

Early Years Foundation Stage Handbook



‘The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.’

- Loris Malaguzzi

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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

Department for Education 2021

Aims

Our aim at Kingsley Primary School is to give every child the best possible start in education. We strive to do this by ensuring;

- Staff build positive relationships with children and ensure the safety and welfare of all pupils
- Inclusive environments which meet the needs of all learners, including those with special educational needs and disabilities
- A well-structured curriculum which builds on the children's prior knowledge and understanding.
- A progressive curriculum which is built around stories, rhymes, poems and experiences
- A variety of learning opportunities which broadens the experiences of children
- A stimulating learning environment which provides opportunity for challenge and learning through play
- A mixture of traditional and diverse texts which enhance British values and promote cultural capital
- Our children are ready to begin their journey in Year 1 by promoting curiosity, vocabulary and an enthusiasm to learn new things.



Context

EYFS at Kingsley is made up of 4 settings;

- ❖ Little Gems – 2 year old provision which offers morning places for up to 8 children.
- ❖ Nursery – 3-4 year old provision which offers 15-hour, 30-hour and flexible spaces for up to 41 children per session.
- ❖ Reception – a 62 place provision made up of 2 classes for children aged 4-5.
- ❖ SEND base provision – 2 specialised areas which support children with a range of additional needs, including autism, global development delay, physical disabilities and additional, specific learning needs.

The EYFS is led by an experienced teacher and assistant head who oversees the running of each phase.

In Little Gems and Nursery, children will be assigned an experienced 'key worker' with a passion for helping the youngest children on the first step of their educational journey.

Nursery is also led by an EYFS teacher, as well as both Reception classes and base settings.

Little Gems, Nursery and Reception all have their own large classroom spaces and outdoor areas which will be accessed daily by children throughout their session. The SEND bases will have a smaller, specialised environment which is made up of 2 learning areas and share their outdoor provision between the Nursery and Reception gardens. As a fully inclusive school, children will move between the settings at various times to ensure both social and educational needs are met.



Curriculum

Our curriculum is developed from the Early Years Foundation Stage framework set out by the DfE in 2021. This curriculum is made up of 7 areas of learning which are essential in preparing children for formal education in key stage 1.

The first three areas are referred to as 'Prime areas'. These are;

- Communication and Language— Listening, Attention and Understanding and Speaking;
- Personal, Social and Emotional Development – Self-Regulation, Managing Self and Building Relationships;
- Physical Development—Gross Motor Skills and Fine Motor Skills

The other four areas of learning are referred to as 'Specific areas'. These are;

- Literacy—Comprehension, Word Reading and Writing;
- Mathematics –Number and Numerical Patterns;
- Understanding the World—Past and Present, People, Culture and Communities and the Natural World
- Expressive Arts and Design—Creating with Materials and Being Imaginative and Expressive.

Throughout their time in Little Gems and Nursery, children will focus more heavily on the prime areas of development. Reception will build upon these through the specific areas, effectively preparing children to become independent, enthusiastic learners with the skills required for the National Curriculum in Year 1.

Across all EYFS settings, children will be taught in a range of ways which may compromise small group work, adult-led activities, child initiated learning and whole group teaching. This will be progressive as children move through the rooms, however we believe it is important to find a balance between these approaches to ensure we are responding to the needs of the children as well as delivering a high quality curriculum.

Our long-term planning is carefully designed to give children the opportunity to explore a range of exciting, engaging topics. We have worked together to ensure a progression between each phase which builds on home experiences and prepares children for discrete subjects in Year 1 and beyond. Each day, children will be exposed to a range of stories and rhymes which have been chosen specifically to enhance their vocabulary and understanding of the world we live in. Across the year, children will listen to a range of genres such traditional tales, storybooks, non-fiction and poetry as well as a wider range of diverse books which promote an understanding of modern Britain and the society in which we live. These texts form the basis of our 'topics' for each term and have been chosen to reflect the maturity levels and understanding of children in each phase of EYFS.

