

Early Years Foundation Stage Policy Kingshurst Primary School



Approved by: Kate Brattle

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Our Vision

Nurture Experiences Play

At Kingshurst Primary School, our Early Years curriculum is built upon three key principles: **Nurture, Experiences and Play**. Together, these foundations enable children to feel safe, develop confidence, explore the world around them and become respectful, resilient learners with high aspirations. We have high aspirations for every learner.

Nurture is at the heart of everything we do. We provide a safe, caring and inclusive environment where every child feels valued, respected and supported. Through strong relationships with children, families and professionals, we promote children's social, emotional and physical wellbeing, ensuring they feel secure and ready to learn. We are committed to equality of opportunity and celebrate the uniqueness of every child, enabling them to flourish and achieve their full potential.

We believe that rich and meaningful **Experiences** help children make sense of the world around them. Our broad, balanced and ambitious curriculum supports children's social, emotional, physical, intellectual, moral, spiritual and cultural development. Through carefully planned learning opportunities, visitors, visits and first-hand experiences, we inspire curiosity, deepen understanding and broaden aspirations. We are committed to giving every child the best possible start to their education by equipping them with the knowledge, skills and vocabulary they need for future success.

At the heart of our curriculum is **communication and language**. We recognise the importance of developing strong communication skills from the earliest stages and intentionally teach ambitious vocabulary through high-quality interactions and modelling. This enables children to express themselves confidently, build relationships and become effective communicators.

We recognise that children learn best through **Play**. Learning is engaging, purposeful and enjoyable, with a careful balance of child-initiated play and high-quality adult-led teaching. Through play, children develop creativity, independence, problem-solving skills and resilience. We value the outdoor environment as an extension of our classroom, providing opportunities for exploration, investigation and learning through the Characteristics of Effective Learning.

Through our commitment to **Nurture, Experiences and Play**, we create a stimulating environment where children thrive, develop a love of learning and build the strong foundations they need for lifelong success.

Learning and Development

To implement our EYFS curriculum we begin each new year by looking at the individual needs of our children and take into account their different starting points to develop our flexible curriculum. This enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development. We follow the EYFS statutory framework 2026 and Early Years Foundation Stage Profile Handbook. Alongside this we use the supporting documents from Development Matters / Birth to Five and Early Years Outcomes and the Assessment and Reporting Arrangements.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The prime areas are strengthened and applied through 4 specific areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Interlinked with these subject areas are the children's characteristics of learning which we support and help develop by providing children with opportunities to initiate ideas and activities so that they can develop the learning characteristics which are assessed by the EYFS profile. The following characteristics also support lifelong learning:

Children;

- Are willing to have a go
- Are involved and concentrating
- Have their own ideas
- Choose ways to do things
- Find new ways of doing things / problem solving
- Enjoy achieving what they set out to do

The knowledge and skills across the curriculum has been carefully mapped out by leaders in order to provide the children with the foundations needed for later learning in Year 1. This includes the progression of vocabulary from Nursery through to Reception. Skilled practitioners then use selected vocabulary when play-partnering and interacting.

Practitioners working with the youngest children (Nursery) are expected to focus strongly on the 3 prime areas; **Communication and Language, Physical Development and Personal, Social and Emotional Development.**

The curriculum is delivered with a balance of small and large group teaching sessions and a play-based approach. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults to develop knowledge and skills. During children's play, early years' practitioners interact to stretch and challenge children further.

Children have whole group and small group sessions which increase as they progress through the EYFS with sessions for a daily phonics session using 'Read, Write, Inc', Mathematics and Literacy, including shared reading and writing.

Observation, assessment and evaluation are planned for and used throughout the year to inform planning that will allow the children to succeed in their next steps of learning and ensure that each child's differing needs are met. Assessment is based around ongoing observation. The Nursery and Reception teams meet on a weekly basis to plan alongside their medium term plans and current observations, which remains flexible for unplanned circumstances or children's responses.

It is through this process that children will work towards achieving The Early Learning Goal; the level of development expected at the end of the EYFS.

Quality and consistency in teaching and learning to enable every child to make good or better progress.

The teacher keeps progress records on our school based assessment system INSIGHT. The children's literacy books provide evidence of progress for literacy. Floor books provide a record of a range of learning, these are used to prompt retrieval ensuring each child remembers more.

Insight is updated at the end of each term. This provides a summary for each child as to their progress towards meeting the ELGS. This feeds into the School EYFS assessment and tracking process. We record each child's level of development to be Below, Working Towards or Expected and initiate support and intervention where appropriate.

