

RISE PARK PRIMARY AND NURSERY SCHOOL



Early Years Foundation Stage Policy

September 2021

Signed by Chair of Committee	Jeanette Kirkby
Print Name	Jeanette Kirkby
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Early Years Foundation Stage Policy

1 Introduction

- 1.1 The Foundation Stage in school extends from the age of three to the end of the reception year. Entry into Foundation 1 is the term after they turn 3. Entry into Foundation 2 is at the beginning of the academic year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 The Early Years 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. 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 provides a rich and stimulating, language rich environment.
 - it is based on children's interests and themes to engage children
 - Our themes are introduced with books and stories.

2 Aims of the Early Years Foundation Stage

- 2.1 The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:
- personal, social and emotional well-being;
 - positive attitudes and dispositions towards learning;
 - social skills;
 - attention skills and persistence;
 - language and communication;
 - reading and writing;
 - mathematics;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

3 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.

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

- the partnership between practitioners and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that practitioners 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;
- 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 practitioners working in the Foundation Stage.

4 Play in the Early Years 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. They have the opportunity to think creatively both alongside other children and 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.

5 Inclusion in the Early Years Foundation Stage

5.1 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 In 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 Foundation 2. 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.

6 The Early Years Foundation Stage curriculum

6.1 Our curriculum for the Foundation Stage reflects the areas of learning identified in the Curriculum Guidance. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. The learning areas are:

Prime Areas

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

Specific Areas

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

6.2 The Early Learning Goals form part of the Early Years Curriculum Guidance. Teachers address these requirements in a flexible way at first, but by the end of the Foundation Stage, as part of the smooth transition to Key Stage 1, they put longer daily mathematics and Literacy sessions into regular operation.

Our weekly planning also considers children's interests and our observations of children's needs. Foundation 1 and 2 teams regularly meet during staff meeting time and share planning and Learning Journeys, to ensure consistency and

progression for all our children. Opportunities are explored to encourage Foundation 1 and Foundation 2 children to play together.

7 Assessment

7.1 The Early Years Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. Children in F2 will take part in the statutory Reception Baseline during the first 6 weeks when they enter F2. The assessment will provide a snapshot of where pupils are when they arrive at school, establishing a new starting point to measure the progress they have made by the end of Year 6.

7.2 We have a tracking system in place which enables practitioners to assess children on entry and track their progress through to the end of Reception, to ensure that they are meeting age related expectations. The tracking system is based on the Learning Outcomes taken from the Practice Guidance for the EYFS. This information will be shared with Year 1 teachers to enable a smooth transition into Key Stage 1. Foundation 2 teachers will also report on the child as an effective learner and this will be shared with year 1 colleagues.

7.3 At the end of the final term in reception we assess our F2 children against the Early Learning Goals. Children will be judged if they are emerging or expected for each Early Learning goal. The child's next teacher uses this information to make plans for the year ahead. We share this information too with parents.

7.4 Incidental observations are recorded on an IPAD using Evidence Me software. We have an observation cycle which helps practitioners to identify children's next steps and to share these with parents. These are then addressed through planning and provision. Practitioners also note any significant incidents eg changes in behaviour, milestones reached etc. All notes are kept in the child's Learning Journey and shared with parents and their receiving teacher.

7.5 Parents of N2 and F2 children receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. These reports are sent home during July each year.

8 The role of parents

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

- talking to parents about their child before their child starts in our school;

- opportunities given to the children to spend time with their practitioner before starting school;
- inviting all parents to a stay and play session during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's practitioner if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- arranging for children to start Nursery the term after they are three, and allowing opportunities for parents to discuss their child with a practitioner.
- encouraging parents to stay if there are problems with the child's admission;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. celebration assemblies, curriculum workshops, stay and play sessions.

8.2 Parents of Nursery children are invited for a taster session before they start in Foundation 1. There is a formal meeting for parents during the term before they start in Foundation 2. At these meetings practitioners are able to share expectations with the parents, as well as giving ideas to help their child. Nursery children have 3 planned visits before starting. Children have regular visits to Foundation 2 before they start. In September they have a staggered entry.

9 Resources

9.1 We plan a language rich 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.

10 Monitoring and review

10.1 This policy is monitored by the governing body, and will be reviewed in 2 years, or earlier if necessary.

This policy was adopted by staff and governors in 2021. This policy will be reviewed by staff and governors in 2023

Signed:

Date: