



Early Years Foundation Stage Policy

Kennel Lane School

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Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum.....	2
5. Assessment.....	3
6. Working with parents and carers	4
7. Safeguarding and welfare procedures	4
8. Monitoring arrangements	4
Appendix 1. List of statutory policies and procedures for the EYFS	4

1. Aims

This policy aims to ensure:

- To provide quality learning experiences for all children. Learning will be through planned play and practical activities, which are structured, balanced and relevant to the child and related to the real world.
- To provide a broad and balanced curriculum which takes account of, and responds to, the children's individual and developmental needs, allowing them to make progress based on their different starting points.
- To ensure that all children have positive experiences of success in order to give them confidence and motivation for learning in the future.
- To enable every child to be included and supported through equality of opportunity and anti-discriminatory practice.
- To create a partnership with parents and carers to support and enhance the development of the children.

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The Early Years Foundation Stage at Kennel Lane is a provision for children with special educational needs from age 2 ½ until the end of the Foundation Year (Year R). Until statutory school age, a child will attend on a part time basis. In Year R, they are offered a full time place.

4. Curriculum

Our early years setting follows 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, 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

4.1 Planning

Topics are planned on a two-year cycle. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the children at Kennel Lane focus strongly on the 3 Prime Areas.

Each topic identifies the Prime and Specific areas (if relevant to the individual learner's stage of development) so that the children access broad and balanced experiences. Activities are planned on a weekly basis and incorporate both the inside and outside environments.

4.2 Teaching

Each area of learning is implemented through planned and purposeful play, and through a mixture of adult focused and independent activities. Staff respond to a child's individual needs, interests and stage of development, guiding their learning through warm, positive interaction. Whole group, paired and individual teaching is used to develop skills in all areas of learning.

5. Assessment

At Kennel Lane, ongoing assessment is an integral part of the learning and development processes and informal observations, interaction with the child and feedback from all adults within the setting form some of the methods used. Parents and carers are also asked for feedback about their child's progress through Earwig, an online assessment tool, where they are able to view, comment and add their own observations and evidence.

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'). *At Kennel Lane, for a majority of our learners, due to their individual learning needs, they would be within this level*

The results of the profile are shared with parents and/or carers for their child.

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.

Each child will also have Talents Journey targets identifying specific, measurable and relevant targets which are based on the Outcomes identified in each area of need from their EHCP. These targets are reviewed frequently throughout the term.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through termly Talents Journey meetings or Annual Reviews. They can contact staff at any time through the Home School diary, by phone or email via the school office.

Home learning sheets, based on the current topic, are sent fortnightly and suggest how parents and carers can support and enhance learning at home. Participation is also encouraged through regular "All Join In" sessions when parents and/or carers join a structured activity with their child in the setting and have an opportunity to meet members of staff and other families.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by Sara Avenell, Assistant Head for Primary every 2 years.

At every review, the policy will be shared with the governing board.

Appendix 1. 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 can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy