



THE BISHOPS' C OF E LEARNING ACADEMY EARLY YEARS FOUNDATION STAGE POLICY

Introduction

The Early Years Foundation Stage applies to children from birth to the end of their Reception Year. At The Bishops' we have a Nursery Class and two Reception classes. Early Years education is important for all children and the curriculum should be appropriate to their age and stage of development. Children learn best when motivated and enthusiastic; therefore our curriculum is child-centred, taking as its starting point the needs and interests of children. They enter school as individuals, with their own interests and talents, and with considerable knowledge and experience gained over their first years of life. We strive to get to know each child and encourage them to feel confident and secure. We continue to extend their learning through carefully planned play activities and experiences, based on close observation of their play.

The purpose of this document

To detail our clear aims and practical approach to the Foundation Stage, from Nursery to Reception, for all of those involved in this stage of the children's education.

Aims

- ◆ To present children with a planned programme of learning that is challenging and progressive and values what children already know and can do.
- ◆ To provide opportunities for children to make choices and become independent in their learning in a variety of safe and stimulating environments.
- ◆ To develop each child's knowledge, skills and understanding in all areas of learning.
- ◆ To foster positive attitudes to learning; trust, confidence, curiosity, responsibility and independence.
- ◆ To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.
- ◆ To establish and maintain good relationships with parents and carers and other childcare providers.

Practice

- ◆ Opportunities will be provided for practical activities which are interesting, enjoyable, challenging and based on first hand experiences, taking into consideration the interests of the children.
- ◆ Children should be encouraged to explore, experiment, question, make and learn from mistakes and engage in purposeful play.
- ◆ Effective practice will be based on the Revised Early Years Foundation Stage Statutory Framework document and the Read Write Inc. literacy/phonics programme.
- ◆ The curriculum will be broad and balanced and will promote their social, emotional, intellectual, physical and spiritual development.
- ◆ It will address all the developmental stages of the Revised Early Years Foundation Stage curriculum through a mix of adult-led and child-initiated activities.
- ◆ It will give opportunities for learning in and out of doors and take into account the different ways children learn.
- ◆ The end of year assessments will be expressed as Emerging, Expected or Exceeding the expected age band.
- ◆ Ongoing assessment will be used to monitor progress and plan for next steps in learning.
- ◆ It is recognised that play is essential for children's development.
- ◆ It will be firmly established within a framework for long term, medium term and short term planning.
- ◆ It will foster and support the children to develop the characteristics of effective learning through thoroughly planned purposeful play.
- ◆ It will prepare the children for their future learning.

Resources

Each classroom will review resources annually to ensure that they are adequate to meet the needs of the children, that they are in a safe and clean condition for use, and that they are appropriate to all areas of learning.

Home/School Partnership

- ◆ Parents and carers are partners who should be made to feel welcome and valued, and who should be encouraged to contribute and work with staff to support their child's learning.
- ◆ Prior to admission, all parents and carers will have our 'Starting School' booklet which will be given at an initial parent meeting. They will visit with their child during our 'Stay and Play' sessions to familiarise themselves with the classroom and to meet with the class teacher and teaching assistant.
- ◆ Parents and carers will be given the opportunity to sign up for a home visit by the class teacher and teaching assistant. This is an opportunity for them to discuss their child with the teacher and for the teacher to further inform the parents and carers about school routines, etc.
- ◆ Parent/Teacher Consultations take place twice a year to inform parents about their child's learning and to discuss progress. There will be an initial meeting early in the Autumn term to discuss how your child is settling into school.
- ◆ In the Summer Term the final Foundation "best fit" assessments of each child will be reported to parents. This will include a short commentary on each child's skills in relation to the three characteristics of effective learning. They will have an opportunity to discuss these with the class teacher.
- ◆ Ongoing assessments and observations will be sent to parents and carers using an online learning journey programme (Tapestry). Parents and carers will also be encouraged to send their own observations of their child using this online programme.
- ◆ Nursery visits – Parents and carers and their children are encouraged to visit our Nursery before they stay for their informal 'Stay and Play' sessions. They receive a 'Starting Nursery' booklet and a parent/child information form. At the beginning of the term, each child will have a home visit the day before they start Nursery.

SEN

Children's special educational needs will be supported by a well planned curriculum with support given by teaching assistants and differentiated activities. The SENDCo will also provide additional support.

Equal Opportunities

All children have equal opportunities to engage in activities regardless of race, culture, gender, ability or religion.

Assessment and Monitoring

Focussed ongoing assessment is based on regular and close observations of and discussions with children to inform future planning. This takes account of the children's interests and teaching styles. Each child's progress is tracked and recorded against the Early Years Foundation Stage areas of development. Next steps in learning are carefully assessed and opportunities are planned to allow children time to address them.

Record Keeping/Confidentiality

All records, including the Foundation Stage Profile, are shared openly with parents. However, where confidentiality is necessary, it is respected.

Reviewed: 24 May 2018

Next Review: