

Kirby Muxloe Primary School



EYFS Policy

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Aim Statement

Learners at Kirby Muxloe Primary School deserve the very best educational start in life and this must be at the heart of all that the school does. Throughout their time at KMPS, children should grow personally, culturally and academically. By the time they leave they should have a range of embedded knowledge and skills and have encountered a broad set of experiences that will prepare them fully for the next stage of their education and their life beyond.

Legislation.

This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS

At Kirby Muxloe Primary School we do not have an F1 and have two full time classes in F2. Children can be admitted into F2 classes the September following their 4th birthday. Each Reception class has a class teacher (could be a job share) and a learning support assistant.

Class	Adults	Timings	Statutory Ratio
F2 - 2	2 Class Teachers 2 Learning Support Assistants	TBC	1:30 with a qualified teacher + 1 other member of staff

Curriculum

Our early years setting will follow the new EYFS curriculum as outlined in the 2021 statutory framework for the EYFS. The EYFS is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The EYFS extends from birth to the end of Reception and the beginning of Key Stage 1. SMSC will be integrated naturally within all areas throughout the Foundation Stage.

The curriculum consists of seven areas of learning - three "Prime and four "Specific". The seven areas consist of a total of 17 Early Learning Goals:

The Prime areas are:

Communication and Language

Personal Social and Emotional Development

Physical Development

The Specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

At KMPS children are provided with a range of rich, meaningful first hand experiences, in which they can explore, think creatively and are active. We provide a well-balanced curriculum using the school's Learning Journey approach and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through a mix of adult led and child initiated learning. Homework is sent to parents via the online learning tool Seesaw to allow parents to support their child's development at home.

At KMPS, Phonics is taught discreetly using an adaptation of Ruth Miskin's 'Read Write Inc'. Mathematics is also taught discreetly using the school approach of 'Review and Do' and 'Something New' and incorporates the White Rose Maths Hub resources.

Assessment

Assessments are made in line with the EYFS statutory guidance. The Reception Baseline Assessment (RBA) is a new national assessment that will be administered in all primary, infant and first schools in England to children in reception classes.

The daily practise of assessment includes observations of the children's development and progress and is recorded and monitored using Tapestry, an online recording tool, which parents have access to and are able to contribute to.

Discussions are regularly held with all staff working within the EYFS in regards to children's development and next steps.

At the end of the year, the children are assessed against the 17 areas of learning and reports are sent to parents and carers to inform them of their child's development, forming the EYFS profile, a statutory assessment which states whether a child has met the Early Learning Goal in each of the 17 areas of learning and development.

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We build this partnership early on. Parents are welcomed and encouraged to visit the school and meet the current Reception teachers. We send regular letters prior to children starting school, send a welcome pack and hold a parent meeting. We also carry out home visits the week prior to the child starting school to foster that early relationship.

We send regular communications to parents and parents are invited to contribute to children's learning journeys through the use of a Tapestry and Seesaw. Early on in the school year, parents are invited to their first parents evening, with a second being held in the spring term. Parents can also contact staff via the office and we operate an open door policy, where concerns are shared.

Transitions

We recognise that starting school and moving classes has the potential to be a stressful time for both parents and children. We have a strong set of procedures for both starting school and moving into Year 1.

Before the children start school in September, the EYFS lead will speak to each child's pre-school setting and arrange a visit to see the child in that setting. Children from local nurseries will come with adults from their setting for visits to school and extra visits are arranged for any child that it is felt may benefit from one. All children are then invited for a transition day, where they will spend time in the setting with their class teacher and peers and as previously mentioned, a home visit will be arranged for the autumn term, prior to the child starting school. Finally, we do a phased start to school to allow children time and space to adapt to their new environment.

Before starting Year 1, children will get time to spend with their new class teacher and in their new classroom. Upon starting Year 1, children will initially follow a play-based curriculum to allow a smooth transition between the EYFS curriculum and National Curriculum.

Safeguarding and Welfare

Our EYFS safeguarding and welfare procedures are outlined in our safeguarding policy.

Appendix A

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 it can be Found
Safeguarding policy and procedures	See Child Protection & Safeguarding Policy
Procedure for responding to illness	See Healthy and Safety Policy
Intimate Care	See Intimate Care Policy
Administering medicines policy	See Supporting Children With Medical Needs Policy
Emergency evacuation procedure	See Healthy and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection & Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy