

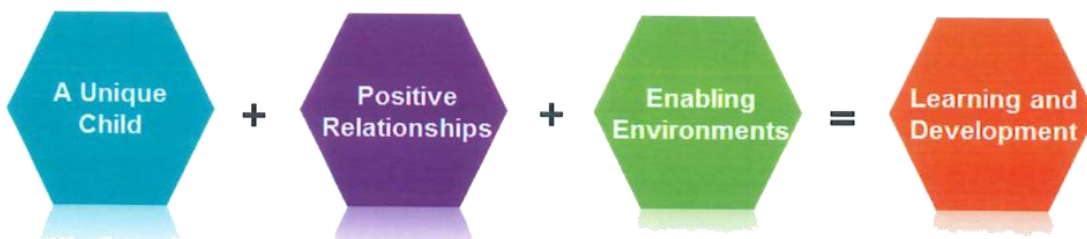


# Kibworth CE Primary School

Let Your Light Shine  
Matthew 5:16

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## Early Years Foundation Stage Policy



## INTENT

At Kibworth, we have 3 clear aims which are inextricably intertwined with physical, spiritual and mental wellbeing in order to support lifelong learning and future success. We want our children to be:

**Successful learners:** Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn. Children are prepared to persevere and stay involved in their learning, even when the process is challenging.

**Responsible Citizens:** Children show an interest in the world around them. They make a positive contribution to school life and society. Children have a good understanding of diversity and show empathy towards others.

**Confident Individual:** Children are able to work independently as well as working cooperatively with their peers. Children are reflective learners and are able to talk about their strengths and areas of development.

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Through the seven areas of learning we provide topics that excite and engage pupils, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all pupils.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND and EAL are supported appropriately allowing them to be successful.

### Implementation

At Kibworth, we offer a curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points. We use 'Development Matters' as a guided alongside carefully selected topics and enrichment opportunities. The children's interests are also used to help shape our curriculum.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of lessons that provide meaningful learning experiences, developing each child's characteristics of learning and building on prior knowledge.

- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning to check understanding and address misconceptions.
- Staff acting as role models to the children in order for them to develop their own speaking and listening skills.
- Carefully assessing, through ongoing observations, that are used to inform the next steps in learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing child-initiated activities that enhance children's learning and allow them to apply their learning independently.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help them overcome challenges.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics and focus texts.

In Foundation Stage, the children have a Literacy and Maths whole class taught session four times a week and a daily Phonics session. Children also have three guided reading sessions each week that focus on decoding, prosody and comprehension skills. Each child will have an adult led Literacy and Maths activity weekly. In addition, the children have whole class weekly PE, ICT, RE, PSHE and music lessons.

Outside of whole class and guided group work the children are engaged in continuous provision. continuous provision provides resources, questions and opportunities for self-directed learning and play that builds upon prior learning.

In English we use high quality texts as a basis for Literacy planning. The texts have been carefully chosen with a view to promoting reading for pleasure and linking in with current topics. We also use Talk for Writing techniques to help develop the children's literacy skills through the imitation of stories and use of actions.

Phonics is taught daily. We follow the 'Little Wandle Revised Letters and Sounds' programme. The 'Little Wandle' keep up programme is also used alongside our daily phonics lessons to help close the gaps in learning for key focus pupils and ensure no child falls behind.

The maths curriculum is taught through dedicated sessions. These sessions are carefully planned to promote early number sense using the four C's: counting, comparison, cardinality and composition. This starts with mastering numbers 0-5 and then progresses through to 0-10. We want our children to become confident mathematicians who can problem solve and apply what they have learnt to real life experiences.

## **Impact**

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access all areas of the learning and communicate to both adults and peers effectively.

Children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

Children develop their characteristics of effective learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and areas for development with adults, drawing on their experiences to improve or adjust what they are doing.

From their own starting points, children will make excellent progress academically and socially, developing a sense of themselves so that they are more than prepared for their next stage in learning.

By the end of Foundation Stage, most children, when assessed against the Early Learning Goals, will be judged as having met the Early Learning Goal. This is termed as 'expected' meaning that they have reached the level of development expected at the end of the EYFS. For a list of the Early Learning Goals in each of the areas of learning see Appendix 1.

## **PARENTS AS PARTNERS**

The partnership and relationships we build with parents is pivotal to ensuring pupils make excellent progress and feel happy and safe at school. We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount.

We start building relationships with parents before the children have even started school. Carefully planned induction meetings, stay and play sessions and early access to Tapestry accounts allow us to develop strong relations with parents and share important information about starting school and school readiness.

In addition, there are also regular opportunities for parents to become involved in school activities such as attending phonics evenings/workshops, assemblies, end of topic 'express' days or volunteering to hear children read. We welcome, encourage and value the positive relationship we have with parents.

## **WORKING WITH OTHERS**

We recognise the importance of a smooth transition from home to nursery and from nursery to school. We are building strong links with our numerous feeder nurseries and

make regular visits to meet children in their nurseries before they begin school. We also ensure time to meet with nursery staff to discuss each child in preparation for them coming to school. We work alongside our SENDCo to ensure we identify children within our feeder nurseries that have special education needs as early as possible. This allows us to plan a bespoke transition schedule for the child and ensure we work with their current nursery teachers to learn and emulate strategies that will support the child to have a successful start to school life.

Kibworth staff maintain relationships with other external agencies e.g. Health Visitor, Speech and Language Therapist, Educational Psychologist etc in order to improve the provision for all children including those with Special Educational Needs.

## **MONITORING AND EVALUATION**

The policy will be monitored and reviewed in line with the school's Monitoring and review practices.

The work undertaken will be monitored and evaluated by the leaders with responsibility for the Foundation Stage. This will be in line with the school's monitoring and evaluation practice e.g. sampling teacher's planning, samples of work (recorded using audio tape, video tape and written), discussion with children and observations.

<b>Established by:</b>	Katherine Cartwright	<b>Approved Gov:</b>	
<b>Revised by:</b>	Katherine Cartwright	<b>Last reviewed:</b>	September 2023
		<b>Next review due:</b>	September 2024

**APPENDIX 1**  
**NEW EARLY LEARNING GOALS 2020**

## EYFS Early Learning Goals

EYFS Development Matters: Playing & Exploring, Active Learning, and Creating & Thinking  
Critically support children's learning across all areas.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.