Our long term overview

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Little Gems</u> Welcome to Little Gems All About Me My family Autumn What colour is it? Christmas time	<u>Little Gems</u> Brr it's cold! Chinese New Year Valentine's Day Dinosaurs Little Explorers at the Zoo Springtime Baby animals in Springtime Easter	<u>Little Gems</u> Little explorers in the garden Planting and growing Minibeasts Once upon a time – Goldilocks and the Three Bears Transition to Nursery
<u>Nursery – A Place Called Home</u> All about me How old and I and how have I grown? My Family Where do I live? Harvest Diwali Halloween Bonfire Night Christmas	<u>Nursery – Explorers</u> Local History week My local area Chinese New Year The beach Going camping Springtime Easter	<u>Nursery – Traditional Tales and Farmyard Stories</u> Goldilocks and the Three Bears Jack and the Beanstalk The Gingerbread man The Ugly Duckling The Three Little Pigs What the Ladybird Heard Rosie's Walk On the Farm Noisy Farm Farmer Duck Transition into Reception
<u>Reception – A Place Called Home</u> Starting school Our family Growth and Change Harvest Diwali Halloween Bonfire Night Houses and Homes Christmas	<u>Reception – Explorers</u> Local History Week Chinese New Year Sea explorers – Pirates Jungle explorers Space explorers Time explorers (old toys) Springtime Easter	<u>Reception – Minibeasts and Traditional Tales</u> Minibeasts Microhabitats Life cycles Summertime The Three Billy Goats Gruff Little Red Riding Hood Transition into Year 1
<u>Year One –</u> Our local area	<u>Year One –</u> African explorers	<u>Year One –</u> Toys from the past

Our progression documents for Little Gems, Nursery and Reception can be found on our webpage and give an overview for how we cover each of the 7 areas of development across the year as well as our knowledge organisers for each topic.



Outdoor Learning

At Kingsley, we recognise that many children prefer to be outdoors and we aim to maximise this as an opportunity to enhance their learning.

The separate EYFS outdoor areas are resourced to provide age-appropriate learning experiences to stretch and challenge pupils in line with the curriculum. During child-initiated learning pupils have free-flow access to their outdoor area and can choose to learn outside throughout the year. Learning experiences and resources enable pupils to explore the natural environment, seasons and their own interests as well as appreciate the health benefits of being outside.

Staff are encouraged to play alongside children and develop their skills, both physically and socially through a range of resources such as balancing and climbing frames, mark making tools, large number resources, construction and sporting equipment. The large grassed areas provide opportunities for team games, imaginary play and quiet spaces to talk to their peers. We recognise the importance these experiences are as a starting point to support other subjects such as P.E, Geography and History as they progress through the school.



School Policy and Safeguarding

Safeguarding is of paramount importance across the whole school at Kingsley and ensuring the health, safety and wellbeing of all of our pupils is our main priority.

EYFS follows the same safeguarding procedures as the rest of the school, which can be found in our school prospectus and on the school website. These policies include;

- Safeguarding and Child protection (2022)
- Safeguarding policy annex linked to COVID-19
- Safeguarding policy (School closure)
- Whistleblowing policy and procedure (2019)
- Health and safety policy (2022)
- Relationships, Sex and Health Education policy (RSHE)
- Looked after children policy (2021)
- Online safety policy (2021)
- Anti-bullying policy (2022)
- Safer recruitment in schools (2023)
- Special Educational Needs policy (2022)

These policies can be found on our website as well as from the main office in various formats including paper copies, braille, large print, audio visual etc if required.

Inclusion

At Kingsley Primary School, we believe that children should achieve regardless of their background, race or disability and therefore we aim to remove barriers to learning and provide a positive educational experience for all SEND pupils and their families.

We are committed to the equal inclusion of all pupils in all areas of school life. We recognise that every pupil is an individual and therefore the needs of all of our pupils are taken into account. We understand that all pupils at Kingsley Primary School are entitled to a quality provision which enables them to achieve their full potential. All pupils are provided with intervention and support to meet their learning, physical, social and emotional needs.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. All teaching and support staff will be involved in the day-to-day implementation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. Children in EYFS who are allocated an additionally resourced place at Kingsley Primary school are generally included in main stream classes as appropriate to the needs of the individual. Access to the SEND Base teaching environments may be considered using the school criteria. Opportunities for transition between mainstream classes and the SEND bases is considered, if it is appropriate for the individual needs of the child.

Phonics and Early Reading

At Kingsley, we recognise that a child's phonological awareness begins at birth and during their time in EYFS we commit to making every child a reader.

In Little Gems and Nursery, we follow a comprehensive phase one programme comprised of 14 aspects of phonological awareness. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

In Reception, we teach phonics using the Little Wandle Letters and Sounds Revised programme. We build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. They are taught to read and spell words using Phase 2 and 3 GPCs with fluency and accuracy. Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Children in Reception will take part in 3 guided reading sessions per week to ensure they are given opportunities to practise their phonic knowledge. They then take a matched decodable book home each week to read to an adult. On a weekend, they take home a choice book to share with a grown up and promote reading for pleasure.



