



REDLAND PRIMARY SCHOOL EARLY YEARS,
FOUNDATION STAGE POLICY

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Redland Primary School Early Years, Foundation Stage Policy

Early Years, Foundation Stage Policy

At Redland Primary School we follow the EYFS Early Adopter framework (2024). Within this framework there are four guiding principles which shape our practice. The Development Matters Guidance can be accessed via the link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971620/Development_Matters.pdf

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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 to ensure that all children are included and have equal access to learning, this may include differentiating lessons, adapting resources and providing additional support.

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

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independent and self-motivated learners. We therefore encourage them to adapt their work, think critically and take risks with their learning.

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 the basics and support the other more specific areas of the curriculum.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the Reception year, our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) The descriptors for these can be found in appendix 1.

Characteristics of Effective Learning

As previously outlined, our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Redland Primary school are the **Characteristics of Effective Learning**.

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 experiences and develop varying strategies for solving problems. These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Planning

Through careful 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 during the day, the children will take part in an activity that is teacher led. These sessions include: daily reading lessons, writing opportunities, 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 in response to the outcomes of taught sessions to ensure that teaching and learning is relevant and challenging for every child.

Learning through Play

Children's play reflects their wide ranging and varied experiences and interests. It is our belief that children learn best from activities and experiences that they have initiated and that play with peers is important for children's development. We carefully plan the indoor and outdoor learning environments to provide opportunities which reflect these interests and inspire the children further. We ensure children have the opportunity to extend and practise the skills they have learned through direct teaching.

Through play, children explore and develop learning experiences which help them to 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. It includes supporting children in their individual learning behaviour and observing them through their play.

On entry to the foundation stage a statutory baseline assessment is carried out for each child. 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. We also use Tapestry (An online platform that allows us to regularly share the children's interests and learning with parents and carers).

In line with the rest of the school, we input data three times a year in to a whole school tracking system. Teachers and TAs in the classroom continue to build a profile of the children throughout the year in line with the Development Matters Guidance. This knowledge of the children is shared with SLT at pupil progress meetings. This also helps to form 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. Teacher observations are used to identify children who may have specific needs within the first half term following admission. Results of assessments are used to ensure that a differentiated curriculum is offered 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 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 workshops and 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.

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.