

FOUNDATION STAGE POLICY

2017

This policy outlines practice and procedures in the Foundation Stage at Banks Road Infant and Nursery School. It identified the importance of learning through play within a structured learning environment. It sets out our high expectations of behavior and attainment for all our children in EYFS.



This document is a description of our current practice and procedures in the teaching of the Early Years Foundation Stage.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Banks Road Infant and Nursery School, most children join us as FS1s in the Nursery class and a number of children join us as FS2s. Children join the Nursery class in the September following their third birthday whilst children join the Reception classes in the September following their fourth birthday.

Aims and Objectives

We aim to support all children to become independent and collaborative learners. We aim to provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. The early years education we offer is based on the following principles:

- It builds on what children already know and can do
- It ensures no child is excluded or disadvantaged
- It offers a structure which supports learning through play as well as directed learning and provides opportunities for learning both indoors and outdoors.
- It acknowledges the importance of a full working partnership with parents

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Banks Road Infant and Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Banks Road Infant and Nursery School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that every child matters. 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 set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies in response to 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;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and individual needs and taking action to provide support as necessary.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

At Banks Road Infant and Nursery School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.

- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Banks Road Infant and Nursery School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Offering two parent/teacher consultation evenings per year in FS 1 and FS2.
- Regularly inviting parents to spend time with their child in celebration occasions such as Christmas craft afternoons.
- Sending a report on their child's attainment and progress at the end of the school year.
- Involving parents in contributing to their child's learning through Learning Logs which outline learning in FS1 and FS2 and suggestions for supporting learning and opportunities for parents to contribute home experiences.

The role of the adult

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions.

Enabling Environments

At Banks Road Infant and Nursery School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to indoor and outdoor environments which are set up with planned continuous provision.

Play based learning is paramount and children have opportunities to direct their own learning.

Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. Topic planning takes place on a half-termly basis but planning is flexible and may be altered to take into account children's interests and needs. This will be indicated on weekly planning. Adult focused activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. This fostering of the children's interests develops a high level of motivation for the children's learning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Observation and Assessment

Foundation staff use observations and assessments as a basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded on post-its in both FS1 and FS2. Assessments are also sometimes carried out as specific activities to ensure continuity and ease of moderation. For example throughout FS1 and FS2 children draw a picture of themselves and write accompanying information each half term. These are used as part of our assessments of fine motor control and writing. Focus activities and guided group work also contribute towards the assessments of individual children's progress and attainment.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has enclosed outdoor areas, and children are usually able to free-flow between the indoor and outdoor spaces (where staffing and timetabling constraints allow). Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Banks Road Infant and Nursery School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. Three areas, known as the 'Prime areas', are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective learning identified in Development Matters

Playing and exploring

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 alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

"Play is the highest form of research." Albert Einstein

"Play gives children a chance to practice what they are learning."

Fred Rogers

"The first 5 years have so much to do with how the next 80 turn out."

Bill Gates

"In play a child behaves beyond his average age, above his daily behaviour. In play it were as if he were a head taller than himself."

Lev Vygotsky

Monitoring and review

The Head teacher, Foundation Stage co-ordinator and subject co-ordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule. There is a named governor responsible for the EYFS. This governor will discuss EYFS practice with the Foundation leaders and provide feedback to the governing board.

<u>THE POLICY WILL BE REVIEWED ANNUALLY.</u>
DATE OF REVIEW BY GOVERNING Board: November 2017 November 2018
This policy was reviewed and ratified by the Pupil and Personnel committee in November 2017 Signed: Chair of Governors _____ Date: _____