Teaching Early Mathematics

The teaching and learning of mathematics is a high priority as we recognise it as an essential skill for life. We whole-heartedly believe that all of our children can succeed in mathematics. Our aim is to send our children to the next stage of their lives as confident, resilient problem solvers with an enthusiasm for discovery.

Kingsley's vision for Maths

- We want all children to be able to:
- believe that they can succeed at mathematics and welcome the challenge to do so
- develop a fascination and love of numbers and spatial awareness
- become fluent and confident mathematicians
- explain their mathematical thinking clearly
- solve problems by reasoning
- apply their mathematical skills in a wide range of situations

In order to achieve this aim, we have an exciting teaching maths for mastery curriculum which we are continuously developing. Teaching maths for mastery is a transformational approach to maths teaching which stems from high performing Asian nations such as Singapore. When taught to master maths, children develop their mathematical fluency without resorting to rote learning (the memorisation of information based on repetition) and are able to solve non-routine (unfamiliar) maths problems without having to memorise procedures. We deliver this curriculum using the Maths – No Problem! approach, a highly-effective (award-winning) programme of teaching methods and resources based on recommendations from world-renowned experts.

During their time in EYFS, children will be encouraged to take a practical approach to mathematical problems and apply them to meaningful situations. They will be taught the composition of number and the basics of the number system. They will encounter mathematical problems and patterns during their play and be encouraged to use their knowledge to enhance their understanding.



Parent partnerships

At Kingsley, we recognise the importance of good relationships between home and school. We strive to ensure parents are involved in their child's education and are informed of the learning taking place in school.

Through the use of our online journal platform, 'Tapestry', parents are able to see the activities taking place in the setting and are encouraged to share achievements and events from home.

We also invite parents in to school to take part in themed 'stay and play' sessions at various points in the year which allows them to experience the various activities available in school and join in with crafts, games and reading sessions.

Parents are also invited to performances, sports events and 'helping your child at home' meetings which promote an understanding of how their child is taught in school and how they can extend this and practise at home.

Parents evenings take place regularly throughout the year, however all staff ensure that they can be contacted at any time via phone or face to face at the end of the school day if required.

Reports are sent home at the beginning of Nursery (settling in reports), the end of each academic year, mid-term in Reception as well as at the end of the foundation stage to inform parents of pupils' progress and next steps.

Children on the SEND register will have additional opportunities for parent consultations at the beginning of each term to share new IEP targets and discuss progress and individual need in more detail.



Assessment and Moderation

In line with the guidelines of the EYFS framework, three statutory assessments are carried out;

- The 2 year progress check
- The Reception Baseline
- The EYFS profile

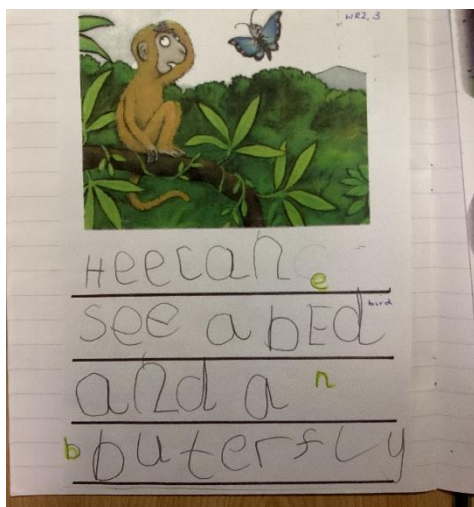
As well as this, every child will complete an additional baseline on entry to Nursery.

In EYFS staff are trained to look for developmental checkpoints that children may demonstrate in their play and adult-led activities. Staff will then guide children on to next steps and use tapestry to evidence key moments in learning. The children will then be assessed as 'on track' or 'off track'; both mid-way and at the end of the academic year using professional judgements from the teacher as well as their tapestry journal.

At Kingsley, we use 'on track' to describe a child who is confidently working within the year groups objectives and 'off track' to describe children who are working towards those objectives.

Parents will receive information on their child's academic attainment regularly throughout their time in Early Years.

Formal, local authority moderation does not take place in EYFS, however we complete moderation each term within our team and across schools during networking meetings and curriculum support opportunities.



Admissions and transfers

Kingsley Primary school follows the admissions procedures of Hartlepool Borough Council.

The Local Authority operates an equal preference central admissions system. The team is based at the Centre of Excellence for Teaching and Learning (CETL) who are able to help with any questions you have may.

More information on school admissions can be found on

https://www.hartlepool.gov.uk/info/20074/schools/314/school_admissions_and_transfers/1

