

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

The Early Years Foundation Stage

Review Annually
Sept 2020

Welton St Mary's Church of England Primary Academy
Early Years Foundation Stage Policy

Subject leader: Laura Maddox

This policy has been adopted by the Governors in consultation with the Foundation Stage subject lead and staff of Welton St Mary's Church of England Primary Academy.

INTRODUCTION

The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage year. In our school, children join us at the beginning of the school year in which they are five. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of children by the end of the Foundation Stage and we base our curriculum on both the statutory framework and non-statutory guidance for the Foundation Stage.

AIMS

Our EYFS curriculum is based on the following principles

- It aims to achieve our school vision
- It builds on what our children already know and can do
- It ensures that every child feels included, valued and supported effectively
- 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, exciting and stimulating environment to ignite the love of learning in every child
- It prepares our children academically, socially and personally for the next part of their learning journey
- It gives our children the knowledge and skills needed to become life-long learners
- It ensures all learners have confidence, high self-esteem and thrive when learning

ENTITLEMENT

The curriculum in the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's learning, knowledge and skills in the following areas:

- Communication and Language skills- Listening, attention, understanding and speaking
- Personal, social and emotional well-being
- Positive attitudes, behaviour and dispositions towards their learning
- Social skills
- Resilience
- Independence
- Reading, phonics and writing
- Mathematics
- Understanding of the world
- Physical development
- Expressive arts and design

- Life skills
- Self- confidence and self-awareness
- Respect and responsibility

APPROACH

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage (see teaching and learning policy)

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

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- The understanding of how children develop and learn through carefully planned and structured activities
- The range of approaches used that provide first-hand experiences, make appropriate interventions and extend and develop play and structured activities
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage to ensure that they are year 1 ready
- 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 indoor and outdoor space, facilities and equipment
- The identification of the progress and future learning needs of children through observations which are regularly shared with parents through the use of Tapestry and in Learning Journeys
- The good relationships between our school and the preschool settings that our children experience
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do

Play in the Foundation Stage

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 with other children as well as on their own. They communicate with others as they investigate and solve problems. Children's play provides a great opportunity for questioning in order to challenge children's ideas and extend their learning. We believe that play is important and we try to educate both parents and other members of staff about its important role in the development of children.

The Foundation Stage curriculum

The Foundation Stage reflects the areas of learning identified in the EYFS curriculum. The experiences that our children meet enable them to develop a number of competencies, skills and concepts across several areas of learning.

Our long and medium term planning identifies the intended learning, knowledge and skills needed to be taught in order for every child to achieve the Early Learning Goals. Where children are working

beyond or below, guided group work, interventions and 1:1 support is carried out to ensure that they are suitably supported and challenged

The role of parents

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

- Talking to parents about their child before their child starts in our school with 1:1 meetings
- The children have the opportunity to spend time with their teacher and other children in their year group before starting school as part of our induction programme
- Inviting all parents to various induction meetings during Term 5 and 6 of the academic year prior to them starting school
- Providing the opportunity to visit our school on Discovery Days and during Bright Start sessions
- Open Days and guided tours specifically for new starter parents
- Offering parents regular opportunities to talk about their child's progress in our Foundation Stage classes
- Greeting parents and children in the mornings and being available at the end of the day
- Encouraging parents to talk to the child's teacher if there are any concerns as they arise. There are also formal meetings for parents during the year at which the teacher and the parent discuss the child's progress
- Parents receive a report on their child's attainment and progress mid- year and at the end of each school year
- Offering a range of activities that support the involvement of parents

INTERNATIONAL DIMENSION (see International Policy)

We aim for every child to recognise the rich and diverse heritage represented in our school and local and national communities. We aim for them to value and develop respect and curiosity for different cultures and beliefs and have the opportunity to learn about other cultures and religions through RE. We are able to address this through the 'People, Culture and Communities' element of 'Understanding the World' and have access to resources which reflect diversity and are free from discrimination and stereotyping.

