

King's Court First School



Early Years Policy

Our School Vision

'To provide a safe, caring and stimulating environment where each child will recognise and achieve their full potential, so that they can make their best contribution to society'.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Our practice reflects and adheres to King's Court First School policies and current best practice in the Early Years. We would particularly like to highlight the following policies, Safeguarding, Equality statement and the SEND policy, which are available to read on our school website.

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

King's Court First School offers provision for children in their Reception year, aged 4 and 5 years old. We offer a soft start from 8.40- 8.50 and equally a staggered finish between 3.00-3.10.

Curriculum

We follow the curriculum as outlined in the 2021 EYFS statutory framework.

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

Structure of the EYFS

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. We use the Curriculum Companion for Early Years to guide our planning, conversations and provision. We also use White Rose and RWI to plan our Maths and Literacy respectively.

Staff consider the children's individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff work closely with the school SENDco to consider whether specialist support is required and linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. As well as specific table top activities that are planned for children to enjoy based on their interests and gaps in their knowledge and understanding. The children also have access to a well thought out and planned environment, both inside and outside, to enable them to lead their own learning.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children have 3 carpet time sessions daily and a story time session at the end of the day. These include a phonics and maths session and then a balance of carpet time sessions to implement the other 5 areas of the curriculum. Children receive 2 physical development sessions weekly. 1 session being taught by a sports coach and the other planned and delivered using REAL PE.

Assessment

At King's Court First School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are

used to shape future planning. Staff also take into account observations shared by parents and/or carers through Class Dojo. These observations are stuck in to the child's learning journey which is a collection of adult-led and child selected pieces of work.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child and with their next teacher.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We begin communicating with parents and/or carers as soon as they have been allocated a place at our school. We believe this is essential in building a strong parent partnership from the very beginning. We offer parents and their child/children 'Stay and Play visits' and a parent meeting in the July before their child starts. We also offer home visits in September. We have an open-door policy and we encourage parents to message us through Class Dojo.

We offer two parent teacher consultations throughout the year and two reports to ensure parents and/or carers are kept up to date with their child's progress and development. We will also meet with parents at other times during the year, if requested or needed.

Each child is assigned a key person, which is the child's class teacher 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.

Safeguarding and welfare procedures

In Reception, at King's Court First School we follow the safeguarding and welfare procedures which are outlined in our safeguarding policy, which is available to view on the school website.

Monitoring arrangements

This policy will be reviewed and approved by the governing board every 2 years.