



EARLY YEARS FOUNDATION STAGE POLICY

Revised: Autumn 2020
Next revision: Autumn 2023

Philosophy:

- We believe that Early Years' Education is central to the development of a child. We seek to provide high quality, integrated early education and childcare. We want each child to experience a broad and balanced curriculum which develops key learning skills that will prepare them for Key Stage 1
- We consider the 'whole' child in terms of their intellectual, social, emotional, physical, spiritual and aesthetic development.
- We value highly the relationship with parents and carers and work in partnership with them to ensure good transition from setting to setting and to build upon that which is already known about the child. We see our provision as a bridge between home and school. We also encourage parents to become involved in their child's learning and in the life of the school.
- We seek to provide a stable and ordered environment where every child matters and the social and emotional needs of each child can be met. We want them to feel happy and secure and motivated to learn.
- We feel it is important to offer a balance of free choice and adult-directed activities. Activities should be accessible to all and should establish solid foundations on which they can build.
- We offer opportunities to extend a child's learning through play
- We believe a child learns more effectively when they are given challenging and interesting experiences, which allow them to explore the environment.
- We believe it is vital to encourage each child to talk about their experiences and extend their understanding through speaking and listening.

Attainment and Progress:

- We have high expectations of our children and expect that they will make good progress during their time with us.
- We gather information, collect evidence and record progress in the form of workbooks, photographs and individual observations. This information is entered into Tapestry and then used to inform our half termly assessments on Tapestry.

Consideration of children's personal development:

- We aim to support the transition between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the group, the school and the local community.
- We aim to develop the child's independence by providing opportunities to make choices and begin to take responsibility for their actions.
- We want each child to develop a strong self-image and self-esteem.
- We teach them to look after their belongings and treat the belongings of others with respect

- We expect children to be polite and co-operative with adults; we encourage them to develop positive attitudes to their work, to be sensitive towards the feelings of their peers and others in the community, to concentrate and persist with activities they have chosen for themselves and be motivated to learn.

Admission and attendance arrangements:

- Once the children have been offered a place they are normally expected to attend on a full-time basis from the start of the academic year. However, we are flexible in our approach and a short period of reduced hours will be considered where needed.
- In consultation with parents and in some cases, outside agencies the 'timing' of full-time provision can be deferred.
- Details of the criteria used for school admissions can be found in our admissions policy.

Teaching:

- We encourage the children to take an active part in a variety of adult-directed and free choice activities.
- We emphasise the importance of doing their best and being confident in their ability to be successful learners.
- We are keen for the children to take pleasure in achievement.
- We encourage the children to settle to an activity, concentrate and persist with that activity for increasing lengths of time.
- We emphasise the importance of working and playing together, providing opportunities for children to work harmoniously alongside each other, listening to and being sensitive to the needs of others.
- We acknowledge the needs of young children by being sensitive to their varying rates of development and seek to provide a variety of differentiated tasks available to cover the objectives of each session.
- We aim to support each child's learning by reinforcement, intervention and interaction with the class, the group or the individual.
- We provide further opportunities for development for more able children enabling them to broaden their knowledge, enrich their experiences and to extend themselves with more challenging activities and tasks.

Planning:

- Planning is carried out by the teacher in charge of the Early Years curriculum in collaboration with the Learning Support Assistants working in the reception class.
- Responsibility is taken by all staff member for each child's well-being and general educational needs.
- Planning is set out with Long Term, Medium Term and Short Term/Weekly plans and a Topic Web and Topic overview are produced each half term.
- Each session is planned in accordance with the Statutory Framework for the Early Years Foundation Stage 2020 with aims and objectives related to the seven specific areas of learning.
- Individual next steps and class targets are used to help inform short term planning.
- During each session all 7 areas of the curriculum are evident

Curriculum:

- The curriculum is inclusive and provides opportunities for all children in the final year of their foundation stage.
- The curriculum is based on the Statutory Framework for the Early Years Foundation Stage 2020 headed by a variety of age appropriate topics to enhance their learning and understanding of the world around them.
- The activities and objectives are differentiated according to particular cohorts of children and individual developmental needs.
- The aims and objectives build upon past experiences and change throughout the year as the children progress.
- Individual progress is monitored, evidence collected and recorded daily on Tapestry and then half termly assessments recorded on Tapestry.
- The children are encouraged to take part in all activities, regardless of sex, race, background or ability.
- Opportunities are provided for the children to talk things through, solve problems, make decisions, experiment, plan their own learning, predict and question.
- Opportunities are provided for role-play, building and construction and creative work.
- Children are encouraged to develop an interest in books and reading and to extend their vocabulary through speaking and listening.
- Children are encouraged to develop their understanding of number, measurement, pattern, shape and space.
- Opportunities are provided for the children to develop, rehearse and practice fine and gross motor skills.
- Children 'work' inside and outside every day, weather permitting

Parents:

- Parents are encouraged to visit the school initially as prospective parents and then again in the term before their child starts school
- New Parents are encouraged to attend Stay and Play sessions at the beginning of the academic year.
- We respect and acknowledge the important role each parent plays in the education of their child and endeavour to involve them in their child's learning.
- Parents are encouraged to volunteer as a helper in the class either on a regular or one-off basis
- We value the informal contacts we have with parents and encourage them to come and talk to us if they have any concerns about their child
- During each week parents receive short write-ups detailing activities covered during the week, how to help and encourage their child further and details of activities and events to come on both Tapestry and Class Dojo.
- Each term we meet on a more formal basis to meet with and discuss each child's progress with parents
- Parents have access to their child's profile on Tapestry and are actively encouraged to contribute by sending in photos and write-ups of what their child has done at home.
- Parents are invited to join their child in the class once a week before school from the Spring term to take part in the 'Everyone Learning Together' sessions.

The Community:

- As a Church of England School, we have strong links with All Saints' Church. Regular visits are made to the church to take part in services at the end of each half term. Children are also encouraged to participate in activities organized by the church and in Sunday family services
- Our children attend weekly singing and celebration assemblies from the Spring Term.
- The children will attend a Collective Worship with the Rector once a month from the Spring Term.
- We appreciate the partnership we have with Woodlands Pre-School and 'wrap-around' care provision
- We value the contribution made by other adults from the wider community several of whom form the backbone of our volunteer helpers.
- We also treasure the links we have forged with local farmers who welcome us onto their land.
- When needed we are able to call upon the advice and guidance of Early Years specialists, support groups and other outside agencies.

Leadership and Management:

- The Foundation Stage class is organized and led by an Early Years specialist/Class teacher.
- The class is managed financially as part of the whole school
- The Class Teacher works with a full-time and part-time LSA
- Staff attend appropriate courses in Early Years education.
- The class and staff are overseen by the Head Teacher.

