



St Nicholas C of E
Primary School



Kirkby Malzeard C of E
Primary School

Federation of Kirkby Malzeard and St Nicholas CE School

EYFS Policy

May 2022

Our school vision drives everything we do at The Federation of Kirkby Malzeard and Saint Nicholas C of E Primary Schools.

We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10, 'shine like stars in the sky' Philippians 2:15; and have the courage to act with kindness, patience, love and peace in all the communities they serve in. *At the core of our Federation our Christian values of peace, love, patience, and kindness, underpin all of our lives.*

In Early Years we believe that every child deserves the best possible start in life and the support that enables them to reach their potential. We follow the 'Seven Features of Effective Practice':

- **The best for every child**
High quality early education and care is inclusive. All children progress well in their learning and have an equal chance of success.
- **High quality care**
Practitioners know that starting school and all other transitions in early years are big steps for small children and that children learn best when they are happy, safe and secure and when their individual needs are being met. Every practitioner enjoys spending time learning with our young children which enable them to thrive. In our schools, the class teacher acts as the 'Key Person' to all children within their class.
- **The curriculum- what we want the children to learn**
We follow the statutory Early Years Profile and practitioners use the new Development Matters and Birth to Five Matters to support curriculum planning. The curriculum is ambitious and carefully sequenced to help children to build their learning over time. Our young children's learning is driven by their interests. Plans need to be flexible. Our children's development is like a spider's web with many strands and is not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way.

- **Pedagogy- helping children to learn**

Our children are powerful learners, and every child makes progress in their learning with the right help. Our effective pedagogy is a mix of different approaches where children learn through play and guided learning, modelling and direct teaching. Our environments are enabling and carefully organised to provide high quality experiences for all children, both indoors and outdoors.

- **Assessment**

Assessment is about noticing what children know it is not about data and evidence. Practitioners have an in-depth understanding of child development and are clear about what children need to be able to know and do. Assessment should not take practitioners away from the children for long periods of time.

- **Self-regulation and executive function**

Executive Function includes the child's ability to hold information in their mind, focus their attention, regulate their behaviour and plan what to do next.

These abilities contribute to the child's growing ability to self-regulate, focus their thinking, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult.

Language development is central to self-regulation. Children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

- **Partnership with parents**

We recognise that parents are the children's first and most enduring educators and we highly value the contribution that parents make. It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families we can offer extra help to those who most need it.

We actively encourage all parents to chat, play and read with their children.

We have an 'Open Door Policy' at our schools so parents and practitioners can communicate effectively.

Children in our settings regularly mix with the whole school and work collaboratively with children and teachers from all classes. For example: joining Collective Worship, lunchtime, school productions, whole school trips. We are a whole school community.

Date policy to reviewed: May 2025