



Foundation Stage POLICY

| Presented to | Date | Signature |
|---------------------|------------------|-------------------|
| Governing Body | Spring Term 2017 | (Head) (Chair) |
| Senior Leadership | Spring Term 2017 | (Head) |
| Staff Team | Spring Term 2017 | (Head) |
| Review Date | Spring Term 2018 | (Head) (Chair) |

Aims of the Early Years Foundation Stage Curriculum

- 1 To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
- 2 To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
- 3 To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- 4 To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
- 5 To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.
- 6 To provide a curriculum which provides equal learning and development opportunities for all the children.
- 7 To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage (EYFS) classes at Ryders Green Primary School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development

The specific areas are:

- Mathematics.
- Literacy.
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Play

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals. In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Planning, recording and assessment

Topics are geared towards children's interests. Topic planning takes place on a half-termly basis. The long term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned. Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the early years environment, indoors and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. In addition, children experience aspects of the Primary National Strategy throughout the day e.g. mental and oral work, shared reading and writing, as well as phonics, using the RWI materials as appropriate. The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile will attend annual moderation meetings (Please see appendix for examples of The timetable and Read Write Inc, Maths, Literacy, continuous provisions planning).

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made and record on Tapestry. Peer observations, where the adults in the class observe each other, are recorded regularly. Children are assessed during the day, whether it be during adult focused activities, child initiated activities or adult initiated activities. A note is made of those children achieving above or below the objective in the green assessment folders and literacy and Maths is then recorded on SPTO (school tracking system). These are updated on daily to monitor progress and inform future planning/ continuous provision.

Samples of the children's work are kept in the child's book/folder as appropriate. Every child has a Tapestry learning journey which contains examples of their achievements and work throughout the year. Children also have a ring binder folder with Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

The children are given next steps related to Literacy and Maths. Children are given motivating reward for achieving the target each day and behaving well. Motivating rewards

have to be something the children want and like, therefore each child has a personal reward given to them to meet their needs and interests.

There are clear expectations for progression through the unit. Children working within the later phases of the Early Years Outcomes work for longer periods on more formal adult led activities and they work in larger groups than the children working within the earlier phase of the Early Years Outcomes. The children working in the later stages are expected to play and learn with less adult support than that of the children working at the earlier stages. Pupils' achievements are recorded on individual next steps displays.

Monitoring

The foundation stage curriculum will be monitored as part of the whole school monitoring system. (See whole school monitoring policy).

Admissions and settling

Before a child starts in the early years, parents will be invited to attend a meeting where each parent will receive an Early Years handbook which contains details of the Curriculum as well as other useful information relating to the Early Years. They will then be invited to bring their child to a session during which the children can play and parents can meet the staff and ask questions.

During the 'settling in period' when a child first starts a member of staff will talk to the parent about their child, and will use this information to support their child. Any special needs, health problems, etc will be noted at this time. The duration of the 'settling in period' will be flexible and will continue until the child feels happy and secure.

Parents will have access to information regarding the curriculum activities and events through discussions with staff and regular newsletters.

The Early Years handbook will be updated when necessary to reflect any changes to the curriculum or policies. Newsletters will be sent out as appropriate.

Staff will complete reports on each child and will be available to discuss these parents if necessary. Parents stay and play sessions will take place every term and parents evenings will be held throughout the year to give parents an opportunity to discuss their child's progress with staff.

The staff will carefully consider the need for equality of opportunity when planning activities and experiences.

Special educational needs

We identify and plan for each child's individual learning requirements and provide appropriate additional support for children with special educational needs in order to allow them to make the best possible progress. We promote and provide an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive; and to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.

To allow children with special educational needs to fully participate in all the activities of the class by providing additional support, adapting activities and environments. We work together with the S.E.N.C.O. and staff from other agencies (e.g. speech therapists) to

provide the best learning opportunities for each individual child. We inform parents of the needs and progress of their child and we work in partnership with them.

Timetable

Children complete a balance of focus sessions adult initiated and child initiated sessions. Please see attached timetable for the layout of the day.

Written by Katie Coleby
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Policy to be reviewed September 2017