



# KEYINGHAM PRIMARY

## EYFS Policy

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The Early Years Foundation Stage (EYFS) is based upon four principles:

- A Unique Child - developing resilient, capable, confident and self-assured individuals.
- Positive Relationships - supporting children to become confident and independent.
- Enabling Environments - where opportunities and experiences are created for the individual needs of the child by developing a strong partnership between practitioners, home and the child.
- Learning and Developing - an acknowledgement that children learn in different ways and at different rates

These prime areas enable our children to develop:

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

The specific areas are:

- Literacy (Comprehension, Word Reading, Writing)
- Mathematics (Number, Numerical Patterns)
- Understanding the World (Past & Present, People, Culture & Communities, The Natural World)
- Expressive Arts and Design (Creating with Materials, Being Imaginative & Expressive)

### **Assessment**

The Reception Baseline Assessment (RBA) is completed within the first six weeks that a child starts in our Foundation Stage Two (Reception) class. The assessment focuses on early Maths, Literacy and Communication and Language. The assessment is completed by the child's teacher.

At the end of Foundation Stage Two (Reception) each child is assessed against the 17 Early Learning Goals, by their teacher. This information is passed onto the Year One teacher as part of the transition process.

Children are permitted to attend our Early Years Foundation Stage, the term after they turn 3.

## **Child focussed**

At Keyingham Primary School our curriculum is created by every child and for every child. We recognise that in order for every child to achieve their full potential they need to feel safe, secure and happy, within their learning environment. This feeling of security is essential to enable every child to demonstrate high levels of engagement in self chosen activities. This provides the basis for ensuring that every child is able to 'learn more and see more so they can be more.'

We recognise and value the individual interests that motivate every child to explore and engage in the environment around them. We ensure that our environment is constantly reviewed and adapted to reflect every child's interests, which they can pursue independently and through timely adult support and intervention.

Placing every child at the heart of the curriculum ensures that our focus is firmly rooted in the areas of learning that they need to develop, to ensure that their learning journey enables them to progress through Foundation Stage and ultimately prepares them with the emotional security, knowledge and skills they need for Year One.

## **Curriculum**

Our curriculum is sequenced with clear objectives, vocabulary and key questions for each stage of development covering the ages, 2-3, 3-4 and 4-5. The completion of the baseline assessment ensures that children start learning at their current stage of development, within our curriculum. Communication and Language underpins all other areas of the curriculum so we place great emphasis on this. Every interaction is regarded as a teaching opportunity which staff utilise by listening and responding to what each child says with carefully timed comments to encourage conversation and develop vocabulary. These interactions also help to challenge a child's thinking and extend their learning.

Our focus also centres around the Personal, Social and Emotional Development, of every child. Regular circle time activities which reflect the interests and needs of every child, ensures they are able to recognise and understand their emotions and the emotions of the children around them. This is further reinforced using our whole school 'Jigsaw' program which enables the children to recognise themselves as valuable individuals. This focus on Emotional Development enables the children to demonstrate our school values of Courage, Curiosity and Kindness. This promotion of emotional resilience is reinforced through the carefully chosen stories that enable every child to absorb and internalise the emotional literacy and vocabulary that underpins every interaction they engage in. This vocabulary is constantly modelled and reinforced by all adults within the Foundation Stage setting.

## **Behaviour**

As part of our behaviour policy we recognise and praise each child when they are observed making the right choices in relation to behaviour and learning. The children are rewarded with 'keys' and post cards. These are recorded on arbor so parents are aware of their children's success. Our behaviour policy also has sanctions to support a child if they have not made the right choices.

## **Early Literacy and Mathematics**

Alongside this, our Phonics programme in Foundation Stage Two ensures that every child learns the letter sounds and how to blend these for reading, on a daily basis, through a structured and progressive approach, which continues into Key Stage One. Every child in Foundation Stage One participates in a Phonics activity, each day. This enables them to experience practical activities which include listening for sounds, rhyming and 'sound talk' to provide a strong basis for developing their phonic knowledge, in the future.

Our daily Maths activities are based upon the 'Mastery Number' curriculum which ensures that every child can accurately and consistently subitise, compare sets of objects, as well as recognise numbers. This helps to lay the foundation for comparing numbers and learning number bonds. We also focus on shape recognition, patterns and comparing length, weight and capacity. There are a range of resources and equipment that the children can explore both inside and outside, to support this. Great emphasis is placed on using the correct mathematical vocabulary to explain and describe what they observe. Again, this is modelled and reinforced by all staff.

## **Types of provision**

Every child has extended opportunities throughout the day to be fully engaged in purposeful play of their own choice and interest, both inside and outside. This enables the children to demonstrate characteristics of effective learning which include playing and exploring, active learning and creating and thinking critically. We recognise that all the areas of learning are equally important and they are represented throughout the provision. Every child has access to high quality and open ended creative, construction, small world and imaginary resources. Each child also has the opportunity to participate in Forest School activities, using the whole school environment. This provision supports the development of both gross and fine motor skills as well as personal and social skills through group work and collaboration. Social skills are also developed through opportunities to listen and interact with the adults and children around them.

The pedagogy in the EYFS will adapt depending on the cohort or the time of year. This may include:

- Child initiated play
- In the moment planning
- Adult focused play activities

- Adult/child led open activities
- Guided learning sessions
- Full class PE lessons
- Focus group teaching for fine and gross motor skills

We recognise that children learn to be strong independent learners as a result of secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families. The role of our staff is key to this process. They are there to facilitate learning. They do this through observing and interacting. Our adults know the children very well and have a sound understanding of child development. This ensures that they can enhance and extend learning at the appropriate level for each child.

### **Working together**

We work in partnership with parents, recognising that they are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We involve parents in their child's learning by:

- talking to parents before their child starts at our school (through a parent's meeting and 'Stay & Play sessions'); discussing our admission criteria and offering support where necessary.
- arranging a wide variety of activities throughout the year that encourage collaboration between child, school and home: stay and play sessions, school visits and house events for example.
- ensuring all parents are confident to approach our staff with any questions or concerns they may have and by providing a quiet and confidential area for them to meet with us.

Parents have continued access to their child's learning journey, which is recorded on the online platform Tapestry, so they can see how their child is learning, as well as what they are learning. Parents also have the opportunity to post their child's achievements and interests from within the family environment, to enable staff to have a more complete picture of each child.

If a child's progress gives cause for concern, staff will discuss this with the child's parent and/or carers and agree how to support the child. This may also include a discussion with the SENDCO in order to access additional educational support.

At Keyingham Primary School we believe that this focused approach on every child, which recognises and values them as unique individuals, ensures that they develop the knowledge, skills and understanding they need to succeed throughout the rest of their learning journey, ultimately shaping a positive future.

### **Health and Safety**

Within Foundation stage we have a Designated Safeguarding Lead who works alongside the schools Designated Safeguarding Lead and the safeguarding team.

In line with the EYFS Statutory Framework 2025:

We take all reasonable steps to ensure staff and children in our care are not exposed to risks. We have written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks. Our risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised. Page 41 EYFS Statutory Framework 2025

Medicine (both prescribed and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and or carer. We keep a written record each time a medicine is administered to a child and inform the child's parents and or carers on the same day the medicine has been taken or as soon as reasonably practicable. Page 36 EYFS Statutory Framework 2025

The school only accepts medicines that are in-date, labelled in their original container and that contain instructions for administration, dosage and storage. Page 12 Supporting Learners with Medical Conditions Policy.

A first aid box is located in the classroom and the cloakroom. A record of accidents and injuries are kept and shared with parents.

Before a child is admitted to the setting we obtain information about any special dietary requirements, food allergies and intolerances that the child has and any special health requirements. This information is shared with all staff involved in preparing and handling food.

Within our Foundation Stage setting the children have access to fresh drinking water and healthy snacks. Whilst children are eating there is always a member of staff in the room with a valid paediatric first aid certificate. Page 36 EYFS Statutory Framework 2025

At least one person who has a current Paediatric First Aid (PFA) certificate is on the premises and available at all times when children are present, including during off-site visits.

We ensure staff are deployed effectively to meet the needs of all children and to ensure their safety.

### **Safeguarding and Child Protection**

Keyingham Primary School recognises that safeguarding and promoting the welfare of children is our highest priority. We adhere to the statutory guidance set out in:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The EYFS Statutory Framework (2025)

All staff understand their responsibility to safeguard children and are trained to recognise signs of abuse, neglect, exploitation or radicalisation. Staff are aware of the procedures to follow if they have concerns about a child's welfare.

The school has a named Designated Safeguarding Lead (DSL) and Deputy DSL who take lead responsibility for safeguarding. All safeguarding concerns are recorded and reported in line with the school's Safeguarding Policy.

We operate safer recruitment procedures to ensure that all adults working with children are suitable to do so. All staff and regular volunteers undergo enhanced DBS checks and appropriate suitability checks before employment begins.

### **Staffing, Qualifications and Ratios**

We comply fully with statutory staffing requirements as outlined in the EYFS Statutory Framework (2025).

- For children aged 3 and over in Nursery provision, we maintain a minimum ratio of 1 adult to 13 children, where a qualified teacher is present.
- Where a qualified teacher is not present, we maintain a ratio of 1 adult to 8 children.
- At least one member of staff in Nursery holds a full and relevant Level 3 qualification.
- At least half of all other staff hold a full and relevant Level 2 qualification.
- In Reception classes within a maintained school, staffing is subject to infant class size legislation.

At least one person who has a current Paediatric First Aid (PFA) certificate is on the premises and available at all times when children are present, including during off-site visits.

We ensure staff are deployed effectively to meet the needs of all children and to ensure their safety.

We undertake a Health and Safety Policy and Procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We undertake a Fire and Emergency Evacuation Procedure and Policy.

This policy should be read in conjunction with the school's;

Admissions policy

Behaviour policy

Safeguarding policy

Supporting Learners with Medical Condition policy

School uniform policy

