



Learning together

Foundation Stage Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

Prepared by:
Mrs Katie West
Foundation Stage leader

Approved by:
Curriculum Committee

Issue date:
Summer 2016

Review date:
Summer 2018



PARKSTONE PRIMARY SCHOOL

Learning together

Foundation Stage Policy

1 Introduction

- 1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. The older children of the group will be taught in a mixed Foundation/Year 1 class.
- 1.2 All the Foundation Stage children follow the Foundation Stage curriculum and are assessed according to the Foundation Stage Profiles.
- 1.3 The EYFS is based upon three prime areas of learning:
- Communication and language
 - Physical development
 - Personal, social and emotional development

With a further four areas of specific learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

2 Philosophy

- 2.1 At Parkstone Primary School we seek to provide the highest possible quality of Early Years education. We will meet the requirements of the Foundation Stage curriculum through carefully planned activities and play opportunities. We believe that every child is a competent learner who can be resilient, capable, confident and self assured.
- 2.2 We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. Our ultimate aim is to ensure that every child feels safe, happy and valued in the school, and develops the skills to become an independent and confident learner.
- 2.3 We recognise that parents are children's first and most enduring educators and we value the contribution they make. We strive to build positive and respectful relationships with parents and carers.

3 Aims and Objectives

- 3.1 The staff will aim to provide a curriculum which will support the overall aims of the school. We hope to create an environment where each child feels secure, valued and confident. The children should develop a sense of achievement through learning which is pleasurable and a rewarding experience.
- 3.2 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.

4 Equal opportunities

- 4.1 In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- 4.2 We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Parkstone Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We believe that all our children matter. We give our children every opportunity to achieve their best. This includes taking account of our children's range of life experiences when planning for their learning.

5 Learning and Development

- 5.1 At Parkstone Primary School we believe that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. We value all areas of learning and development equally and understand that they are inter connected. Learning through play and active learning are crucial to each child's development and these factors play an important role in every stage of planning.
- 5.2 We take into account the 'Characteristics of Learning' identified in the 2014 Early Years Handbook and use these to direct learning opportunities.
- 5.3 Seventeen areas of development are identified in the 'Early Years Outcomes' document (September 2013). They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.
- 5.4 Through play our children explore and develop learning experiences, which help 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.

- 5.5 Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.
- 5.6 Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make 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.
- 5.7 At Parkstone Primary School, we aim to ensure that each child is provided with opportunities to engage in activities which promote their interests and are appropriate to their needs.
- 5.8 At Parkstone Primary School we follow a 'Creative curriculum' throughout Key Stage 1 to promote exciting learning opportunities for every child. This curriculum is based on providing 'Learning challenges' and giving children a more 'personalised learning' experience. This ensures a smooth transition for children moving from Reception to Year 1 and also allows Key Stage 1 staff to regularly monitor and adapt provision and planning to suit the needs of the children.
- 5.9 We meet the needs of all our children through:
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
 - differentiated challenge and question cards which help children and staff to move on in all areas of learning;
 - 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 to 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 diversity and are free from discrimination and stereotyping;
 - 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.

6 The Learning Environment

- 6.1 At Parkstone Primary School we recognise that the environment plays a key role in supporting and extending the children's development. We begin by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.
- 6.2 The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet

and rest. The classrooms are set up in learning areas, where children are able to find and located equipment and resources independently.

- 6.3 The children have free flow access throughout two indoor classrooms, one outdoor classroom and the Foundation Stage outdoor learning environment.
- 6.4 The outdoor environment is part of the classroom. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. Activities are planned and resources are available for the children to access outdoors which will help the children to develop in all six areas of learning.

7 Parents as Partners

- 7.1 At Parkstone Primary School we recognise that children learn to be strong and independent from secure relationships. All staff working within the EYFS aim to develop caring, respectful, professional relationships with all children and their families, interacting positively with them and taking time to listen to them.
- 7.2 We recognise that parents are children's first and most enduring educators and we value the contribution they make.
- 7.3 We recognise the role that parents have played, and their future role, in educating the children. We do this through:
 - inviting all parents to an induction meeting during the term before their child starts school;
 - taking part in a home visit before each child starts school to gain as much prior knowledge as possible and so can ensure that the start of school is as enjoyable and stress free as possible;
 - having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
 - giving children the opportunity to spend time with their teacher before starting school;
 - encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
 - arranging a range of activities throughout the year that encourage collaboration between child, school and parents; such as a phonics workshop, stay and read sessions and stay and calculate sessions.
 - inviting parents to help in the classroom, and on visits, working with groups and individuals.
- 3.4 We have good links with the private Preschool, which is based on the school site and regular visits are undertaken by the EYFS teacher. Staff and children from preschool are regular invited to school events (Share days, Christmas productions etc.). We aim to ensure continuity and coherence by sharing information about the children's achievements.

8 Assessment

- 8.1 During the first 6 weeks of full-time education, the children will be assessed against the criteria in the Foundation Stage Profile providing the school with on-entry data. This will:
- help teachers to plan their work
 - provide a basis for value added
 - screen for specific difficulties/abilities
 - provide an overview of on-entry characteristics
- 8.2 On-going assessments based on the Foundation Stage Profile will take place weekly through observations, note taking, photographs and samples of children's work. Some observations are recorded in children's individual 'Learning Journey' on an online system known as 'Tapestry', these on line assessments are emailed home for parents to enjoy and make comments on, they are used to inform future short term planning. E-profiles will be updated in February providing the authority and the school with mid-term data, and a final assessment is carried out in June when data will be completed according to Authority guidelines.
- 8.3 Formative assessments are made at the short-term planning stage which will inform future planning. Data will be discussed, monitored and action plans will be put in place in response to the data on a termly basis. Writing assessments are also made termly and targets for reading, writing and maths are shared with parents at each consultation meeting.

9 Monitoring and review

- 9.1 It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This policy will be reviewed every two years.

Signed:

Date: Summer 2016

Next review: Summer 2018