

Foundation Stage Policy

2016/2017

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This policy links to:	Located:
<ul style="list-style-type: none">• Teaching and Learning Policy• Curriculum Policy• Safeguarding policy• OEE document	

Review Date – August 2017



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Early Years Foundation Stage Policy

Introduction

The Foundation Stage in our academy extends from the age of three in Nursery to the end of the reception year aged five. Entry into our academy is at the beginning of the academy year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Foundation Stage is important in its own right, and also in preparing children for later education and the next stage in their education.

We aim for quality and consistency in our setting. A secure foundation from which to learn. Building a partnership between parents and setting and provide equality of opportunity for every child.

Many children have been learning in one of the various educational settings that exist in the community. Prior learning builds on what our children already know and can do;

- it 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

This policy is underpinned by the following EYFS foundation stage documents:

1. Statutory framework for the early years foundation stage 2014 (DFE)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
2. EYFS profile handbook 2015 (STA)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488745/EYFS_handbook_2016_-_FINAL.pdf
3. The Early years: Foundations for life, health and learning 2011 (Dame Tickell)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180919/DFE-00177-2011.pdf
4. Development matters 2012 (The British Association for early childhood education)
<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>
5. Early years outcomes 2013 (DFE)
http://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf

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1 Aims and objectives

1.1 The EYFS curriculum underpins all future learning by promoting and developing:

- personal, social and emotional well-being
- language and communication
- reading and writing; literacy
- mathematics
- understanding of the world
- physical development
- expressive and creative arts

As well as positive attitudes and dispositions towards learning, social skills and skills and persistence

2 Teaching and learning

2.1 There is no one way or style that is more important than another to enable outstanding outcomes. The Trust believes that play, learning and interactions should be all encompassing and fully focussed on raising standards and excellent outcomes for our youngest children.

2.2 The features of effective teaching and learning in The Trust are defined in the policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in all Key Stages.

2.3 The more general features of good practice in The Trust that relate to the Foundation Stage are:

- the partnership between teachers and parents/carers that helps our children to feel secure at the academy, and to develop a sense of well-being and achievement
- the understanding that teachers have the knowledge of how children develop and learn, and how this must be reflected in their teaching delivery
- the range of approaches that provide first-hand experiences, give clear explanations, make timely interventions, and extend and develop the children's play, talk or other means of communication
- the skilfully planned curriculum that helps children achieve their best by the end of the Foundation Stage
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence, resilience and self-management
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers and acted upon to promote further progress
- the good relationships between The Trust, academies and the other educational settings in which the children have been learning before joining The Trust

- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it
- the regular identification of training needs linked to appraisals and the children's needs for all adults working at the Foundation Stage

3 Play at the Early Years Foundation Stage

3.1 Through play, children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules, sharing and structures. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.¹

4 Inclusion at the Early Years Foundation Stage

4.1 The Trust believes that all children matter. Children are given every opportunity to achieve their best. This is done by taking account of children's range of life experiences when planning for their learning.

4.2 At the Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

4.3 The Trust meets the needs of all children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a variety of teaching strategies that are based on children's learning needs
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively
- offering a safe and supportive learning environment, in which the contribution of all children is valued
- deploying resources that reflect diversity, and that avoid 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 providing support (such as speech therapy), as necessary

¹ 'The schools... did not see teaching as separate from play or infer teaching to mean one fixed view of how things should be done...put simply, they saw teaching as the many different ways in which adults...helped the children to learn'. OFSTED 2015: Teaching and play in the early years.

5 The Early Years Foundation Stage Curriculum

- 5.1 Our curriculum for the Foundation Stage reflects the seven areas of learning outlined in the EYFS foundation stage framework 2014. (Personal, Social and Emotional Development, Communication and Language, Understanding the World, Literacy, Mathematics, Expressive Arts and Design and Physical Development). Children's learning experiences enable them to develop competency and skill across a number of learning areas.
- 5.2 By the end of the reception year, our children have a daily mathematics and literacy and phonics session to help prepare the children for year 1. A number of transition events take place between FS and KS1.
- 5.3 Long, Medium-term and short term planning is completed regularly, and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards the National Curriculum. We understand that this may change due to the input from child initiated learning opportunities.
- 5.4 The academy makes full use of the outdoor classroom, where an exciting planned programme of appropriate activities takes place at all times of year.

6 Assessment

- 6.1 We make regular assessments of children's learning, and use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. Academies may also use other assessment tools such as DC PRO, Tapestry or 2-simple.
- 6.2 During the first month in Nursery and Reception classes, the teacher assesses the ability of each child, using the Early Years baseline from an approved provider. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the Foundation Stage Profile at our parental consultation meetings.
- 6.3 The teacher completes a progress assessment each half-term, and then updates the Foundation Stage Profile which is uploaded onto The Trust's electronic tracking system. At the end of the final term in reception, we send a summary of these assessments to the Local Authority for analysis, identifying the children's good level of development. The child's next teacher uses this information to make plans for the year ahead as well as the summary of each child's characteristics of effective learning. This information is also shared at parental consultation meetings.
- 6.4 Each teacher keeps progress books/ learning journeys, and uses these to record examples of each child's work. These progress books contain a wide range of evidence that we share with parents and carers at each parental consultation meetings each term. Academies will

use of variety of ways to ensure that parents make a contribution to the learning journey, capturing home learning and development.

- 6.5 Parents and carers receive an annual report that offers brief comments on each child's progress in each area of learning and a summary of the characteristics of their child's learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. These are completed in the summer term, and sent to parents and carers prior to the end of the academic year.

7 The role of parents and carers

- 7.1 Parents and carers have an important role to play in the education of their child. The Trust recognises the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents or carers about their child before their child starts in an academy
- visits by the teacher to children in their home setting prior to their starting the academy
- opportunities are given to the children to spend time with their teacher before starting the academy
- inviting all parents and carers to an induction meeting during the term before their child starts the academy
- offering parents and carers regular opportunities to talk about their child's progress in our reception class
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances
- offering a range of activities, throughout the year, that encourage collaboration between child, academy and parents/carers;
- providing various activities that involve parents and carers, i.e. regular communication with home through the child's academy diary/link books, and inviting parents and carers to curriculum evenings, in order to discuss the kind of work that the children are undertaking.

- 7.2 There is a formal meeting for parents and carers at least once a term, at which the parents/carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each academy year.

8 Resources

- 8.1 The Trust plan for and use a learning environment, both indoors and outdoors, 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, resilience, a sense of awe for the wider world and tolerance and respect for others.

9 Safeguarding

9.1 The EYFS leader must hold a level 3 or equivalent qualification with all other staff holding a level 2 or equivalent qualification. All staff must adhere to The Trust Safeguarding Policy and refer all areas of concern to the named safeguarding officer. At this academy this is

9.2 Each child is given a key person to lead their learning and safety. In a reception class this would normally be the class teacher.