It is through these processes that children will work towards achieving expected; the level of development expected at the end of the EYFS.

The child's next teacher uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

Our children leave the Early Years Foundation Stage with the essential skills and knowledge to access the Year 1 curriculum across all subjects. We recognise every child is different and may have strengths and weaknesses across some areas of learning. Working closely with Year 1, these children are supported to make progress against these areas and challenged further.

Parents and Partnerships

We pride ourselves on listening to children and those who care for them, using this information to personalise each child's learning. We offer home visits in Nursery. Developing positive partnerships with parents and/or carers and other practitioners linked to supporting children in our Early Years. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, we discuss needs with our School SENDCo and, linking with relevant services from other agencies, where appropriate. Staff follow guidance that has been offered to support a child / children. We also provide intervention where appropriate, for example speech and language programmes. Our school inclusion team provide support with behaviour and nurture and where necessary further guidance from outside agencies is sought.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. For Reception the key worker for your child will be the Class teacher supported by Teaching assistant.

Throughout the year we have opportunities for parents to get involved. Our Inspire Workshops are popular and provide a way for parents to be informed about how their child is being taught and opportunities for parents to spend quality time with their child. Staff regularly communicate with parents through Class Dojo, messages and photos can be sent back and forth. For more detailed discussions Parents can meet with practitioners for Parents Consultation Meetings in October and February, although ad-hoc meetings can also be arranged if needed.

Structure of the Early Years Foundation Stage (EYFS)

Our Early Years Foundation Stage consists of a Nursery and Reception Classes. We comply with statutory guidance for Staff: Child Ratios and staff training requirements (see EYFS Framework for more guidance).

Nursery

We accept children from a term after they turn 3 years old.

- 15 Universal Hours Free Funding for 3 year olds.
- 30 Free Hours for eligible parents
 - Morning session 8.40 – 11.40
 - All day 8.40-2.45 (lunch at 11.50)
 - Free breakfast club 8.00-8.30 (drop off)
- Staff –1x Teacher / 2 x level 3 teaching assistants
PPA Cover - teacher

Reception – 60 children two form entry

- This consists of 2 classes of 30 Children
- Times
 - 8.40 – 3.10pm
 - Free breakfast club 8.00-8.30 (drop off)
 - Lunch 11.50 -12.50
- Staff – 1 x Teacher and 1 Level 3 teaching assistant per class
PPA Cover - teacher

Other support staff:

- Inclusion team – Inclusion Manager /Family Support Workers / Behaviour lead
- SENDCO Team

Transition

We view transition to starting school as a very important process and we aim to provide all children with a great start to making positive relationships and settling into new routines and environments.

For both Nursery and Reception, we have an induction period;

- **Nursery**
 - Information evening
 - Home and preschool visits
 - Settling in sessions / stay and play
 - Class Dojo communication
- **Reception**
 - Information evening
 - Transition morning / Storytime sessions
 - Settling in sessions
 - Preschool Visits
 - Class Dojo communication
- **Reception transition into Year 1**
 - Teacher meetings
 - Transition morning in new classroom with new class teacher.
 - Parents invited to speak to Year 1 teachers at end of term.
 - Year 1 staff come on reception trips
 - Phonics groups taught by Year 1 staff.

Safeguarding and Welfare Procedures

We follow the Statutory expectations for Early years and our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

The Early years follows the whole school policy on Behaviour Management.

See appendix 1 for other policy procedures

Legislation and Statutory and Non Statutory Guidance

This policy is based on requirements set out in the Statutory framework for the early years foundation stage

Childcare Act 2006

Early Years Foundation Stage Profile Handbook 2026

Assessment and reporting Arrangements for EYFS (ARA – current year)

Development Matters 2023

Birth to Five 2026

8. Monitoring arrangements

This policy will be reviewed Kate Brattle EYFS Leader and approved by the Headteacher every 2 years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection policy and safeguarding policy
Procedure for responding to illness	See health and safety policy, First aid policy, intimate care policy
Administering medicines policy	See supporting pupils at school with medical conditions policy
Emergency evacuation procedure	See school health and safety policy, fire safety policy and lockdown porcedures.
Procedure for checking the identity of visitors	See child protection policy and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Safe Sleep Procedures	See Safe Sleep policy
Outdoor Risk Assessment	See Outdoor Risk Assessment for Nursery and Reception
Collection and Drop off	See Risk assessment for collection and drop off and safeguarding letter to parents.
Covid – 19 related polices	See whole school covid 19 policies

The EYFS also adheres to the whole school policies in general and are currently being reviewed to add additional EYFS specific information.