Kedington Primary Academy
Early Years Foundation Stage Policy

Date Approved	
Signed	(Chair of Governors)
Minuted	(Date)
Date of Next Review	Autumn 2021

Aims
Research has shown that children's outcomes in later life are strongly influenced by the experiences they have had in the early years. At Kedington Primary Academy we view every child as a unique and competent learner who has the potential to be resilient, capable, confident and self-assured (DfES 2008).

We reinforce this by offering an early years' education that:

- Builds on what children already know and can do;
- Values an early intervention approach to ensure that the gap between the most and the least advantaged children is reduced;
- Offers differentiated, responsive and personalised learning through content that matches the interests and needs of young children and activities that involve learning both indoors and outdoors.

The role of parents and carers
We strongly believe that all parents and carers have a vital role to play in the education of their child. We recognise the role that parents have played in their child's education and well-being to date and the role that parents will play in the future and we strive to develop effective partnerships.

The Early Years Foundation Stage curriculum
The Early Years Foundation Stage extends from birth to the end of the Reception year. Entry into our academy will be in the September following the child's fourth birthday, subject to our admissions policy. Children will attend full time from their first day in September.
The EYFS Development Matters guidance comprises three areas that are interrelated. These are:

1. **Characteristics of Effective Learning** which are based upon dispositions towards learning. These dovetail very well into our whole academy Building Learning Power ethos in which children are taught the skills, awareness and options available to support themselves and others to make effective learning choices.
2. **Three Prime Areas** which are based upon Personal, Social and Emotional Development, Communication and Language and Physical development. These are essential foundations upon which subsequent knowledge and skills are built.
3. **Four Specific Areas** which incorporate skills for successful participation in society (EYFS 2012).

The Revised EYFS (2012) Development Matters guidance can be viewed in depth at www.education.gov.uk/publications.

Teaching and Learning Styles

The EYFS highlights characteristics of effective teaching and learning as integral to children making progress:

- Playing and exploring, being engaged;
- Active learning, being motivated;
- Creating and thinking critically, being thinkers;
- We provide children with opportunities to play and explore by ensuring that they have the physical and emotional space to learn, by themselves, in small groups and as part of larger group.
- Our role is to support and extend our children.

We do this is by:

- Planning a balance of adult-led and child-initiated playful, but purposeful, activities;
- Enabling children to make independent choices from what is available and move resources from one place to another to support them in making links;
- Ensuring adults are genuinely interested in what children do and say;
- Ensuring adults ask open-ended questions that involve more than a "yes" or "no" response. This helps us and your child to clarify their understanding and thought process;
- Ensuring adults join in with children's play, if they want us to!
- Ensuring adults who model new approaches to scaffold learning;
- Providing flexible resources that encourage children to be eager explorers, communicators and negotiators.

The Early Years Foundation Stage and play

Play is children's work. Through it they explore and develop the learning experiences that help them make sense of the world. They practice and build up their ideas, learn how to control themselves, negotiate with others and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations. Realistic and challenging expectations are planned to meet the needs of our children, to support them to achieve a Good Level of Development by the end of the Reception year. We target children to progress by recognising that all children, boys and girls, children with special educational needs, children who are more able, children with disabilities and children from diverse social and cultural and linguistic backgrounds learn in different ways.

We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a variety of teaching strategies that are based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- Employing resources that reflect diversity and that avoid 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 maintaining an open dialogue with parents/carers.

Assessment

Planning is responsive to children's developing interests and curriculum needs and is informed through a balance of observations of a child.

We do this by:

- Writing spontaneous and significant moments on post-it notes, evaluating and planning next steps from these;
- Taking photographs and recording what your child is saying in activities that they initiate themselves or that has been planned for them. We like to share these with parents and carers so the process of what and how the child has been learning is transparent;
- Keeping an open dialogue with parents and carers so we can build a more accurate and bigger picture of the child's application of the knowledge and skills they are learning and developing.

The EYFS Profile is used to summarise pupils' progress towards a Good Level of Development at the end of the Reception year.
It covers the seven areas of learning contained in the curriculum guidance for the EYFS. Regular observations, evaluations and assessments of children's learning are made and next steps planned for in the 'Learning Journey' document.
Each half-term the Reception staff assess the achievements and next steps of each child, using the EYFS Development Matters statements.
These assessments allow us to identify patterns of attainment, in order to adjust the teaching programme for individual children and groups of children. We invite parents to contribute to the EYFS Profile through the knowledge they have of their child that they share with us.
At the end of the final term in Reception a summary of these assessments is sent to the Local Authority for analysis. The child's next teacher uses this information to make plans for the child's continuing learning journey in Year 1.

Parents receive a report at the end of their child's time in Reception. This report offers brief comments on their 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.

Transition into Reception
We are very interested in the experiences that children have already had at home with parents and carers and in other educational settings. Transition into our school is viewed as a process starting with developing partnerships and collating information from all the people who know the child well.
We invite parents and carers to visit us with their child, then, with their permission, we aim to visit children in the setting in which they have spent time, prior to continuing their learning journey at Kedington Primary Academy. We suggest further visits for the child with feeder settings and/or parents. We offer home visits and negotiate individual settling-in plans with parents, so that the academy is as ready as it can be for the child and the child is as ready as they can be for our academy. We encourage parents and carers to communicate with the child's teacher if there are any changes to the usual routines in a child's life and to celebrate achievements at home and school. Communication can be face to face at the beginning or end of the day, via a home/ school communication book or by telephone.
We provide various activities that involve parents i.e. regular communication via newsletters, home school communication logs, posters that detail what we have been learning and inviting parents to termly consultations when their child is a 'Focus Child.'
Investing time at this stage to develop relationships with key people and becoming familiar with the environment and routines assists this progress immensely and reinforces the child as a 'resilient, capable, confident and self-assured' person.

Transition into Year 1
We want children to feel confident and secure and this is why we build in opportunities for the children and the teacher to get to know each other long before they move into Year 1. Time is allocated for the Year 1 Teacher to visit Reception from the Spring Term to begin to develop relationships and to get to know the children as they learn in their Early Years Foundation Stage environment.
The children will have the opportunity to visit their new class and become familiar with their new teacher. Parents and carers will also be invited to an induction meeting in the second half of the summer term, providing an opportunity to have any questions answered regarding the transition.
Reception and Year 1 staff meet to discuss developmentally appropriate learning experiences for the children based upon the end of term Early Years Foundation Stage Profile achievements. This will support effective planning once children transfer.