

The EYFS applies to children from birth to the end of Reception Year.

**It is a stage of development in its own right,
supported by a unique curriculum and assessment procedure.**

This policy recognises the four overarching principles
on which good EYFS provision is based:

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

‘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 EYFS (March 2021)

This policy is based on the requirements set out in the 2021 statutory framework for the early years foundation stage (EYFS).

1. Aims

This policy aims to ensure:

- That children access a broad and balance curriculum that gives them access to a range of knowledge, skills and experiences needed to make 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
- Close partnership working with practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

This is supported by our Early Years Foundation Stage (EYFS) Vision:

In the Early Years at King’s Academy Northern Parade, we will provide a safe stimulating learning environment in which all children enjoy an outstanding learning experience and make good progress through engaging personalised learning opportunities. We will provide opportunities which expose children to a range of experiences that broadens their understanding and equips them with the skills they need to be successful life-long learners. Children will leave our EYFS as happy, confident and well-rounded enthusiastic learners who will be brave when learning, never afraid to try new things and have the social, cognitive and linguistic skills needed to succeed in the next stage of their education.

2. The four overarching principles of Early Years

A Unique Child Positive Relationships Enabling Environments Learning and Development

At KANP we understand that every child is a *unique child* who has their own interests and who learns and develops in their own individual way. Our planning takes this into account and supports pupils in becoming resilient, capable, confident and self-assured learners by responding to individual interests, children's own learning style and pace and continually builds upon their learning over time.

We understand that a child's attitude and disposition towards learning is influenced by all of the significant people in their life and that developing caring, respectful professional relationships with children and their families is vital for children's learning and development. We work closely with parents to encourage all children to develop a positive attitude towards learning and to become confident, capable and resilient people.

At our school both Teachers and Teaching Assistants take on the role of Key Person and work together to build a complete picture of the child. This picture is shared with parents at formal meetings and on request. Good practice is shared through meetings with our main feeder pre-schools and attendance of Early Years network meetings with other local schools.

Parents as Partners

We respect that parents are children's first and most enduring educators and we value the contribution they make.

We:

- Organise and plan a comprehensive induction program so that children and parents have the opportunity to become familiar with the setting and begin to form relationships with us before their child starts school
- Ensure that all staff are available on a daily basis so that parents can speak to us regarding any concerns or issues
- Provide parents with regular opportunities to come into school and view their children's work.
- Offer termly planned more formal meetings (assertive mentoring meetings) for parents to come and discuss their child's attainment and progress
- Send a formal report to parents at the end of the Foundation Stage with parents given the opportunity to come into school and discuss the contents.

3. Areas of Learning

Our early years setting follow the curriculum as outlined in the 2021 statutory framework of the EYFS. 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, for building children's capacity to learn and to form relationships and thrive.

The 3 prime areas are:

1. Communication and Language (Listening, Attention and Understanding, Speaking)
2. Physical Development (Gross Motor Skills and Fine Motor Skills)
3. Personal, Social and Emotional Development (Self-Regulation, Managing Self and Building Relationships)

The 4 specific areas are:

1. Literacy (Comprehension, Word Reading and Writing)
2. Mathematics (Number and Numerical Patterns)
3. Understanding the World (Past and Present, People, Culture and Communities, The Natural World)
4. Expressive Arts and Design (Exploring and Using Media and Materials, Being Imaginative)

All areas of learning are equally important in building strong foundations for further learning and are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define what most children are expected to achieve by the end of their time within the EYFS.

4. Teaching and Learning in EYFS

At KANP we understand that play is an essential part of children's development. It helps them to build their confidence and independence as they learn to explore, relate to others, set their own goals and solve problems. We know that children learn best by leading their own play, and by taking part in play which is guided by adults we also understand that the environment plays a key role in supporting and extending the children's development.

The indoor and outdoor learning spaces are organised to allow children to maximise their learning by providing objective led, continuous provision of activities designed to allow children to develop their skills and understanding. There are areas where children may be active, quiet or restful. Good quality resources are located in learning areas and stored in a way that is accessible to all children. Areas are kept free of clutter in order to maintain a safe and welcoming environment for the children. Highly skilled practitioners plan activities and experiences which make the most of both the indoor and outdoor learning environment which are designed to motivate the children, follow their interests and meet the emerging needs of each individual learner.

We value quality interaction between practitioner and child at King's Academy Northern Parade, and in order to promote the free flow of educational conversation to give our children the best possible learning experience, we have decided to devote two days a week to uninterrupted interaction, without the need to record every learning conversation. Our experienced practitioners can then use photographs as a record of the activity without having to pause to write down children's responses to quality questioning.

Teaching and Learning Styles

Our school policy on teaching and learning defines the features of effective teaching and learning throughout all year groups. Features that relate to EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of wellbeing and achievement
- The understanding that teachers have of how children develop and learn and how this affects teaching
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk using high quality vocabulary
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS and has direct links into ensuring children are ready for Year 1
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional capabilities
- The encouragement for children to communicate and talk about their learning, developing independence
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- The identification of the progress and future learning needs of children through observation
- The good relationships between our school and the settings that our children experience prior to joining our school.

Characteristics of effective Teaching and Learning

At KANP we ensure that when planning, we take into account children's emerging needs and adjust our provision to ensure that the three areas of effective teaching and learning are reflected.

Playing and Exploring

We ensure our planning follows on from the children's interests and provides them with opportunities to investigate and experience things, developing a 'have a go' approach to learning.

Active Learning

We believe that active learning occurs when children are motivated and interested. Children in our setting have some independence and control over their learning due to the bespoke objective led, continuous

provision of a variety of activities and resources to choose from. As children develop their confidence they learn to make decisions. This gives children a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Adults in our setting endeavour to 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 learning environment to extend their learning.

5. Assessment and monitoring

Within the first six weeks of entering our provision, all children complete the Reception Baseline Assessment (RBA) to establish the starting points of each child in partnership with parents and nurseries. Throughout the year ongoing formative assessments through observations and interactions are an embedded part of everyday practice, these are reflected upon and inform practice and provision on a regular basis. Termly summative assessments in phonics, fine motor, writing, reading and maths are completed. From these children who need extra support or challenge are identified and discussed and findings are used to inform planning. Detailed and diagnostic assessments are completed for children who are significantly below which are then used to create a programme of support.

Near the end of their time in Reception, children's attainment in relation to the ELGs (17 in total), is assessed, recorded and reported to the local authority in accordance with our statutory obligation. Completed EYFS profiles, including a description of the child's learning characteristics (Playing and Learning; Active Learning; Creating and Thinking Critically) are reported to parents and shared with Year 1 colleagues.

It is the responsibility of all adults who work within the EYFS at KANP to follow the principles stated within this policy. Senior staff report to governors regularly, providing feedback on practice and outcomes.

The Head Teacher and representatives of the local authority carry out monitoring of the EYFS at our school.

6. Inclusion, Safeguarding and Welfare

We value the diversity of individuals within our school community. All are treated fairly regardless of race, religion or ability and all the characteristics protected by the equalities act 2010. At KANP we give all children every opportunity to achieve their best and we take full account of the range of life experiences that individual children may have.

We set realistic and challenging expectations for our pupils in the EYFS. All children are expected to make good progress. This is achieved by planning to meet the needs of boys and girls, children with special educational needs, higher attaining children, children with disabilities, children of different ethnic groups and children from a variety of social and cultural backgrounds.

We meet the needs of these children through:

- Planning challenging learning experiences that build upon and extend children's knowledge and interests and that motivate and support them in making good progress
- Using a wide range of teaching strategies
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources that reflect diversity and are free from discrimination and stereotyping
- Monitoring children's progress and taking action to support their learning, including initiating intervention programs, as necessary

Welfare

'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.'

It is of paramount importance to us that all children are kept safe. We aim to protect the physical and psychological wellbeing of all children. Children are taught about physical safety and about the rules and expectations we have in order to ensure that everyone is kept safe. We recognise the importance of children being allowed to take risks and they are taught how to recognise and avoid hazards. We recognise our legal obligations to promote the positive welfare of all children.

We:

- Promote good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs and in line with the school's behaviour policy.
- Ensure that all adults who work with the children or who have unsupervised access to them are suitable
- 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
- We train all our Teaching Assistants in First Aid.

Appendix 1– Phonics teaching at Kings Academy Northern Parade

At KANP, as part of our vision, we ensure that all children make good progress by providing a curriculum which meets the needs of each individual child, enabling them to develop the skills needed to prepare them for the next stage in their education.

The teaching of phonics, for younger children in particular, is extremely important in providing children with skills which enable them to access reading and writing and to tackle unfamiliar words. It is therefore imperative that we provide effective phonics teaching from the earliest opportunity, which meets the needs of our children at KANP.

In order to achieve this, the school has developed the way that phonics is taught at KANP to ensure that best practice in phonics is consistently used to promote progression consistently across the school.

Our vision for phonics at King’s Academy Northern Parade

- 1) That all children achieve mastery depth in oral blending and segmenting so that they are able to immediately apply phonic knowledge in reading and writing.
- 2) That all phonics lessons include a wide range of opportunities to use and apply oral blending and segmenting, particularly in reading and writing.
- 3) That all phonics lessons include a wide range of opportunities for children to develop their communication skills and to extend their vocabulary.
- 4) A consistent approach to the structure of phonics and spelling teaching which is followed by all classes daily.

How is phonics taught at KANP?

