

Foundation Stage Policy

Monday 04 November 2013

Rationale

We believe that all children, regardless of ability or background, should be given the best possible opportunities for learning as they start school.

Aims

At Eastling Primary School we aim to:

- attach value and importance to the particular needs of children at this age
- ensure a positive transition from home/pre-school to full-time education for each child
- provide a secure, caring yet challenging environment which encourages personal, social and emotional development
- provide a broad and balanced curriculum appropriate to the children's age and developmental needs

We want to develop children who are:-

- Autonomous and independent learners
- Able to establish effective relationships with peers and adults
- Able to resolve conflicts positively
- Aware of the boundaries and expectations within the school's context
- Inspired with love of learning which they can build on throughout life.

We want adults to:-

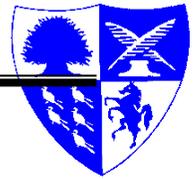
- Provide a safe and secure environment
- Be sensitive and empathetic to the needs of individual children
- Be flexible in their approach
- Foster self esteem and confidence
- Listen and observe and work practically at the children's level
- Intervene sensitively in the children's play

We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

Provision

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.



- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

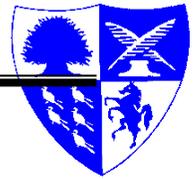
There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.



Transition From Home/Pre-school To Full-time Education

Up to date details of current transition arrangements and admissions criterion are given in our special Foundation Stage prospectus.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

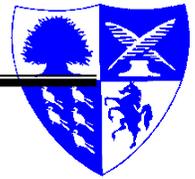
Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Working With Parents and Pre-school

We believe in working with parents of new children as fully as possible. Therefore we:

- show respect and understanding of the parents' role in their child's education
- have formal meetings with parents during their child's first term in school and encourage informal discussions on a regular basis for parents to discuss their child's circumstances, interests, competencies and needs
- invite parents to visit and help in the classroom on a regular or occasional basis, make them feel welcome and value their knowledge and expertise
- send a newsletter outlining the work to be covered each term and other information to keep them informed about the curriculum
- provide a home/school link book and a detailed Foundation Stage profile at the end of the reception year to keep them informed about their child's progress
- send ideas for activities to support learning and books home on a regular basis

We believe in working closely with pre-schools and other agencies. Therefore we try to visit feeder playgroups to visit children before they start school and talk to playgroup leaders. We invite playgroup leaders to relevant curriculum meetings and to the induction meeting for new parents.



Personal, Social And Emotional Development

At Eastling Primary School we believe that successful personal, social and emotional development is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning. It is crucial that children receive the experiences and support which enable them to develop a positive sense of themselves. Therefore we provide a range of experiences, opportunities and activities designed to help achieve the early learning goals for personal, social and emotional development by the end of the foundation year.

Teaching And Learning

We believe the particular teaching and learning needs of children in the foundation stage are:

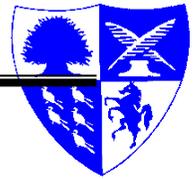
- staff who understand how young children develop and learn
- approaches which include providing first-hand experiences, giving clear explanations, making appropriate interventions and extending and developing play and talk or other means of communication
- provision for children to take part in activities that build on and extend their interests, what they already know and their developing physical, emotional, social and intellectual abilities
- encouragement for children to communicate or talk about their learning and to develop independence and self-management
- time to progress through sustained involvement in concentrated activity

Curriculum

The curriculum for the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's:

- positive attitudes and dispositions towards learning
- attention skills and persistence
- language and communication
- reading and writing
- mathematics
- knowledge and understanding of the world
- physical development
- creative development
- The curriculum is integrated into the scheme of work followed throughout the school and incorporates the early learning goals for the end of the foundation stage. The children move forward into national curriculum level1 as individually appropriate.

The value of quality play experiences is recognised in the school and much thought and planning is under-taken to ensure that this aspect of the early years curriculum remains a high priority.



The Diverse Needs Of Children

We recognise that children bring to school different experiences, interests, competencies and knowledge that affect their ability to learn. To help assess needs and plan provision, each child is assessed using the Foundation Stage profile on entry to school. Throughout the foundation stage children continue to be observed and assessed in order to plan the next stage of learning. This is in accordance with the school monitoring and assessment policy.

We plan to meet the needs of all children regardless of gender, ability, or background.

Additional Educational Needs

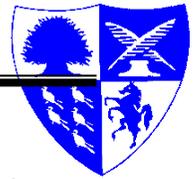
We take specific action to help children with special educational needs to make the best possible progress by implementing the school Special Needs Policy. We:

- provide for those who need help with communication, language and literacy skills
- plan where necessary to develop understanding through the use of all available senses and experiences
- plan for full participation in learning and physical and practical activity
- help children with particular difficulties with behaviour to take part in learning effectively

Assessment

On starting school pupils are assessed by the class teacher within the first 6 weeks. Information from pre-school settings Record of Transfer is used as a starting point. Assessment of children's learning is made through observation, interacting, questioning and responding to questions. Assessment information is used to prepare for the next steps of learning. This is also submitted to the Head Teacher who uses this baseline to target set and predict end of year targets.

At Eastling school we believe that "Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)



Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Rodmersham we support children in using the three characteristics of effective teaching and learning. These are;

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
(Taken from statutory framework for the EYFS 2012)

Religious Education is also taught in the reception classes in accordance with Kent County Council Guidelines.

Human And Physical Resources

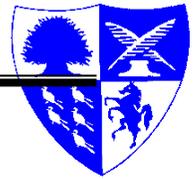
The foundation stage enjoys a good staff-pupil ratio. Children are within a single age group, supported daily by both teacher and teaching assistant. More able children have the opportunity of joining our National Curriculum strands when appropriate.

Health and Safety

There are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2012, at Eastling School we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Rodmersham a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required



- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- The SENCo is the named behaviour manager for the whole school with the EYFS leader/Assistant Head as the lead behaviour manager for the Early Years.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy protecting the interests of all children throughout the school
- Appropriate clothing, Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

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.

At Eastling 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 2012. We understand that we are required to:

- Promote the welfare and safeguarding 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.

This policy will be reviewed annually.