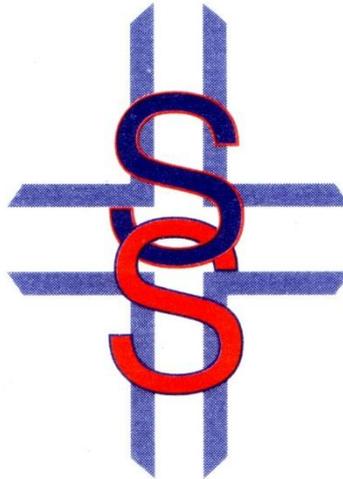


Streatley C of E (VC) School



Streatley C of E (VC) Primary School
The Early Years Foundation Stage Policy

Reviewed by:

Ratified by:

Date last ratified:

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Date of next review: June 2021

The Early Years Foundation Stage Policy

Reviewed by the Curriculum and Standards Committee

The Early Years Foundation Stage applies to children until the end of the Reception Year. Children join our Reception class at the beginning of the school year in which they are five. The Foundation Stage is important in its own right to the development of young children's learning and in preparing them for the transition into Year 1 and the beginning of Key Stage 1.

1. We aim to ensure that all children 'deserves the best possible start in life and the support that enables them to fulfil their potential.' We support children in their learning through '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 EYFS 2017).

The curriculum is based on the Early Years Foundation Stage (EYFS), which sets out what is expected of the majority of children by the end of the Foundation Stage. Many children joining our school have already learnt a great deal from their pre-school settings.

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 recognises that each child is different and 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 environment;
- it is grounded in our school ethos and rules.

The Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive dispositions and attitudes towards their learning;
- social skills;
- attention skills and persistence;
- language and communication skills;
- reading and writing skills;
- mathematical understanding;
- curiosity for the world around them (Understanding the World);
- physical development and well-being;
- creative development.

Practice

At Streatley C of E Primary School, there one Reception class with a fully qualified teacher. Our practice is built upon guidance in the Statutory Framework 2017.

As soon as children join the Reception class within the school, we aim to:

- set realistic and challenging expectations that meet the needs of all children;
- provide a wide range of teaching styles;
- create an environment where children feel motivated, promoting a high level of success and self-esteem;
- provide a safe and supportive environment;
- enable all children to develop positive relationships with each other and adults in the school;
- provide opportunities to develop independence, enabling children to feel confident, make informed judgements and take part in self-initiated activities;
- establish a consistent daily routine;
- encourage a sense of fun through learning.

Children experience learning in a variety of groupings - individual, paired, small groups and whole class. The organisation of the timetable allows for adult-directed tasks, whole class times and child initiated opportunities (Independent Learning), providing opportunities for all children to develop their learning in a variety of ways and at rates suitable for them.

The Foundation Stage Curriculum

The practitioners working within the Foundation Stage acknowledge the fact that all children learn in different ways and develop emotionally, intellectually, morally, physically, spiritually and socially at differing rates. All aspects of development are equally important and opportunities are provided for children to develop these aspects fully at all times.

From March 2017 the revised EYFS came into effect.

There are 3 Prime Areas of Learning:

- Communication and Language (Listening & Attention, Understanding, and Speaking);
- Physical Development (Moving & Handling, Health & Self care);
- Personal, Social & Emotional Development (Self-confidence & Self-awareness, Making Relationships and Managing Feelings & Behaviour).

There are 4 Specific Areas of Learning through which the Prime areas are strengthened and applied:

- Literacy (Reading & Writing);
- Mathematics (Numbers and Shape, Space and Measure);
- Understanding the World (People and Communities, The World, and Technology);
- Expressive Arts and Design (Exploring & Using Media and Materials, and Being Imaginative).

Elements of Religious Education are also taught in the Reception Class and through whole school assemblies and celebrations following the Locally Agreed Syllabus (Oxford Diocese support us).

The Development Matters document within the EYFS, provides the basis for planning throughout the Foundation Stage. Much of the work planned for the Foundation Stage focuses on a particular topic or theme with the tasks related to it. It is within these tasks that opportunities to progress in the seven areas of learning are provided. Planning and guided children's activities will reflect on the different ways the children learn.

We focus on the children's characteristics of effective learning (taken from EYFS 2012):

- **playing and exploring** – children investigate and experience things – 'have a go';
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** – children have and develop their own ideas, make links and develop strategies.

Assessment

Children within the Foundation Stage are regularly assessed by the staff working with them. On entry to Reception, children are assessed using a combination of pre-school transfer records and staff observations. These assessments are then recorded on individual and class documents that are then used for tracking purposes and also to modify teaching and planning.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include both child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'Learning Journal'.

The EYFS Profile will be completed at the end of the Reception Year (summative assessment). Teachers will report whether children are meeting expected levels of development (Expected), exceeding expected levels of development (Exceeding), or not yet reaching expected levels (Emerging). All attainment data is passed on to Year 1 teachers for continuity at this time of transition. Any children who are assessed as Emerging will continue to work on the EYFS curriculum in Year 1.

Parents receive regular updates on the progress of their children through:

- regular opportunities to share their child's Learning Journal;
- two formal parent-teacher meetings;
- a written report in the summer term;
- at the end of the Reception Year parents receive a copy of their child's Foundation Stage Profile and they can keep their child's Learning Journal.

Inclusion/Equal Opportunities

We believe that all children matter and should be provided with the opportunities to achieve their best. This is done by valuing each child as an individual and taking this into account when planning for their learning. In the Foundation Stage we set realistic and challenging expectations for all of the children in our care. This means that we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children who are deemed to be gifted or

talented, children with disabilities, and children from all social, cultural and ethnic backgrounds as well as from diverse linguistic backgrounds.

We meet all of the needs of our Reception children through:

- planning opportunities that build upon and extend children's knowledge, experience and interest, 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 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 the diversity of the world in which we live;
- 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, involving outside agencies where available.

The Role of Parents within the Foundation Stage

We believe that all parents have a very important role to play in their child's education. We value the role that parents have played prior to their child starting school and their future role in the education of their child.

To secure this role and promote good relationships with all parents we:

- invite all parents to an induction meeting during the summer term before their child starts school;
- invite parents to share a session with their child in the Year R setting before they start school;
- offer a home visit to the parents and their child before the child begins school to talk about any concerns the parents may have and to see the child in their home environment;
- offer regular opportunities to discuss their child's progress. This will take the form of formal meetings, in which we report back on the Foundation Stage Profile as well as general progress and wellbeing. Parents are able to view their children's learning;
- share their child's Learning Journal, which shows their child's progress towards the Early Learning Goals, through photographs and observations;
- provide opportunities for parents to speak to the teacher on a day-to-day basis each afternoon at home time;
- invite you to sign up to hearing 'readers' and to join us on 'Welly Wednesday';
- plan for a range of activities to be carried out throughout the year that encourage a collaboration between the child, parents and Foundation Stage staff;
- provide a children's notice board (Wow Board) where parents are encouraged to share significant steps in their child's learning and successes outside school;
- promote the involvement of parents in their child's reading, and encourage regular communication between home and school with reading logs;

- encourage all parents to read, share with their child and sign the Streatley C of E Primary School Home/School agreement;
- invite parents to curriculum presentations to discuss the kind of work that the children undertake in the reception class.

Resources

We plan a learning environment, both indoor and outdoor, 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.