

A decorative graphic consisting of three blue circles of varying sizes and three thin blue lines. One line connects the top-left corner to the top edge of the largest circle. Another line connects the top edge of the largest circle to the top edge of the medium circle. A third line connects the top edge of the medium circle to the top edge of the smallest circle. A fourth line connects the top-right corner to the top edge of the largest circle.

Early Years Foundation Stage Policy

Rudyard Kipling Primary School and Nursery

Being revised...

September 2024

Rudyard Kipling Primary School and Nursery

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Rationale

Every child deserves the best possible start in life and support to fulfil their potential (Statutory Framework for the EYFS). How children start their lives and their education in early settings has a huge role to play in their futures and can impact on their chances and opportunities. Children need a safe and secure environment in which they are happy and are free to develop to their full abilities.

Definition

The Early Years Foundation Stage covers the requirements for learning, development and care for children from birth to five.

Aims and Objectives

We aim to provide children with:

- High standards for individual learning, development and care, planned around the needs and interests of children informed by observational assessment, which ensures that every child progresses.
- Equality of opportunity to meet each individual's needs so that they are included and not disadvantaged in any way.
- A valued partnership working with all adults and settings involved with a child; parents, professionals and other outside agencies.
- Improving quality and consistency.
- A secure foundation for future learning.

So that children can: stay safe; be healthy; enjoy challenges; make a positive contribution and achieve economic well-being.

At Rudyard Kipling Primary School and Nursery you will see:

- Kind and polite pupils interacting effectively with their environment being supported by their peers and adults.
- Independent, confident and ambitious learners.
- Pupils selecting, discussing, contributing to and evaluating what they are learning about.
- Confident, knowledgeable and experienced staff with high expectations.
- Happy, stimulating and welcoming classrooms where teachers are meeting pupils' individual needs with a range of strategies.

The Framework for the Early Years Foundation Stage

The EYFS follows an approach where good practice is built upon four principles. These principles describe how children's development, learning and care should be supported. They are each, in turn, broken down into 4 commitments showing how they can be put into practice.

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Principles	A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Commitments	Child Development	Respecting Each Other	Observation, Assessment and Planning	Play and Exploration
	Inclusive Practice	Parents as Partners	Support for Every Child	Active Learning
	Keeping Safe	Supporting Learning	The Learning Environment	Creativity and Critical Thinking
	Health and Well-being	The Role of the Key Person	The Wider Context (transitions, continuity, multi-agency working)	Areas of Learning and Development

A Unique Child

Child Development

At Rudyard Kipling we recognise that every child is a competent learner and that children develop in individual ways, at varying rates. We recognise the value of every area of development and progress. Children’s attitudes and dispositions to learning are influenced by feedback from others and we use praise and encouragement focussing on the process and characteristics of learning to encourage children to develop a positive attitude to learning and high self-esteem. As well as shared celebration; reward stickers; certificates; Evidence me to share learning with parents and carers; Head Teacher’s awards; ‘Wow’ certificates from home.

Inclusive Practice

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with additional educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children by:

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- Planning opportunities that build upon and extend children’s knowledge, experience and interests.
- Planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge.
- Using a wide range of teaching strategies based on children’s learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Robust and regular monitoring of children’s progress and taking action to provide support as necessary; seeking advice from specialist agencies where appropriate.
- Working closely with the pupil, parents/carers, and other settings and outside agencies to learn about child’s individual needs.

Keeping Safe

It is important to us that all children in our setting are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.

(See our Child protection policy)

Health and Well-being

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” (Statutory framework for the EYFS, September 2014).

At Rudyard Kipling we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage September 2014. We understand that we are required to:

- Promote the welfare of children.
- Promote good health; preventing the spread of infection and taking appropriate action when children are ill **(see Health and Safety Policy)**.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs **(see Behaviour Policy)**.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

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Positive Relationships

Respecting Each Other

At Rudyard Kipling we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and foster this respect for each other amongst the children. We teach children to show respect by being kind and gentle, looking after things inside and out, being honest, listening to others and doing the right thing. These are the whole school Golden Rules which are learned from nursery (simplified terminology) and applied to all areas of learning.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in educating the children.

This is promoted through:

- Open door policy – we encourage parents to visit our Early Years and wider school prior to making a setting application.
Talking to parents about their child before he/she starts in the setting; Reception and nursery offer home visits for parents and children in the term that they start.
Visits for the children to see the setting and meet their teachers before starting;
Visits to the main feeder nurseries (for Reception children) to see the children in their settings and meet their keyworkers
Offering parents regular opportunities to talk about their child’s progress and next steps and see their activities including parent consultation evenings.
Providing parents with regular curriculum meetings.
Using regular newsletters, photos, displays and the website to inform parents about current events, activities and ways to support their children.
Encouraging parents to talk to their child’s teachers and the EYFS Leader about any concerns they may have.
Encourage parents to contribute to their child’s ongoing assessment via home school books, wow certificates, parent consultation evening feedback.
Arranging a range of activities throughout the year that encourage collaboration between child, setting and parents. For example: the Christmas Play, Class and Celebration Assemblies (including Talk for Writing shares); Family Learning; Rhyme and Shine; Number Count; Get Reading with Rudyard.
Reception Home school contact books (which take the form of reading records in the school).
Home learning - from the start parents are encouraged to spend time reading and talking with their child to develop early language skills. Once a pupil starts full-time school in Reception they are given a reading record and take books home to read with their parents as part of their daily homework.
Key words are also sent home for the children to practise reading, then writing.

Supporting Learning and Key Individuals

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Staff within Foundation Stage work closely as a team: supporting each other; sharing good practice and creating a positive atmosphere. The Foundation Stage is overseen by the Foundation Stage Leader who is responsible for improving the standards of learning and teaching in the Foundation Stage through monitoring and evaluating:

- Pupil progress and achievement and attends all Pupil Progress Meetings for EYFS.
- Provision.
- Effectiveness of observations and planning and feedback (see whole school policy).
- The quality of the learning environment & display.
- The use and deployment of resources.
- CPD through Teacher Appraisals; TA appraisals; staff supervision (2 year old room).

The Foundation Stage Leader is responsible for supporting EYFS development by identifying specific needs for professional development or INSET and by keeping up with current subject changes and initiatives; for completing an action plan for their subject; auditing and ordering of resources; feeding back any developments / initiatives to the whole school staff and Governors. They are also responsible for ensuring the development of the partnership with parents through initial new parents meetings, children’s visits and parent workshops. This role is supported by the Head teacher; SLT; Senco; Ecar and Number Count Teams.

In the Nursery there are always 2 members of staff covering each session. There will be a Nursery Teacher leading each session, with the support of a Nursery Nurse of NVQ level 3.

In the Reception Classes the children are taught by a full-time teacher and supported by a full-time TA.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In the 2 year old Nursery, each child has a key worker.

Reception and Nursery work closely together to support the EYFS and discuss individual needs, especially prior to transition. The Foundation Stage leader or Reception class teachers and the school Senco also make visits to other feeder pre-schools prior to transition to facilitate this.

Enabling Environments

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At Rudyard Kipling Primary and Nursery school we recognise that the environment plays a key role in supporting and extending the children’s development and learning. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning. The settings are stimulating, interactive and accessible to all.

Observation, Assessment and Planning and Supporting Every Child

The Planning within the EYFS follows the seven areas of learning from the Early Years Foundation Stage Curriculum, which is based around the individual children’s needs and interests. All areas are important and inter-connected. These are divided into the 3 Prime areas and the 4 Specific Areas. Regular assessments of children’s learning are made and this information is used to ensure that future planning reflects identified needs.

