




MANOR INFANT SCHOOL & NURSERY

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CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE

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EARLY YEARS FOUNDATION STAGE POLICY

'Valued as Individuals, Inspired as learners'

The Foundation Stage Setting

The Early Years Foundation Stage applies to children until the end of the reception year. Children join us in the nursery from the age of 2 years old. Children join our reception classes at the beginning of the school year in which they are five. The Foundation Stage is important in its own right to the development of young children's learning and in preparing them for the transition into Year 1 and the beginning of Key Stage 1. We aim to ensure that all children 'learn and develop well, and are kept healthy and safe'. We support children in their learning through 'teaching and experiences that give 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).**

The curriculum is based on the Early Years Foundation Stage (EYFS), which sets out what is expected of the majority of children by the end of the Foundation Stage. Children joining our school should have already learnt a great deal. Many have been to pre-school settings and some children have attended our very own nursery. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it recognises that each child is different and ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment;
- it is grounded in our school ethos and rules.

The Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive dispositions and attitudes towards their learning;
- social skills;
- attention skills and persistence;
- language and communication skills;
- reading and writing skills;
- mathematical understanding;
- curiosity for the world around them (Understanding the World);
- physical development and well-being;
- creative development.

Practice

In the Nursery, there is a qualified nursery practitioner for each key group. There is 1 adult to 4 children (2 year olds) and 1 adult to 8 children (3-4 year olds). In the school, there are three parallel Reception classes each with a fully qualified teacher and Early Years Assistant. The staff in the school and nursery work in partnership with each other and all children have opportunities to work in their class and the outside area on a daily basis. This allows them to work with all the staff, as well as children in a different group or class from their own. Our practice is built upon guidance in the Statutory Framework 2012: '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 regarded as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others.'

As soon as children join the Nursery and Reception classes within the school, we aim to:

- set realistic and challenging expectations that meet the needs of all children;
- provide a wide range of teaching styles;
- create an environment where children feel motivated, promoting a high level of success and self-esteem;
- provide a safe and supportive environment;
- enable all children to develop positive relationships with each other and adults in the school;
- provide opportunities to develop independence, enabling children to feel confident, make informed judgements and take part in self-initiated activities;
- establish a consistent daily routine;
- encourage a sense of fun through learning.

Children experience learning in a variety of groupings - individual, paired, small groups and whole class. The organisation of the timetable allows for teacher-directed tasks (play to Learn), whole class times and child initiated opportunities (Discovery Time), providing opportunities for all children to develop their learning in a variety of ways and at rates suitable for them.

The Foundation Stage Curriculum

The practitioners working within the Foundation Stage acknowledge the fact that all children learn in different ways and develop emotionally, intellectually, morally, physically, spiritually and socially at differing rates. All aspects of development are equally important and opportunities are provided for children to develop these aspects fully at all times.

From September 2012 the reformed EYFS came into effect. There are 3 Prime Areas of Learning:

- Communication and Language (Listening & Attention, Understanding, and Speaking);
- Physical Development (Moving & Handling, Health & Self care);
- Personal, Social & Emotional Development (Self-confidence & Self-awareness, Making Relationships and Managing Feelings & Behaviour);

There are 4 Specific Areas of Learning through which the Prime areas are strengthened and applied:

- Literacy (Reading & Writing);
- Mathematics (Numbers and Shape, Space and Measure);
- Understanding the World (People and Communities, The World, and Technology);
- Expressive Arts and Design (Exploring & Using Media and Materials, and Being Imaginative).

Elements of Religious Education are also taught in the Reception Classes and through whole school assemblies and celebrations following National Guidelines.

The Development Matters document within the EYFS, provides the basis for planning throughout the Foundation Stage. Much of the work planned for the Foundation Stage focuses on a particular topic or theme with the tasks related to it. It is within these tasks that opportunities to progress in the seven areas of learning are provided.

Planning and guided children's activities will reflect on the different ways the children learn. We focus on the children's characteristics of effective learning (taken from EYFS 2012):

- playing and exploring – children investigate and experience things – 'have a go';
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically – children have and develop their own ideas, make links and develop strategies.

Assessment

Children within the Foundation Stage are regularly assessed by the staff working with them. On entry to nursery, children are assessed using a combination of previous nursery settings, parent contributions and staff observations. On entry to Reception, children are assessed using a combination of pre-school transfer records and staff observations. These assessments are then recorded on individual and class documents that are then used for tracking purposes and also to modify teaching and planning.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include both child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'Learning Journal'.

The EYFS Profile will be completed at the end of the Reception Year (summative assessment). Teachers will report whether children are meeting expected levels of development (Expected), exceeding expected levels of development (Exceeding), or not yet reaching expected levels (Emerging). All attainment data is passed on to Year 1 teachers for continuity at this time of transition. Any children who are assessed as Emerging will continue to work on the EYFS curriculum in Year 1.

Parents receive regular updates on the progress of their children through:

- regular opportunities to share their child's Learning Journal;
- three parent-teacher meetings;
- a written report in the Spring Term and Summer Term;
- at the end of the Reception Year parents receive a copy of their child's Foundation Stage Profile and they can keep their child's Learning Journal.

Inclusion/Equal Opportunities

We believe that all children matter and should be provided with the opportunities to achieve their best. This is done by valuing each child as an individual and taking this into account when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations for all of the children in our care. This means that we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children who are deemed to be gifted or talented, children with disabilities, and children from all social, cultural and ethnic backgrounds as well as from diverse linguistic backgrounds. We meet all of the needs of our Reception children through:

- planning opportunities that build upon and extend children's knowledge, experience and interest, and develop their self esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and 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 the diversity of the world in which we live;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary, involving outside agencies where available.

The Role of Parents within the Foundation Stage

We believe that all parents have a very important role to play in their child's education. We value the role that parents have played prior to their child starting school and their future role in the education of their child. To secure this role and promote good relationships with all parents we:

- invite all children and parents to 4 induction meetings during the summer term before their child starts school;
- invite parents to share a session with their child in the Year R setting before they start school;
- offer a home visit to the parents and their child before the child begins school to talk about any concerns the parents may have and to see the child in their home environment;
- arrange for children to start school in a staggered manner over the first two weeks of term in order for staff to welcome children and their parents in smaller groups into our school;

- offer regular opportunities to discuss their child's progress. This will take the form of formal meetings,(in which we report back on the Foundation Stage Profile as well as general progress and wellbeing in a private setting) and informal opportunities to share the Learning Journal with their child;
- provide opportunities for parents to speak to the teacher on a day-to-day basis each morning whilst children are engaged in their first activity of the day;
- plan for a range of activities to be carried out throughout the year that encourage a collaboration between the child, parents and Foundation Stage staff;
- provide a parents' notice board (Wow Board) where parents are encouraged to share significant steps in their child's learning and successes outside school;
- promote the involvement of parents in their child's reading, and encourage regular communication between home and school with reading logs;
- encourage all parents to read, share with their child and sign the Manor Infant School Home/School contract;
- invite parents to curriculum presentations/year group performances to discuss the kind of work that the children undertake in the reception class;

Resources

We plan a learning environment, both indoor and outdoor, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.