

Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

- At Cranwell Primary School we:
 - recognise that every child is a competent learner who can be resilient, capable, confident and self-assured
 - recognise that children develop in individual ways, at varying rates
 - recognise that children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebrating success
 - encourage children to develop a positive attitude to learning

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from 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 taking action to provide support as necessary

Positive Relationships

At Cranwell Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents 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 do this through:

- offering open days in the Autumn before the child starts in the September
- talking to parents about their child before their child starts in our school (a school-based visit is offered)
- inviting all parents to an induction meeting during the term before their child starts school
- regular updates to parents via Tapestry to see their children's work and achievements
- encouraging parents to talk to the child's teacher if there are any concerns
- formal meetings for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress and next steps
- a report to the parents on their child's attainment and progress at the end of each school year
- a Communication book that travels between home and school daily. At the start of the week parents are informed via a letter in the communication book of the intended learning for the week and any other events that need to be communicated to home or school.

Transition

At Cranwell we have worked hard to develop professional relationships with a number of feeder settings. In the Summer term regular visits by Foundation Stage teachers are made to feeder settings and Tapestry journals are transferred. Feeder settings also visit in the summer term. We are committed to evaluating and developing this further and believe that this has a positive impact on our children's learning journey.

Enabling Environments

At Cranwell Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests and ways of working, before planning challenging but achievable activities and experiences to extend the children's learning.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Observation, Assessment and Planning

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observation, teacher knowledge of the child, and informally in phonics (ELS scheme) and maths.

At Cranwell Primary School we use the Early Years Foundation Stage Profile to measure development and progress over the year. In the summer term children are assessed against the Early Learning Goals.

Learning and Development

At Cranwell Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning and creating, and thinking critically - underpin learning and development across all areas, and supports the child to remain an effective and motivated learner. At Cranwell these attitudes are integrated with our whole school ethos 'Courage Perseverance Success.'

Areas of Learning and Development

The EYFS is made up of three **Prime** areas and four **Specific** areas of learning.

The **Prime** areas are fundamental, work together and move through to support development in all other areas.

The **Specific** areas include essential skills and knowledge for children to participate successfully in society.

The **Prime** areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The **Specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Playing and exploring

Through play our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

We plan for a range of play opportunities for our children including:

- child initiated – where children plan, carry out and evaluate their play.
- adult directed – where an adult describes what a child is expected to do to ensure focused learning in a particular area.
- child led – where children chose from a group of activities but develop the play themselves.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

INTENT

Our school aims to provide outstanding opportunities for our children across the curriculum and to promote and uphold the school motto: Courage, Perseverance and Success.

We aim for all learners to enjoy their education through a rich and broad curriculum.

The school's focus on children in the Foundation Stage's development has been carefully designed to ensure coverage and progression. It provides pupils with memorable experiences in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Our locality is frequently used as a starting point for engaging interest. We strive to encourage individual development; harnessing creativity and curiosity.

We believe that a high-quality education in the Reception year will help pupils succeed in later life. Being courageous and learning new knowledge and skills allows children to reach their full potential, irrelevant of their starting points, motivating them to become independent and resilient learners.

The teaching and learning of children in the reception year will equip pupils to ask perceptive questions, think critically, and develop a fair and sound judgement. We believe this enables pupils to become cultural citizens of the future.

The Foundation Stage helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We aim to

- provide a curriculum (see Foundation Stage curriculum) that offers every child a wide range of opportunities that will develop and enrich their learning. We will broaden their experiences by providing them a wealth of opportunities to try new things and relish any new challenge.
- provide high expectations encouraging them to develop perseverance and self-belief so that they can use problem solving strategies and can achieve far beyond their personal expectations.
- provide children opportunities to develop their sense of wellbeing and the ability to regulate their feelings so that they feel confident in our school community and are fully equipped to successfully transition into Year One.
- develop the skills and expertise of staff working in EYFS through regular professional development courses.