The foundation stage team meet once per week for a short meeting to discuss children’s learning, the environment and health and safety issues. Teaching staff in the Foundation Stage receive ‘Planning, Preparation and Assessment’ (PPA) time to liaise, discuss and update planning and individual records. PPA in school is covered by the same familiar members of staff. In PPA time the foundation teachers meet on a weekly basis to work together to plan child and adult led learning. Planning takes place on a continuous cycle of observations of the children’s interests, which informs focused planned activities and individual planned activities. In addition to this, each term has a focus topic, including 'Talk for Writing' coverage, which also informs planning.

Assessment in the EYFS is based primarily on the practitioner’s knowledge of the child gained predominately from ongoing formative assessment and interaction in a range of daily activities and events by all practitioners in the setting. There are specific assessments in Reception to check children’s progress at key times, for example half termly writing assessments. Assessments take account of contributions from a range of perspectives including, the pupil, their parents and other relevant adults.

These are recorded in a variety of ways including:

- A learning journey using ‘Evidence Me’ an ICT programme to capture milestones in a child’s development. Observations include photos and quotes from children which enable the adult to track and record children’s development against their age and stage and Early Learning Goals (see Development Matters in the EYFS) and the characteristics of their learning as well as plan for individual next steps and shared with parents.
- Busy Bee books that allows children to put in work that they feel particularly proud of their achievements in; pupil voice, certificates. It also shows children, practitioners and parents how children have progressed in their physical development and expressive arts and design.
- WOW certificates that capture your child’s learning and achievements outside of school and parent voice at consultation evenings.
- Reading journals and writing books in Reception that show how children are developing in their communication and language and literacy.

Pupil progress meetings take place half -termly (Reception) and termly (Nursery) with SLT, Senco, and members of Ecar and ECC to discuss children’s progress and support plan if needed.

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Statutory assessments include Progress check at age two (between two and three) and at the end of the Foundation Stage, the Early Years Foundation Stage profile, are completed for each child (for further details see: Statutory framework for early years foundation stage) and shared and discussed with next teacher and parents/carers.

The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently.

The two Reception classes and the Nursery classrooms all share an outdoor learning environment. The indoor and outdoor learning environments are accessible to all foundation stage children in the free-flow parts of the session. All staff members are involved in planning and setting up the learning environment.

This free-flow environment has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

The settings are very well resourced. Resources are continually monitored and audits carried out. Equipment is appropriate and safe for the children to use. It is kept clean and easily accessible for children and adults as appropriate.

Display is used to enhance learning and teaching in the Foundation Stage. To support learning each classroom is language rich and contains displays of phonics, numerals & key words appropriate to the needs of the pupils. Displays are also used in classrooms to encourage independence and learning. Each classroom has a range of areas that encourage pupils to interact and deepen their learning. Displays are used to exhibit work and celebrate achievements.

The Wider Context

Rudyard Kipling Primary School and Nursery work closely together and with other feeder settings to ensure smooth transitions and happy, secure children. We also work closely with a range of outside agencies and professionals as necessary to support the learning, development, welfare and well-being of each child.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

Play and Exploration

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“Children’s play reflects their wide ranging and varied interests and pre-occupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. We encourage children to communicate with others as they explore and solve problems. They can through play, express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

We believe active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. At Rudyard Kipling it is important to us that children develop their confidence and learn to make decisions to provide our children with a sense of satisfactions as they take ownership of their learning and develop independence.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

At Rudyard Kipling we give children the opportunity to be creative through all areas of learning, not just through the arts. Adults support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning and are taught to return resources when play is finished.

Areas of Learning and Development.

The revised EYFS is made up of 3 Prime Areas of Learning. These areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. Children should mostly develop the three prime areas first.

These are

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These prime areas are those most essential for a child’s healthy development and future learning.

And 4 Specific Areas of Learning. As children grow, the 3 prime areas will help them to develop skills in the 4 specific areas through which the three prime areas are strengthened and applied.

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- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Each area is important and cannot be taught in isolation. All areas must be delivered through planned and purposeful play with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities with a particular focus on the prime areas of learning, particularly in Nursery and the autumn term of Reception.

Effective learning within the Foundation Stage

The Following statements are fundamental to child-centred learning in the Foundation Stage.

Learning:

- In early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage. Early childhood is a special and unique time.
- Is never tidy (except after tidy time!). Play can appear messy and unpredictable. Connections between all aspects of development are interwoven. Learning happens at different rates and in different ways.
- Attitudes, behaviour patterns and self-belief as learners are established during the first years of life and are central to life-long learning.
- Is most profound when children are motivated by purposeful activities that promote engagement and persistence.
- Must be holistic. The emotional, social and intellectual, creative, physical and spiritual needs of children should be addressed.
- Develops from all experiences and builds on what the children already know and can do.
- Is extended by intervention and interaction with other children and adults. Children need opportunities to watch, listen, talk and play.
- Is most effective when the environment is planned to promote child and adult initiated challenges and problem solving opportunities.
- Is an active process for young children where play provides first-hand experiences, including struggle, manipulation, exploration, discovery and practice.
- Develops where there is a respect and equal regard for and between individual children, their families, backgrounds, cultures and beliefs.
- Is effective when an active mutually supportive partnership exists between the setting, parents, carers and the wider community.

Behaviour

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Addition to Behaviour policy- In FS we aim to develop children’s independence and responsibility for their learning and their actions. When children display unacceptable behaviour a member of staff will talk it through with the child. We talk about making the “right choice” and encourage children to reflect on their behaviour, think about what they could have done differently as well as thinking about the consequences and what they will do next. In Reception, children may need time to reflect on their behaviour, this may be given as “time-out” with a timer or asked to sit out to think about their behaviour. We will encourage children to make the “right choice” and often this starts with an apology. It is the child’s decision what action they will take; children are not “told” to say sorry. We model set phrases to support children in solving their problems calmly, for example, ‘Can I have a turn next please?’# And ‘Stop, I don’t like it.’

Transition

We endeavor to make transitioning into the setting; from Nursery to Reception and Reception to Year One as comfortable and exciting experience as possible and have the following in place to support the well-being and happiness of our children.

2 year old Nursery offer

- Appointment for Nursery viewing during the school day for families.
- Parent and child ‘All About Me’ visit prior to children attending Nursery
- Short settling in sessions with parent and child together the number of settling sessions agreed mutually between parent/carer and child’s key worker.
- In the term prior to starting in the 3 year old room children who are our rising 3’s begin to spend some time in the 3 year old room. The lead is taken from the child.

3 Year old Nursery

- Appointment for Nursery viewing during the school day for families.
- Parent and child ‘All About Me’ visit prior to children attending Nursery during which time an agreed settling in process is decided; the lead is taken from the parent.

Reception

- Prior to applying to Reception families, are invited to an open afternoon and an open evening to view and hear about the provision in Reception and view the wider school. Parents can also book a wider school viewing separate to this.
- There are two story play sessions for children who have accepted a place at our school in the summer term. In addition there is the opportunity for our feeder Nurseries to visit during the school day – children and key workers together to play in the indoor and outdoor environment.
- The EYFS lead, Reception teachers and Senco communicate with Nurseries to chat with key workers and observe/have a play with children coming into Reception.
- Home visits take place at the beginning of the Autumn term (see above and home visit policy).

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- We operate a staggered intake with Summer born children starting school first, followed by Spring born then Autumn born. All children are in school by the third week of September.
- Reception Classes will be regrouped annually at the end of Reception after which, children have a ‘Meet your new Y1 teacher’ afternoon..
- Children begin an art/story project in Reception that follows them into Y1.

Conclusion

This policy is written in line with other RKPS school policies and therefore reference should be made to the following policies:

Whole School policies:

Child Protection Policy

Behaviour Policy

Teaching and Learning Policy

Curriculum policies

Marking and Feedback Policy

Assessment Policy

Special Educational needs policy

Nursery policies