

## Kindergarten Curriculum and Supervision

This policy refers to all of our Kindergarten (EYFS) supervision and covers all those children who will reach their 5<sup>th</sup> birthday by the 31 August. This document has regard to the [Early Years Statutory Framework \(January 2024\)](#).

The Kindergarten (or Early Years) curriculum is designed to develop basic and essential skills, knowledge, understanding and attitudes that will be built on as a child progresses through the school. Within a positive, nurturing environment children are able to enjoy their learning and link it to previous experiences. At the core of our practice is the desire to help children develop a love of learning through motivating and purposeful play-based activities. We also aim to empower children to generate their own questions and use their knowledge and skills to find answers.

St John's College School is exempt from the National Early Years Foundation Stage Framework. However, we currently follow the guidance and curriculum objectives contained within this Framework while we continue to explore and develop the best model of education for the children at St John's.

The Early Years Framework specifies four guiding principles that should shape practice in Early Years settings. These are principles also guide the Early Years at St John's:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

Currently, the KG curriculum is divided into the three prime areas and then four specific areas, which build on these. The prime areas are: Personal Social and Emotional Development (which is largely developed through our Emotions for Learning programme and also includes elements of Religious Education), Physical Development, and Communication and Language. The specific areas are: Literacy, Mathematics, Understanding the World (which includes History, Geography, Science, Information and Communication Technology and elements of Religious Education), and Expressive Arts and Design (which includes Art, Design and Technology, Dance and Music). The areas overlap considerably and topics are used to help the children to make sense of their learning and to allow them to make links between new ideas and what they already know. Each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. At St John's the curriculum is currently planned around the Early Years Framework and aims for all children to achieve or exceed the 'Early Learning Goals' by the end of Kindergarten. Children's progress is assessed using a range of strategies, including observation of their independent learning. Some of these observations will be shared with parents either via email or through sharing 'learning journals'. Progress is reported to parents/carers formally each term through meetings (Michaelmas and Lent) or reports (Summer). However, we are always very happy to share your child's development records with you at any point in the year; please just ask.

Each child in the Kindergarten is assigned a key worker, who is also the child's form teacher. The key worker for children in KGM is Miss Hannah Miller and Miss Rosie Darkins is the Teaching Assistant. The key worker for children in KGH is Miss Katie Hovell and Mr Roger James is the Teaching Assistant. The role of the key worker is to ensure that the child's care is tailored to meet his or her individual needs. The Head of Kindergarten (EYFS) is

also the Head of the Junior Department, Miss Althea Pipe. The Early Years Co-ordinator, who is supervised by the Head of Kindergarten, is Miss Katie Hovell.

There is a high adult to child ratio in Kindergarten (1:10) with a teacher and teaching assistant in lessons with each class throughout the day. Throughout the day children must usually be within sight and always within sight or hearing of staff. When eating, children must be within sight AND hearing of a member of staff. A risk assessment is written for all external trips that the Kindergarten children go on, and an appropriate adult to child ratio is agreed. However, for all off site visits our adult to child ratio is a minimum of 1:6. A member of staff who has a current paediatric first aid certificate will also accompany every Kindergarten outing and there is always a member of staff on the premises who has full paediatric first aid training.

Our 'Emotions for Learning' programme ensures that all staff in the KG are trained in how to build and develop strong relationships with the children and to know them well. This is supported by our pastoral system in which concerns and achievements, with accompanying action points, are shared with a senior teacher on a weekly basis. On top of this there is also a supervision programme for all members of staff who work with all children in Kindergarten. This is to allow time for staff to discuss issues and identify solutions, as well as to receive coaching to improve their personal effectiveness with the Kindergarten children. Appropriate subject specialist staff are included in the supervision programme.

Children who may need specialist help and assistance are supported by the Byron House Individual Needs Co-ordinator (SENCO) who is Miss Katherine Brown, and also by the Early Years Co-ordinator, Katie Hovell. Our policy is to put in early intervention and to assess needs on an ongoing basis. From these discussions strategies are put in place to support children, which are then reviewed on a regular basis to see if they are being effective. Key strategies are shared with parents who are also always informed if any outside assessments are required.

Some of our Kindergarten children do arrive at school by minibus. During the journey the only adult on the minibus will be the driver. All of our drivers have regular training and the minibuses are very well maintained. More information regarding the minibuses can be found [here](#).

Further information about life in the Kindergarten can be found in our booklet '[Kindergarten](#)', which should be read in conjunction with this policy. It includes further information on how you can best support your child's learning, as well as giving you an insight into their daily routines.