INCLUSION

In our school 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 planning for their learning.

In the Foundation Stage, we hold high expectations, so that most achieve the Early Learning Goals by the end of the stage. When the children reach the expected standards for EYFS we then suitably extend and challenge their learning to demonstrate mastery.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence

- Themes are developed through knowledge of the interests of the children in the context of child lead learning
- 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
- Monitoring children's progress and taking action to provide support as necessary. This involves speech and language therapy for some of our children

We are committed to providing effective learning opportunities for all pupils.

Suitable learning challenges are set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual.

Teachers will respond to pupils diverse learning needs and be aware of the needs of differing genders, educational needs, disability as well as different social, cultural and ethnic backgrounds.

Teachers endeavour to overcome any potential barriers to learning for individuals and respond accordingly to make effective provision.

We are committed to the principle of equality of opportunity and this is reflected in the curriculum offered to the pupils and in the conduct of staff and pupils.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (see SEN policy)

It is the responsibility of the class teacher to provide quality first teaching to meet the needs of the learners and to ensure planning meets the identified needs of all learners. Lessons and activities will be differentiated and appropriate support provided so that all children can access learning and succeed.

ASSESSMENT (see assessment policy)

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 mainly takes the form of observation, and this involves the teacher and other adults as appropriate.

During the children's first weeks in Foundation Stage, the teacher assesses the ability of each child upon entry, taking into consideration any records from any pre-school attended, with the permission of parents. We use this information to modify the teaching programme for individual children and groups of children.

Assessments are recorded in the Foundation Stage Profile Tapestry app. The journey of a child's learning is kept in the form of a Learning Journey and a range of evidence is held to assist in assessment and moderation purposes.

The Profile evidence is shared with parents and forms part of the report to parents at the end of Foundation Stage. At the end of the year, information about individual children's achievement is shared with Year 1 teacher in order to aid transition and to help future planning.

Parents receive two written reports during the year that offer 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.

RESOURCES

We have two foundation stage classrooms, a shared creative area and an outdoor area.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Our children have a balance of teacher led, child led, child initiated and teacher directed activities, as we believe that this encourages independent learning.

HEALTH AND SAFETY (see Health and Safety Policy and risk assessment for the outdoor area)

In Foundation Stage we will make provision for young children to be active and interactive, and to improve their skills of coordination, control, manipulation and movement. Staff will support their development by helping children to use all their senses to learn about the world in which they live, and to make connections between new information and what they already know.

They will be supported in developing and understanding of the importance of physical activity and making healthy choices about their bodies. Children will grow in confidence and be able to manage risks in their play. Staff will provide time to support children's understanding of how exercise affects our bodies and what we do in response to it.

SUPERVISION

Children will be supervised by class teachers and teaching assistants in the EYFS learning areas. Adults will make health and safety issues a priority and remain vigilant.

MONITORING AND REVIEW

Monitoring and review will take place within the context of the School development plan.

The subject leaders will be responsible for reviewing the EYFS and the headteacher will oversee the long term plan.

Standards of work will be monitored by the subject leaders through lesson observation and scrutiny of children's work. Findings will be reported to inform areas of development.

ROLES AND RESPONSIBILITIES

The Headteacher:

The headteacher will actively support by encouraging staff, praising good practice and supporting staff development.

The EYFS lead:

The EYFS lead will develop and lead the action plan and keep up to date with the national picture of EYFS. The leader will work closely with the team to lead a successful, knowledgeable and highly skilled team who are able to work together to provide high quality teaching and learning for all children.

The class teachers

Class teachers and TAs will be responsible for planning and teaching as set out in this policy and for the good progress of all learners.

The Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the EYFS and ensure that staff development and appraisal promote good quality teaching and result in good pupil progress.

Signed: _____ Mark Smith
Chair of Governors

Date: