

Foundation Stage Policy



Implemented: September 2017
To be reviewed: September 2019

At Allington Primary School we believe that early childhood is the foundation on which children build the rest of their lives. Our aim is to provide a caring and stimulating environment where every child feels empowered to develop as an individual and independent learner.

Our staff will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development.

We recognise that starting school can be a stressful time for both the child and the parent. To support the smooth transition from nursery to school we plan to meet the needs of the child and their family through an induction programme that enables a happy entry into our two Reception Classes.

We embrace the principles and commitments of the Early Years Framework (2017) which details the standards for learning, development and care of all children within the Foundation Stage. Throughout the year, the children's learning and achievement will be recorded on the EYFS Profile.

A Unique Child:

We recognise that children arrive in school with a wide range of skills, abilities and particular interests. We understand that each child is a competent learner from birth who can be resilient, capable, confident and self-assured. We celebrate individuality and recognise all children's talents.

Positive Relationships:

At Allington Primary School we model and foster respect, empathy and caring relationships. We encourage understanding of self and a responsibility to others.

So that we can play and learn safely and happily at Allington we will:

- Be kind to each other
- Look after each other
- Try to listen to one another

Enabling Environments:

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved; extending their ideas and experiences. The learning environment will include the classrooms and outside areas. Indoor and outdoor areas are of equal importance and are available to the children throughout the course of each day. Resources are reviewed regularly in order to provide the best provision for the children's learning and development. Children will have the opportunity to use both environments during their Child Initiated activities.

Learning and Development:

At Allington we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and work. We provide a daily routine for the children, which provides for Teacher Directed, Teacher Initiated and Child Initiated learning opportunities.

The statutory identified seven areas of learning comprise:

Prime Areas

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

Specific Areas

- Literacy
- Maths
- Understanding the World
- Expressive Art and Design

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be life-long learners.

At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers , problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

Characteristics of Effective Learning

We uphold the view that learning is underpinned by:

- Playing and exploring
- Active Learning
- Creating and thinking critically

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance. It is our aim that children leave the EYFS with

- a positive 'can do' attitude to learning
- a willingness to take risks
- high levels of engagement in a task
- perseverance
- a love of learning
- ideas of their own, that they can plan and follow through

Assessment

We use information from parents and pre-school settings in addition to our own baseline assessment to make an initial assessment of the children on entry. This is used to plan their next steps of learning and how to meet their needs. We continue to observe children regularly, recording significant learning using the 2Simple Profile. The children are also assessed termly in phonics and their learning across all areas is recorded termly on Target Tracker. These assessments are used to track progress, as well as identifying next steps, and children who may need

Each child has their own learning journey in which examples of their child initiated and adult guided work is kept. Parents are also invited to contribute to this at regular intervals throughout the year. They also take home a Learning Diaries which may include parent, pupil and teacher observations. In our Reception classes we use our knowledge of the children and evidence collected to inform our judgements and to support completion of the Early Years Foundation Stage Profile. Keep parents informed of their child's progress through Parents' Evenings, the contact book and informal chats when required.

Working with Parents

We recognise the huge contribution that parents make to their child's learning and we work hard to develop and sustain links with parents. We hold initial meetings with parents in the first two days of the Autumn Term to gather as much information about each child as an individual and to listen to any concerns that parents may have. We also hold a curriculum meeting within the first half term, to talk about what the children will be learning and to share ways that parents can help their child at home. Parents also receive a written guide to phonics, reading and Maths to enable them to help their child at home. We actively encourage families to be fully involved in the life of the school, offering regular opportunities to visit their child's class and keep up to date with their learning. This may include joining the class for story time, stay and play, phonics or singing sessions. Parents are kept up to date with what we are doing at school through the half-termly newsletter and through the children's learning diaries. We operate an open door policy and encourage parents to speak to their child's teacher to share any celebration or concerns.

SEN

We uphold the values of the SEN Code of Practice and ensure that all children are given the support required to achieve the best possible outcome at the end of the Foundation Stage. Each child's individual needs are assessed and monitored very closely throughout the year and prompt action is taken to provide individual or additional support, as required. We liaise very closely with pre-schools, health care providers and specialist services to ensure that children with additional needs make a smooth transition into school life, and that any previously identified targets or support can be continued from the start. Please see the SEN Policy for more detail.

Gifted and Talented

We seek to recognise the vast array of individual talents that all children have and nurture them in a positive way. All children are encouraged to develop their talents and interests through child initiated learning, making decisions about what they want to learn and achieve. All children are suitably challenged through the learning environment and through adult led activities. Learning is differentiated to meet the needs of groups and individuals. We aim to address gaps in more able children's learning and extend thinking in a problem solving context before accelerating through curriculum content beyond the EYFS.

Safeguarding

Safeguarding is of paramount importance at Allington Primary. All adults working in the Foundation Stage have had the relevant DBS checks and follow the school's safeguarding policy. (Please see the school's Safeguarding Policy.) All adults understand that they have a shared responsibility for safeguarding and are aware of what they need to look or listen out for and how to record it. All staff members are familiar with the Prevent Strategy.

Health and Safety

All adults take collective responsibility for ensuring the health and safety of all pupils. The indoor and outdoor area are checked regularly and kept clear of hazards, and any potential hazards are reported to the caretaker and Head of School, with a view to making them safe as soon as possible. Children are encouraged to make optimum use of the outdoor learning environment and the woods. Adults ensure that these areas are kept safe and that the children have appropriate clothing. Children are taught to take responsibility for their own safety, learning to take care when using natural materials in the woods and make sure that they wash their hands afterwards. For more details, please see the school's Health and Safety policy.

Monitoring and Review:

The Early Years Foundation Stage Policy is reviewed on an annual basis.

Please also see: Health and Safety Policy, Safeguarding Policy, Single Equality Scheme, the EYFS document