IMPLEMENTATION

Learning

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through formative assessments and our knowledge of each child the EYFS team plan engaging and exciting activities that will further every child's learning. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year presents its own unique blend of whole class, guided, adult directed and child-initiated play activities dependant on the nature and needs of the class of individuals. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively, and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. The outside area is an extension of our classroom.

The school follows the Essential Letters and Sounds phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We follow 'The Literacy Curriculum for Primary Schools' to support writing and our Mathematics scheme is based on White Rose Maths supported by NCETM Number blocks.

We provide effective and focused intervention for those children who are finding learning a challenge and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals. The Wellcome toolkit is used to identify and support early language delays.

The EYFS team collect evidence of children's learning through work completed using observations, photos and videos which are shared with parents daily using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents log on regularly and love to use Tapestry to record the milestones children make at home during the year.

We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. We go on visits or invite professionals in to support this. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project.

By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Year R working together as teams to develop expertise and confidence in all teaching staff.

The EYFS team work hard to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the key skills they require in their journey through school. It is a positive place to be where courage, perseverance and success are celebrated and every child feels valued and respected.

Support staff (teaching assistants and 1:1 assistants) play an important role in the delivery of the EYFS curriculum. Teachers and support staff work closely together to deliver the curriculum. The teacher or support staff may lead the class at different points in a lesson, dependent on the needs of the class.

RESOURCES

Equipment suitable for Early Years is stored in the Foundation Stage classrooms and the outside area.

The Foundation Stage Lead is responsible for the purchasing and managing of the resources for reception classes.

INCLUSION

The EYFS Statutory Framework states that the EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the EHCP/individual learning programmes that apply to children in the class that he/she is teaching. In the EYFS we set realistic and challenging expectations that meet the needs of our children.

EQUAL OPPORTUNITIES

Children, irrespective of ability, race or gender are given full access to the Foundation Stage curriculum. Reasonable adjustments will be made for children with profound SEND Needs. The learning environment reflects the school community and enables all children to thrive.

STAFF DEVELOPMENT AND TRAINING

Staff development in the EYFS is available through a variety of training opportunities throughout the year and through meetings with colleagues from other educational establishments. Staff who have attended specific professional development share the learning with colleagues.

Curriculum leaders are responsible for providing INSET/CPD opportunities for colleagues in their curriculum area, and supporting teachers who may have gaps in knowledge within this subject.

IMPACT

The impact of the foundation stage curriculum is reflected by the happy, well rounded, confident children transitioning into Year One. This enabling EYFS curriculum that is provided at Cranwell Primary School is the foundation for the children's learning journey to success.

ASSESSMENT, MONITORING, RECORDING AND REPORTING

We measure progress and children's learning through formative and summative assessments which are based on the teacher's knowledge of the child. Children are assessed for their development in each area each term and data is tracked on the iTrack online system. The data is used to inform teaching and learning for each child. Children's observations are recorded on an online system – Tapestry - and parents have access to this on a daily basis. We aim to exceed the national and Local Authority data for children achieving a Good Level of Development. Moderation with local schools is attended. This means judgements are secure and consistent with government guidelines.

The Foundation Stage provision features in all areas of the School Development Plan. This is monitored and evaluated by the Foundation Stage Lead, SMT and the governing body.

Reports to parents are completed annually, where indications are made as to the individual's attainment and progress in this area of the curriculum.

SAFEGUARDING (EYFS Statutory Guidance)

We recognise that children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Any concerns on a child's life at home or elsewhere must be reported to Mrs Charlotte Mulhall who is responsible for liaising with local statutory children's services agencies, and with the LSP (Local Safeguarding Partners). All practitioners working with the child must be alerted to any concerns.

Reception teachers and TA's have current paediatric first aid certificates.

At snack times, children must remain on the lower playground and eat so that they are within eyesight and hearing of the supervising adults.

EVALUATION-REVIEW-MODIFICATION

This policy document will be reviewed annually.