In order for children to be successful at applying phonics in their reading and writing, it is vitally important that they are able to move from oral blending and segmentation to blending and segmenting with letters. If this does not happen early on then children can develop gaps in their ability to make this link and as a result do not apply the skill in reading and writing.

It is for this reason that KANP has decided to place a greater emphasis within each lesson on this process of moving from oral blending and segmenting to blending and segmenting with letters. We also endeavour to specifically meet the needs of our children at KANP by using every opportunity to expose the children to rich vocabulary and language from literature.

In order to achieve the above we:

- Teach new letters and phonemes using Cued Articulation cards (which have pictures showing the actions which demonstrate where the sound is coming from and how it is made within the mouth). This promotes correct pronunciation of each sound.
- Use a range of activities in our discovery time based on exploring the taught letter shape alongside teaching the pronunciation of the sound, including creating the letter shape in glitter/paint/play dough (to embed the letter shape in motor skills memory) and matching the initial sound of a picture to the correct letter shape (to begin applying their knowledge of that letter sound).
- Teach each letter in the order suggested by “ELS” so that we can begin teaching segmenting and blending skills (for writing) and decoding and blending skills (for reading) as soon as the children have learned the first six letters (satpin) from which many two and three letter words can be made.
- Each new letter taught is displayed in the classroom on a washing line with the cued articulation picture as a constant reminder to children of its sound.
- Teach and practise decoding and blending skills for reading daily outside the phonics lesson using a “Morning Sentence” on the interactive whiteboard.

For more information please see our Phonics Teaching Structure for the year 2021 - 2022

How does this approach benefit children?

- Children hear the phoneme (the sound that the letter makes), see the letter shape, reinforce the way the sound is made with an action and hear the sound as the initial sound of a picture, matching it to the letter shape, all within the same lesson. This means that they are more likely to make the link into application in reading and writing.

How is phonics assessed?

- Children are assessed within each lesson so that teachers can address misconceptions straight away.
- Flexible grouping is used within lessons so that children can be taught the specific next steps that they individually need at the time that they need it.
- Children are assessed against Essential Letters and Sounds each half term. This is monitored by the class teachers and the English Team and is used to plan from so that no child is left behind.

Spelling teaching at King's Academy Northern Parade

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. Alongside our daily Phonics programme, we endeavour to teach the children a range of spellings strategies in order to appeal to a variety of learning styles. This includes being able to rapidly recall from memory the words that appear most frequently in their reading and writing. In line with the 2014 National Curriculum framework, it is expected that by the end of Key Stage 1 the children should be able to read and spell the first 300 high frequency words. We begin teaching these high frequency words (including applying word recognition when reading the daily morning sentences) from the second half of the autumn term in Reception.

Handwriting and Spelling

Links between handwriting, phonics and spelling are also important. In preparation for early writing, in the Autumn term in EYFS we provide the children with a variety of hand gym activities to strengthen their fingers and promote fine motor skills for a strong and controlled pencil grip to ensure they have the dexterity required to develop a fluent handwriting style. During the Spring term we teach each letter shape in a precursive handwriting style and group the letters according to how they are formed. In the summer term, the regular practise of letter patterns and the copying of high frequency words helps develop good visual and writing habits.

Home/ School links

King's Academy Northern Parade recognises that parents have an active part to play in all aspects of their children's learning. Each time a new letter and sound is taught in school, parents will receive a picture of the cued articulation action to support their child at home, and encourage them to find that letter shape in their home school reading books. In the Spring term, key words will also be sent home, and helping children to recognise and to write the high frequency words will support the children to become independent writers.

How can parents support their children's progress in phonics at home?

- Show a letter card to your child and say the sound. Ask your child to say it as well. This will help to build a link between a letter and its associated sound.
- Say a word and ask your child to break into its individual sounds. For example: pig, p i g. This technique is known as oral segmenting.
- Using the sounds to read (blending). You can teach your child to 'push' (or blend) the sounds together to make words by saying each of the sounds in the word when you are reading with your child at home and then pushing them together to say the whole word.
- Using the sounds to write (segmenting). Encourage your child to use their new-found knowledge of sounds to begin to spell, by working out the individual sounds in a word and matching these sounds to the letters. When your child is ready to write the word down, encourage them to tap out each sound before they write it. This helps children to maintain the correct sequence of letters.
- When your child is reading, encourage them to point to each letter and say the sounds out loud. Encourage your child to read these words by blending the separate sounds together.
- Check understanding. Ask your child questions about the story you've been reading together to check that they have understood the words.

Where can I find out more about Phonics?

- Please ask your class teacher to find out more about your child's next steps in phonics and how you can help at home.
- Attend the parent workshop on phonics
- Attend your child's parents meeting and discuss phonics with the teacher alongside your child and the resources.