



Kernow Learning
Building Excellent Schools Together

EYFS Policy

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Statutory or Best Practice policy:	Statutory
Appendices:	No
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01841 520683 or email stmerryn@kernowlearning.co.uk



Introduction

Early Years education is important for all children and a coherent educational programme appropriate to the age and stage of development of every child is essential. Children learn best when motivated and enthusiastic; therefore our curriculum is child-centered, taking as its starting point the needs and interests of all children. They enter school with considerable knowledge and experience gained over their first years of life. We in school must tap into this experience to encourage children to feel confident and secure and to extend their learning through carefully planned play activities and experiences based on close observation of their play.

'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.' -Statutory Framework for the Early Years Foundation Stage 2017

The purpose of this document

To inform all those involved in the education of the foundation stage with clear aims and details of practice.

Aims

- To present children with a thoroughly planned curriculum which fosters learning and is challenging and progressive. It should recognise what children already know and can do.
- To provide opportunities for children to make choices and become independent in their learning in a variety of stimulating and safe environments.
- To develop each child's knowledge, skills and understanding in all areas of learning.
- To foster positive attitudes to learning; trust, confidence, curiosity, responsibility and independence. To establish and maintain good relationships with parents/carers.
- To provide a consistent environment.

Practice

- Opportunities will be provided for practical activities which are interesting, enjoyable, challenging and based on first hand experiences that take into consideration the interests of the children.
- It is recognised that play is essential for children's development and children should be encouraged to explore, experiment, question, and engage in purposeful play.
- Effective practice will be based on the Early Years Foundation Stage Statutory Framework document. To provide the children with the essential knowledge and skills they need to prepare them for future success.





- The Early Years Foundation Stage (EYFS) curriculum will be broad, balanced and progressive.
- It will address all the developmental stages of the EYFS curriculum through a mix of adult-led and child initiated activities.
- It will give opportunities for learning in and out of doors and take into account the different ways children learn. Amended November 2019
- Sufficient time each day will be devoted to the direct teaching of Reading, Writing and Mathematics including frequent opportunities for children to practice and consolidate skills both indoors and outdoors.
- It will be firmly established within a framework for long term, medium term and short term planning. Planning is designed to be flexible and responsive to account for every child's unique needs and interests.
- It will foster and support the children to develop the Characteristics of Effective Learning through thoroughly planned purposeful play and by using our 'Superhero's of Effective Learning' characters.
- Making the most of our location, skills and knowledge will be further embedded through our outdoor curriculum.
- Ongoing assessment will be used to monitor progress and plan for next steps in learning.
- The end of year assessments will be expressed as emerging/expected or exceeding the early learning goals, which summaries the knowledge, skills and understanding that all children should have gained by the end of the Reception year.
- As the year progresses, it will prepare the children for more formal learning to be well prepared for Year 1. Resources Each classroom will review resources annually to ensure that they are adequate to meet the needs of the children, that they are in a safe and clean condition for use, and that they are appropriate to all areas of learning. Home/School Partnership
- Parents/carers are partners who should be made to feel welcome, valued, and encouraged to contribute to work with staff.
- Prior to admission, all parents/carers will have our 'Starting School' booklet and they will visit with their child during our 'Learning Together' sessions to familiarise themselves with the classroom and to meet with class teacher and learning assistant.
- Parents/carers will attend an interview with the class teacher the day before their child starts school as part of a staggered entry programme. This is an opportunity for them to discuss their child with the teacher and for the teacher to inform the parent/carer about school routines, assessment processes etc.
- Parent/teacher consultations will also take place in the Spring Term to inform, discuss progress and to set targets.
- Ongoing assessments and observations will be sent to parents/carers using an online learning journey programme (Tapestry). Parents/carers will also be encouraged to send their own observations of their child using this online programme.
- In the Summer Term the EYFS Profile will be completed for every child to provide parents/carers, practitioners and teachers with a well-rounded picture of each child's knowledge, understanding and abilities. This will be reported to parents and will include a short commentary on each child's skills in relation to the three key characteristics of effective learning. Parents will have an opportunity to discuss these with the class teacher.

SEN





Children's special educational needs will be supported by a well-planned curriculum with support given by teaching assistants and differentiated activities. The SENDCo will also provide additional support.

Equal Opportunities

All children have equal opportunities to engage in a broad, balanced and progressive EYFS curriculum regardless of race, culture, gender, ability or religion.

Assessment and Monitoring

Focussed ongoing assessment is based on regular and close observations of and discussions with children to inform future planning. Each child's progress is tracked and recorded against the EYFS areas of development and is reported to parents/carers at regular intervals. Our planning, teaching and learning environment support children to archive their individual next steps and build on previous knowledge and skills.

Record Keeping/Confidentiality

All records, including the Foundation Stage Profile, are shared openly with parents. However, where confidentiality is necessary, it is respected.

In addition to the above, all School Policies apply to the Foundation Stage and particular reference should be made to:

- Equal Opportunities Policy
- Behaviour Policy
- Child Protection Policy
- Partnership with Parents Policy

