



Burwell Village College Primary School

Policy Title: Early Years Foundation Stage Policy

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Date

Burwell Village College Primary School Early Years Foundation Stage Policy

Philosophy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage. March 2012

At Burwell Village College Primary School we are committed to providing a quality early years' education within a stimulating and challenging environment, which gives children a secure and confident start to their school life and enables them to become active learners for life.

This effective practice in the EYFS builds on the four main principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Introduction

- 1.1 The Foundation Stage extends from birth to the end of the Reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term in which a child has its fifth birthday).
- 1.2 The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- 1.3 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. They may have attended Burwell Early Learners on site, Red House Day Nursery or Montessori Nursery in the village. The early-years education we offer our children is based on the following principles:
 - it builds on what our children already know and can do;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
 - it allows the children to have their own ideas, make links and choosing ways to do things
 - it provides a rich and stimulating environment.

Aims and objectives of the Foundation Stage

2.1 The Foundation Stage Curriculum promotes and develops a child's learning through Prime Areas and Specific Areas. These are divided into 7 areas of learning:

Prime Areas

- Personal, social and emotional development, including positive attitudes and dispositions towards learning, social skills, attention skills and persistence.
- Physical Development, moving, handling, health and self care

- Communication and Language ,listening, attention, speaking and understanding

Specific Areas

- Mathematics their problem solving, reasoning and numeracy skills
- Literacy, including reading, writing and the 'letters and sounds' programme
- Understanding of the World around them
- Expressive Arts and Design, including creative development and music.

Teaching and learning style

3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2. It includes whole class teaching, working with small groups or individuals, child initiated activities and on-going observations and assessment against the Foundation Stage Profile.

3.2 The Reception classroom is an open plan unit where teachers work in partnership and as a team with the Teaching assistants and PPA staff. Teachers have their own class and are responsible for quality whole class input and focused group tasks; however the independent learning opportunities are provided through joint provision across the classes. The children use the school halls for regular dance, gymnastics and games lessons and have timetabled access to the KS1 computer suite. The enclosed outdoor area is used to develop all areas of learning throughout the year.

3.3 The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers;
- The good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- The regular identification of training needs for all adults working at the Foundation Stage; to include educational and emotional/ behavioural support.

Play in the Foundation Stage

4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. Children are given the opportunities to explore and discover and be willing to 'have a go' within a safe and supported environment. They have the opportunity to think creatively both alongside other children and on their own as they communicate with others to investigate and solve problems.

4.2 The children are involved with whole class, group and individual play based learning, both inside and outside the classroom. Some play is initiated by adults and some by the children themselves. Through play the children will develop intellectually, creatively, physically, socially and emotionally. It gives the children opportunity to take risks and make mistakes and keep trying if things do not work out.

Inclusion in the Foundation Stage

5.1 In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

5.2 At the Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children's progress and providing support (such as speech therapy), as necessary.

The Foundation Stage Curriculum

6.1 The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skills across the following areas of learning areas:

- Personal, social and Emotional Development
- Communication, Language and Literacy
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

None of the areas of learning can be delivered in isolation from the others, they are equally important and depend upon each other to support a rounded approach to the development of each child.

6.2 The Early Learning Goals are in line with the Primary Framework for Literacy and Mathematics and objectives from these can be used to support able children within the Foundation Stage. The guidance contained within the Development Matters/ Early Years Outcomes documents can be used to support children with specific needs, or within an area of learning, whilst they are working towards achieving the Early Learning Goals.

6.3 The Development Matters/ Early Years Outcomes documents provide the basis for planning throughout the Foundation Stage. Medium term planning is completed half termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals. A series of themes and topics are used to deliver the curriculum and make it contextual for the children; this is recorded through short term weekly planning covering the 7 areas of learning. A mixture of adult directed and independent and child initiated activities are planned, giving the opportunity for child-led exploration and learning.

Assessment

7.1 Throughout the year, regular assessments are made of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage primarily takes the form of observation but short adult lead one to one assessments may take place as required alongside these observations. This involves both the teacher and other adults within the setting, as appropriate. The collection of assessment data feeds directly into the Foundation Stage Profile and is a statutory requirement. The child's learning and achievements are recorded in their individual 'Learning Journeys' and evidence of meeting certain summative assessments and 'best fit judgements', within the profile may take the form of observations, photographs and samples of work.

7.2 During the first few weeks in the reception class, we carry out a government approved Baseline Assessment to ascertain the initial ability of each child on entry to the Early Years Foundation Stage. We use initial observations and information passed on from pre-school settings within each child's 'learning and development' record. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individuals and groups of children.

7.3 We update each child's Foundation Stage Profile at the end of each term. We share the information contained in the child's 'Learning Journey', showing their progress through the Foundation Stage Profile at our parental consultation meetings in the autumn and spring terms.

7.4 The Cohorts final Foundation Stage Profile results are sent to the Local Authority in July and all teachers attend a county moderation meeting or visit in the summer term to justify and confirm judgements.

7.5 Parents receive an annual report in July, highlighting the child's achievements within each area of learning and their score within the Early Learning Goals of the Foundation Stage Profile. Parents also receive personal written comments relating to the child's general progress, effort, strengths and areas for development; with specific targets to focus on in Year 1.

The role of parents

8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents or carers about their child before their child starts in our school;
- visits by the teacher to children in their pre-school setting prior to their starting school;
- visits by the teacher to children and parents in their home environment prior to starting school
- opportunities given to the children to spend time in the setting before starting school; this takes the form of a pre-school visit in June/July.
- inviting all parents and carers to an information meeting during the term before their child starts school;
- offering parents and carers regular opportunities to talk about their child's progress in our reception class;
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- having flexible admission and induction arrangements, and allowing time to discuss each child's circumstances;
- arranging for children to start school over the first weeks of term; children are split into two induction groups to allow a phased induction procedure building from half days to full time attendance.
- encouraging parents and carers to stay if there are problems with the child's integration period;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers; parent helpers are regularly welcomed on an individual basis into the classroom to support our sessions.
- providing various activities that involve parents and carers, i.e. parent information evenings at the beginning of each year, regular communication with the school through the child's reading record and termly newsletters.

Resources

9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Monitoring and review

10.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.