



REDLAND EARLY YEARS, FOUNDATION STAGE POLICY

Reviewed by	Gemma Powell, Early Years Leader January 2019
Date of Issue	January 2019
Review Date	January 2021

Early Years, Foundation Stage Policy

Key Requirements

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

” Statutory Framework for the Early Years Foundation Stage, DfE 2014

The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- quality and consistency, so that every child makes good progress and no child gets left behind
- a secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews
- partnership working between practitioners, parents and carers
- equality of opportunity ensuring that there is no discrimination and every child is included and supported.

The guiding principles which shape our practice are grouped into four distinct but complementary themes:

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

Introduction

At Redland School, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. This policy will contribute to, and reflect, the overall school ethos, and it forms part of the whole school curriculum. At this school we believe in the concept of skills for life and the idea that people learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We want our children to have high aspirations for their futures, to feel safe and supported and to be recognised as individuals who are the fundamental part of our school community.

Inclusion

At Redland Primary School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Teachers will make reasonable adjustments to planning and resources in order to ensure that all children are included and have equal access to learning, this may include differentiating lessons, adapting resources and providing additional support.

Redland Primary Early Years, Foundation Stage Policy

Roles and Responsibilities

The Early Years Policy is monitored and evaluated by the School's Leadership Team and the Early Years Leader, as part of the school's agreed cycle of monitoring and evaluation. The Governing Body monitors the provision of the curriculum at Redland School.

Curriculum

At Redland Primary School we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

The foundation stage classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This document defines what we teach and details the specifics of our setting and school. The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught.

There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

The Prime Areas of Learning and Development

1. Personal, Social and Emotional Development

This area focuses on making relationships, self-confidence and self-awareness, and managing feelings and behaviour. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

2. Communication and Language

This area encourages developing competence in listening and attention, and in understanding and speaking.

3. Physical Development

This area focuses on the child's developing physical control, moving and handling, and health and self-care.

The Specific Areas of Learning and Development

Literacy

This focuses on reading and writing. Children are taught Early Reading (phonics) throughout the EYFS.

Mathematics

This area focuses on learning through practical activities and on using numbers and understanding shape, space and measure.

Understanding of the World

This area focuses on children's developing knowledge and understanding of their own environment, through learning about people and communities, the world and technology. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and ICT.

Expressive Arts and Design

This area focuses on the development of the child's imagination and her/his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning.

Characteristics of Effective Learning

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parents their children's individual dispositions and attitudes to learning.

This will be assessed using the Characteristics of Effective Learning which are:

Playing and exploring – engagement

Children investigate and experience things and events around them and 'have a go'.

Active learning – motivation

Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

Creating and thinking critically – thinking

Children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

Planning

Through planning, teachers ensure that there is a balance of adult led and child initiated activities across the day. During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning.

Direct Teaching

At specific times in the day the children will take part in an activity that is teacher led. These sessions include: daily reading lessons, daily writing lessons, maths/counting experiences, phonics sessions as well as teaching new skills to support children's learning within the classroom environment. All taught sessions are carefully planned and tailored for each class using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

Learning through Play

Children's play reflects their wide ranging and varied interests and preoccupations. It is our belief that children learn best from activities and experiences that they have initiated and play with peers is important for children's development. We carefully plan the environment both inside and outside and provide opportunities within these environments to reflect these interests to inspire them further, whilst also making sure that children have the opportunity to extend and practise the skills they have learned through direct teaching. Through play children explore and develop learning experiences, helping 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 express fears or re-live anxious experiences in controlled and safe situations. Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections and come to new and better understandings and ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults can support them in making 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. The children can also choose whether to work inside or outside during their independent learning time.

Assessment, Recording and Reporting of Progress

Assessment is an essential and important part of the Early Years for children's learning and development. Assessment takes a variety of forms in order to gain an understanding of each child's level of understanding. These can be through observations, photographic evidence, examples of work and parental conversations. Assessment occurs throughout any taught session as well as during free flow times when children are embedding and extending any previous learning. These assessments will then be used to shape and alter any future learning. Observation allows staff to take photos and make notes while observing what the children are doing or saying. From such observations we can ascertain what the next steps are for the children. We are then able to share these experiences with the children's parents.

On entry to the foundation stage a baseline assessment is carried out for each child and at the end of each half term assessments are collated to track how well the children are progressing. The assessments then allow the children to be grouped according to their ability and next steps can be taught. Parent consultations are held in the autumn and spring terms to provide information about children's progress, to discuss the children's learning and to talk about children's strengths, achievements, interests and next steps. These form the basis for the monitoring of pupil progress as the children progress through school. On-going teacher assessments are undertaken in line with the Foundation Stage Profile and these form the basis for the end of year report to parents.

Special Educational Needs and Inclusion

At Redland Primary School we value the diversity of all children at 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. Assessments and teacher observations are used to identify children who may have

Redland Primary Early Years, Foundation Stage Policy

specific needs within the first half term following admission. Results of assessments are used to ensure that a differentiated curriculum is offered to such children to meet their needs. For more information, we have a Special Educational Needs and Inclusion Policy which is available on the school's website.

Induction

Parents of children who are offered a place in the foundation stage are invited to a short induction meeting in June. Parents will be given information about their child's class, staff, uniform and general routines. All children (including those new to the school) will be invited to visit their new class before they start.

Partnership with Parents and Carers

The school recognises the importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parental involvement is actively encouraged. Staff ensure that parents are well informed about the curriculum their child is experiencing through newsletters. Staff take the opportunity at the end of the day to talk to parents about significant achievements or any concerns. Throughout the year, parents are invited to attend workshops that help support their child's development at home. Reception parents are also invited to attend Family Friday mornings at the end of each week.