



# Plaistow & Kirdford Primary School Early Years Foundation Stage Policy

Approved by: Governing Body

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At Plaistow and Kirdford Primary School, we recognise that all children are individuals and come into school with their own range of knowledge and experiences. Our aim in the Foundation Stage is to build on these skills to allow the children to develop in their different ways, while satisfying all their needs and setting down the foundations for life long learning.

### Principles

We at Plaistow and Kirdford Primary School believe that

- Parents/carers are children's first and most important educators
- Self esteem is central to learning
- Children learn best through play and interaction
- Learning works best when the world is understood from the child's point of view

As part of our principles we are guided by the four themes from the early years Foundation Stage that guide our practise

- A unique child - every child is a competent learner from birth who can be resilient, capable, confident and self assured
- Positive relationships - children learn to be strong and independent from a base of loving secure relationships with parents and or key persons.
- Enabling environments - the environment plays a key role in supporting and extending children's development and learning.
- Learning and development - children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important.

### Values

In the reception year children are introduced to the five core values of Plaistow and Kirdford Primary School.

Independent: We encourage children to;

- Be confident to have 'a go' in new situations; using resources and starting self chosen activities without adult support
- Recognising own personal achievements
- Know they can ask for help.

Responsible: We encourage children to;

- Know what a good choice and a bad choice is, becoming aware of own actions and their effect on others
- Follow class expectations and routines, take on extra role in class as a class helper

Creative: We encourage children to;

- Explore new activities and experiment with resources using all of their senses
- Try activities in different ways if it doesn't work first time
- Listen to others ideas who are working alongside them

Collaborative: We encourage children to;

- Work alongside others and take turns with equipment and resources
- Talk about what they are doing and begin to listen to others
- Begin to be aware of what others are trying to do and how they feel

Successful: We encourage children to;

- Begin to recognise what they are good at and what they need to improve

- Use different learning styles
- Keep trying even if it doesn't work first time

### The Characteristics of Effective Learning

Our school values underpin the characteristic of effective learning that are an integral part of the Early Years Foundation Stage Curriculum.

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creating and thinking critically - Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Throughout the year each child's approach to the learning will be observed across the seven areas of learning. At the end of year a comment is written for each child reflecting their approach to learning.

### Parents as partners

Parents and carers are children's first and most enduring educators. Research shows that settings that work closely with its parents and carers have a positive impact on the child's development and learning therefore at Plaistow and Kirdford Primary school we aim to:

- Show respects and understanding for the role of the parent in their child's education
- Recognise the past and future played by parent's in the education of their children
- Liaise closely with parents before the child enters the reception class, through home visits before they start school and continue this liaison throughout their time in the reception year in both informal day to day situations and termly informal meetings between parents/carers and teachers.
- Involve parents closely in the settling their children into school providing flexible arrangements to meet individual needs.
- Hold a workshop for parents at the start of the autumn term to introduce them to the Early Years Foundation Stage Curriculum.
- Make parents feel welcome, valued and involved through a range of different opportunities for collaboration between parents and staff. This will include parental contributions to children's on going records.
- Use knowledge and expertise of parents and other family members to support the learning opportunities provided by the setting.
- Keep parents informed of activities and learning taking place within each topic and provide, suggest and encourage ways in which they can support their child at home.

### Principles into practice

The children follow the Early Years Foundation Stage Curriculum. There are seven areas of the curriculum as follows

### The Core Areas

- Personal Social Emotional Development: providing opportunities to develop a child's relationships with adults and peers. Encouraging harmonious relationships and learning to work together, promoting a strong self image and self esteem.
- Communication Language: providing opportunities to develop speaking and listening skills. Foster a love of stories and rhymes.
- Physical Development; provide opportunities to develop, explore and awareness of space, manipulating objects and tools, practise fine and gross motor skills and understand the importance of keeping healthy.

### The Specific Areas

- Literacy: providing opportunities for children to develop confidence in reading, mark making and writing and encourage the desire to use these channels of communication to express thoughts and ideas.
- Mathematics; providing practical opportunities to develop basic concept of number, calculation, measurement, pattern and shape
- Understanding of the World; providing opportunities to develop knowledge of the world around them and build on their natural curiosity.
- Expressive Arts and Design: providing opportunities to explore and share their thoughts, ideas and feelings through art, design and technology, music movement, dance and imagination.

### Teaching for Learning

#### Planning

Long term planning is based on different themes and topics that can last from two to three weeks, depending on the children's interest. All topics are based around key fiction or non-fiction texts and links are made across the seven areas of learning.

Medium term planning is based on Early Years Foundations Curriculum with activities set up that can be access at the different stages of development.

Short term planning is completed weekly and is based on the children's next steps.

#### The Planning and Assessment Cycle

Each week four children are identified and observed in each area of learning. These observations are used to; assess progress, and inform setting of next steps for each child across the seven areas of learning. Parents are invited in the following week for a consultation when their child's progress and next steps are discussed. The next steps then become the objectives for the following weeks short term planning. This cycle continues with the class on a rolling programme to ensure over eight weeks all children have been observed, planned for and assessed.

#### Observations and Assessment for Learning

Children will be informed of learning intentions, where appropriate and involved in assessing their own work. Observations and assessments will be collected from Child Initiated, Adult Initiated and Adult Focused learning. Day to day observations will be recorded as a combination of parental contributions, sticky labels, and annotated photographs, copies of children's work and reading records. When assessing children against the age related Stages of Development and Early Learning Goals 80% of evidence will be from Child Initiated observations and professional judgements will inform part of the assessment process. The class teacher and teaching assistant will inform each other of observations on a formal and informal basis.

### Classroom Organisation

The foundation team is made up of the class teacher and a teaching assistant. The Reception classroom has an indoor and outdoor area. The indoor and outdoor learning environments are set up to ensure provision across the seven areas of learning. The children have free flow access to both areas. The day will include a range of whole class, small group, individual and child initiated activities

The aim will be for children to be involved in a balance of child initiated, adult instigated and adult directed activities.

### Play

Children do not make a distinction between play and work and neither should the foundation team.

- Children learn through play and activities will be set up to provide challenge and encourage imagination
- Opportunities will be provided to enable children to self initiate activities and have uninterrupted time to do so
- Children will often repeat actions to consolidate concepts build concentration and encourage persistence
- Adult intervention will extend, challenge and support learning; to do this adult will act as observers, enablers, and play partners where appropriate.

### Teaching and Learning styles

Children will work with the class teacher and teaching assistant in small group or individual activities

The teaching ethos is based on encouraging children's well being and involvement with attention to the child's individual learning style. Schemas will be taken into account when identified.

Children will have opportunities for:

- Independent exploration and investigation in all areas
- Role play
- Paired, grouped and individual learning opportunities
- Opportunities for child initiated activities
- Skilled and sensitive interventions to extend child's thinking and learning

### Resources

Resources will be labelled in a child- friendly way to aid independent choice and tidying away.

It is recognised that resources in the Foundation stage are subject to continuous use and so annual audit of equipment will take place to inform ordering for the following year. The Class and Early Years budget will be used to ensure good quality equipment is available. In addition, throughout the year funding will be made available for incidental spending on consumables such as cooking ingredients, dough and topic materials

### Monitoring and evaluation

The foundation stage team will liaise with the family and preschool setting to establish individual needs and development before entering Plaistow and Kirdford Primary School.

During the child's time in the foundation stage, progress will be monitored against the Early Years Foundation Stage Curriculum. Children will be assessed against the age related, stages of development and the data will be stored and analysed through SIMS

Early Years Tracking. Data will be used to inform and evaluate planning and provision across the seven areas of learning as well as tracking individual children's progress in relation to age appropriate expectations. Children will be assessed against the Early Learning Goals at the end of the Foundation Year. The Foundation Stage Profile included written comment on the characteristics of effective learning will be reported to parents at the end of the year. It will also transfer to the Year 1 teacher to inform their planning.

### Transition

#### Preschool to Reception

The foundation team will maintain good links with the three main feeder preschools through visits and informal discussions, identifying the needs and abilities of children moving into the reception year. Preschools will send learning journals including ongoing and recent observations, assessments of age related stages of development. The foundation team will establish strong links with parents and carers through initial home visits and regular informal parent consultations. The foundation team will liaise closely with parents and preschools to support a smooth transition into school. During the summer term before they start the children will be invited to visit the school for two visits. For the first visit children are invited with their preschool group to join the current reception class for an afternoon session. In their second visit the new cohort will come and visit the class while the current reception visit year one.

#### Reception to Year One

Throughout the reception year formal teaching sessions will increase in length, quantity and structure. Preparing children for the more formal teaching in year one. During the summer term the year one teacher will come and visit the reception class children. The reception children will have at least three visits to the year one class. Firstly in small groups joining the year one class for an afternoon and then on two further occasions as a whole class.

At the end of reception year Early Learning Goal Judgement, Characteristics of Effective Learning Comment and Learning Journals will be passed on to the year one teacher.

During the autumn term of year one the year one teacher will provide opportunities for child initiated learning to continue. Children who have not achieved the Early Learning Goals (ELGs) will continue to be planned for and assessed against ELGs and not start working towards key stage one objectives until the ELGs have been achieved.

#### Gifted and Talented children

Once children have had the opportunity to settle into their class, assessment and observation will enable the identification of the more able child. Provision for the more able child is made through planning for:

- Extended range of tasks
- More challenging problem solving activities
- More independent working
- Open ended questioning
- Open ended activities

Children are encouraged to work beyond the Early Learning Goals within stage appropriate provision and practice. Able pupils will be identified as specified in the school policy for gifted and talented children

### SEN

Children may be identified as presenting with Special Education Needs through assessment and observation using the Early Years Foundation Stage Curriculum. After consultation with the SENCO the parents and carers will be informed and the child will be placed on the Special Educational Needs Register in line with the policy for children with special educational needs.

### Health and Safety

At all times, adults aim to provide a safe working environment for all children and to draw the children's attention to the importance of safety considerations in all their own activities. Children will be returned to a parent, carer or known person at the end of the day. Any other situation must be made with prior arrangement with the Head.

Parents and carers and family members will be encouraged to come and help wherever possible. All regular helpers will complete a CRB check. Those that have applied for a CRB will be allowed to work with the children at the discretion of the school. In such cases the adult will be accompanied whilst working with the children.