

HOLT FARM INFANT SCHOOL

FOUNDATION STAGE POLICY 2018

1. PURPOSE AND AIMS OF THE EARLY YEARS FOUNDATION STAGE

Every child deserves the best possible start in life and the support that enable them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning, together provide the foundation children need to make the most of their abilities and talents as they grown up. The Early Years Foundation Stage framework (EYFS) sets the standards that all early years providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. *(Taken from Statutory Framework for the Early Years Foundation Stage 2017)*

2. LINKS WITH SCHOOL AIMS

The policy pays full regard to the aims of the school-

- To provide a happy, caring, well-ordered environment, in which children feel safe, secure, valued and respected.
- To provide a stimulating environment that will enlarge the child's knowledge, experience and imaginative understanding and motivate natural curiosity.
- To provide a well-structured balanced curriculum that will help the child to acquire knowledge and skills relevant to adult life in a rapidly changing society.
- To encourage each child to be considerate, co-operative, courteous, tolerant and respectful.
- To promote confidence, self-discipline and a high self esteem

3. PRINCIPLES OF THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation curriculum is based upon the following principles. These principles underpin the Early Years Foundation Stage planning.

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements.
- Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process.

- Practitioners must be able to observe and respond appropriately to children with a clear understanding of possible next steps in their development and learning.
- Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially.
- Practitioners ensure that all children should feel included, secure and valued.
- Parents and practitioners work together in an atmosphere of mutual respect within which children can feel secure and confident.
- Practitioners will provide an effective well-structured curriculum in which the child learns in a variety of settings, groupings and situations.
- No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- Practitioners will use a selection of appropriate materials and equipment.
- Early Years Foundation Stage experience should build upon what the children already know and can do.
- Parents and practitioners work together in an atmosphere of mutual respect within which children can feel secure and confident.
- For children to have rich and stimulating experiences, the learning environment will be well planned and organized.

4. CURRICULUM AIMS:

The curriculum for the Early Years Foundation Stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- **Personal, social and emotional well-being:**
By supporting the transition from pre-school to Holt Farm Infant School (see admission arrangements). By providing a safe and secure environment in which the children feel that they belong. By offering physical and emotional support using appropriate forms of comfort
- **Positive attitudes and dispositions towards their learning:**
By providing an environment where the children feel excited to learn and feel confident to take risks in a controlled situation.
- **Social skills:**
By enabling the children to learn how to co-operate and work harmoniously alongside each other.
- **Language and communication:**

By providing opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and each other, to practices and extend the range of vocabulary and communication and listening skills.

- **Reading and writing:**

By providing opportunities for all children to enjoy words and text and to experience a rich variety of books.

- **Mathematical skills:**

By offering practical activities which develop the children's understanding of number, measures, pattern, shape and space.

- **Knowledge and understanding of the world.**

By providing opportunities for all the children to solve problems, make decisions, experiment, predict, plan and question and to explore and find out about their environment.

- **Physical Development**

By providing opportunities for all the children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to keep themselves healthy and safe.

- **Creative development:**

By offering activities which enable the children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

5. CURRICULUM CONTENT

Young children are active learners who use all their senses to build concepts and ideas from their experiences. Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. First-hand experience, play and talk are the main ways through which young children learn about themselves and the world around them.

The curriculum is planned to allow children time and space to engage in activities in depth and time to follow through, consolidate and reflect upon their learning.

The learning environment, activities and experiences are based on the seven areas of learning.

1. Communication and language

2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding of the world
7. Expressive arts and design

One experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

The medium and short term planning follows the curriculum guidance for the Early Years Foundation Stage, with the expectation that most children will reach the early learning goals by the end of the Foundation Stage.

6. DELIVERING THE CURRICULUM

The Early Years Foundation Stage curriculum is delivered through structured play where the learning has been clearly identified , together with opportunities for children to lead their own learning.

Early in the Foundation Year, the children will have the opportunity to take part in a variety of activities. These will include, adult, independent and child initiated activities based around a topic. The children are encouraged to select their activity and can move around the classroom freely. Practitioners ensure that the child experiences a range of cross-curricular activities.

7. OUTDOOR PLAY

The importance of the outdoor play area has been recognised in the Early Years Foundation Stage guidance introduced in September 2000. The guidance firmly places outdoor provision and outdoor play at the heart of Foundation educational provision. The guidance states that:

- Well planned play should occur both inside and out
- Teaching and learning should occur both inside and out
- Inside and outside spaces need to be well resourced
- Sufficient space and time need to be given inside and out
- Regular and frequent physical activity is needed indoors and out

8. PLANNING

Long Term Planning

Long term planning objectives are taken from the Planning Guidance for the Early Years Foundation Stage paying full regard to the statutory Framework for the Early Years Foundation Stage Document.

Medium Term Planning

All curriculum areas are linked together through a half-termly theme.

Short Term Planning

Weekly planning sheets are completed for each area of learning, using long term and medium term plans.

9. ASSESSMENT AND RECORD KEEPING

Before the child starts school information about the child is obtained from parents about the child's likes and dislikes, friendships and information about pre-school education. This will be recorded in the child's records.

All children will have a Learning Journey which will form a continuous assessment for the child throughout the Early Years Foundation Stage and will

- Enable the teacher to plan appropriate teaching and learning activities
- Provide information that will inform discussion with parents about their child's learning and progress
- Assist with curriculum and resource planning

10. ASSESSEMENT

Assessment will form an integral part of the teaching and learning in the Foundation Stage, as set out in the school's Assessment Policy. The school entry assessment will include interviews with parents, pre-school records and visits and observations made in the indoor and outdoor classroom. This will be completed within the first 3 full weeks in school. Assessment will continue to inform planning and records will be updated each half term. At the end of the Reception year each child will be assessed against the Foundation Stage Early Learning Goals which will inform the written report given to parents at the end of the academic year and will include targets for future learning.

11. ORGANISATION OF THE FOUNDATION CURRICULUM

Admission and entry arrangements

The Foundation phase has three classes. Each class has a fully qualified teacher and a teaching assistant who is also experienced in Early Years Foundation Stage education.

From September 2011 parents were given the right to a full-time place at the school from the September following their child's 4th birthday.

Parents can also request that their child attends part-time until the child reaches compulsory school age. The arrangements are as follows:

- Children born between 1st September and 31st December will start school full-time at the beginning of the Autumn Term (the term during which they have their 5th birthday).
- Children born between 1st January and 30th April will be offered a full-time place from September or a part-time place in school at the beginning of the Autumn Term and become full-time after the October half-term.
- Children born between 1st May and 31st August will be offered a full time place in September or a part-time place in school at the beginning of the Autumn Term and become full-time from January.

Once a decision is made for a child to be part-time or full-time this decision is irreversible.

To ease the transfer from pre-school to Holt Farm we hold a 1:1 meeting with a Reception teacher and stay and play sessions at school as well as information meetings. This enables the children to become familiar with their teacher and the classroom environment. We also supply photobooks of the school to our feeder preschools to share with their children and help them become familiar with our school and the staff.

Organisation of Resources

Resources within classrooms are labelled with pictures as well as words, to enable children to select equipment and tidy equipment away independently.

Structure of the day

- Foundation and Key Stage 1 children have a staggered start to the day between 8.45 and 9.00am.
- Lunchtime is one hour and 10 minutes. The children can choose to have either packed lunch, school dinner or go home for lunch.
- The children have a government provided snack in the morning.
- Once a week the children will cook in class which is usually related to the topic.

Relations within the whole school

All Early Years Foundation Stage children will have opportunities to mix with each other. The children are included in many whole school events and have the opportunity to meet many other children during break. The Headteacher and staff meet with the children within school during assembly.

Trips and visits

The children will go on visits throughout the year. This will include a walk exploring their local environment. In the summer term the children will have a special educational visit.

For each visit the children's safety is of highest priority. A risk assessment is carried out prior to any visit.

A qualified paediatric first-aider will accompany children on outings.

Within the child's first term at school, parents will be invited to a parents' evening to discuss how their child has settled into school.

Each week parents are sent a weekly newsletter detailing events and topics for the week ahead.

In Autumn 2 and for the rest of academic year parents are invited to a weekly "Family Morning" 8.45-9.10 where they can spend time with their child in class.

Parents are also welcome to help in the classrooms.

Co-ordinators have a responsibility to

- Monitor the teaching and learning in the foundation stage and give individual and whole school feedback.

This policy was reviewed by The Early Years Foundation Stage Co-ordinator Summer 2018

Next review Summer 2020.

