and to ensure planned provision supports their development.

In addition to teacher-based baseline assessments, Reception children also access a statutory baseline assessment linking to literacy, mathematics and communication and language. Summative assessments are then made at the end of each term and the data capture is analysed to inform the Early Years action plan and set targets for the upcoming term to ensure good progress is made across all areas of learning.

We use a range of strategies to gather information about the children's learning and development and use this information to ensure our planning meets the needs of all learners. Assessments linked to adult directed activities are evidenced in the individual profiles and assessments linked to child-initiated activities are evidenced in their Tapestry online Learning journal.



In the Summer term of Reception, practitioners consider the 17 Early Learning Goals in the EYFS profile to decide whether each child is working at the expected levels or have not yet met the levels and therefore, are 'working towards' expected levels. The profile results, along with a running commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning are then reported to parents and/or carers. Practitioners will also share these results with the Year One teacher in order to create a smooth transition into Key Stage One.

5. Parents Partnerships

We value parent contributions and strive to create and maintain strong parent partnerships. We share the children's learning and experiences through:

- Weekly newsletters
- Linking the Tapestry Online Learning Journal to parent email accounts to share observations
- Weekly input on the school's Facebook page
- Parent consultations
- End of year reports
- Stay and Play sessions with a focused linked to identified gaps in learning
- Phonics open mornings, to support parents with the new skills their children will be learning

6. Community Links and Wider World

Over the year, children will have the opportunity to take part in educational visits linked to interests or our topic. We would usually organise visits to local areas and talks from members of the community. We aim to develop the children's awareness of other cultures by exploring a wide range of festivals and celebrations throughout the year. We promote British values by offering the children the opportunity to be key members of our school community and allow them to vote, for example, for a choice of story and being part of a team.

7. Arrival and Collection

Children start school at 8.45am. A member of their teaching team marks them in on the register and ensures their lunch option has been selected. At the end of the day parents and carers wait outside for their child. Staff members guide the children to their parents/carers to ensure they are collected safely and by a person named on the contacts list.

8. Health and Safety

Children's safety and welfare is paramount. We do our utmost to ensure a safe and secure environment and provide a curriculum, which also teaches children how to be safe, make choices and take risks. We refer to the whole school and EYFS risk assessments to ensure that any hazards are identified and managed, before the children enter the classroom and outdoor area.



9. First Aid

As specified in the Early Years Statutory Framework (July 2023) at least one person who has a current paediatric first aid (PFA) certificate works in the EYFS classroom and is available at all times when children are present. We also ensure that this is taken into account when taking the children on educational visits.

EYFS refers to the school's first aid policy, but we acknowledge that the nature of the EYFS curriculum can potentially lead to more of a need for first aid. All EYFS staff follow the same procedures:

- Tend to the child's needs
- Make a decision whether or not the child is well enough to remain in school
- If the decision is taken that they should be collected, contact parents to arrange collection
- If the child bumps their head, the child is given first aid treatment as needed and a red band is given with the relevant information on. Staff will discuss with parents to the nature of the incident.
- Record accident, steps that were taken and who by on ScholarPack

10. Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Framework (2023) and we adhere to the school's safeguarding policy.

11. Food and Drink

Free milk is available for children until they turn 5 and is then available for purchase once they have had their 5th birthday. Children are asked to bring in a labelled water-bottle which is accessible at all times and can be refilled throughout the day. Fruit and vegetables are provided for all children in Nursery and Reception. Reception children are eligible for free school meals (hot dinner, jacket potato or sandwich option) or can choose to bring in a healthy packed lunch. Our Nursery children choosing to stay for a paid lunch will also have the option of a hot meal, jacket potato or sandwich freshly prepared on site. Nursery children can also choose to bring in a healthy packed lunch.

Our Early Years children have access to their own toileting facilities and we teach the children the importance of good hygiene, including discrete teaching about the importance of oral hygiene and washing techniques. Throughout the year, we plan cooking activities to give children experiences of a range of healthy food.



12. Intimate Care

For those children entering Early Years requiring intimate care support, parents will be asked to meet with the child's key worker to discuss their individual needs and sign intimate care documents. Parents/carers will be asked to supply required equipment (e.g. nappies/wipes) for their child and staff will liaise when these need replenishing. For further guidance, please see STARMAT Intimate Care Policy.

13. Sun Cream

We advise that parents/carers apply all day sun cream to their child ahead of the school day to ensure they are protected on those sunnier occasions. If reapplication is required, staff are able to verbally coach a child to apply this themselves. With consultation with parents, a named sun cream would need supplying, which would be stored securely. If children are not suitably protected from the sun, staff will risk assess, make a phone call home and encourage children to remain indoors until adequate protection is applied.

14. Transition

Transition to Early Years begins with home visits and visits to the setting to explore the classroom. Practitioners also make visits to feeder nurseries to gain a full picture of the child, ensuring a smooth transition. We hold a new starters' meeting for parents of children starting Reception in the summer term, where we outline daily routines and expectations along with our vision and pedagogy. All Reception children start school full time in September.

15. Monitoring and Review

It is the responsibility of all EYFS staff to follow this policy. The Governors, Headteacher and Assistant Headteacher will carry out the monitoring of this policy. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

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