

Wardley CE Primary School Foundation Stage Policy



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| Name of Reviewer | Mark Foster |
| Date of Approval of Governing Body | May 2023 |
| Signature of Chair | <i>Alan Johns</i> |
| Signature of Head | <i>Mark Foster</i> |
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EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Description

The Foundation Stage comprises of 1 Nursery class (26 full time pupils) and 1 Reception classes (30 pupils).

Children joining our school have already learnt a great deal. However, some children enter with below age expectations especially within Communication and Language. 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 e.g. an emphasis on multi-sensory, active learning that uses first hand experiences;
- 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 activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment that connects with children's interests.

AIM

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy and caring learning environment. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Principles into Practice

The Foundation Stage staff work as part of a team. Staff have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage affects a smooth transition from home to school and offers stability for the younger child. All children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

The EYFS learning and development requirements comprise:

- **The seven areas of learning and development and the educational programmes (described below)**
- **The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year**
- **The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)**

Educational programs

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. The expectations for children's development must ensure that cognitive development proceeds hand-in-hand with their social and personal development.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

This is done both indoors and outdoors and by working with a wide range of resources.

Personal, Social and Emotional Development

The school fosters and develops relationships between home, school and local community. Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Children's spontaneous learning is highly valued and opportunities for high level play are strengthened by the staff's commitment to ongoing evaluation of the areas of Continuous Provision (inside and outside). Areas of provision should be discreet, well defined and set up to enable children to be independent learners. Through valuing and ongoing monitoring of Continuous Provision, staff acknowledge the importance of children learning through their natural interests, structured play and especially the need to: explore, repeat, re-enact, rehearse and consolidate, in meaningful, playful contexts. Practitioners work daily in the Continuous Provision making informal assessments not only of children's progress and

interests but also of the play opportunities provided. This enables us to constantly ensure that our environment is stimulating, challenging and fun.

Staff are aware of the diverse ways in which young children develop and learn in an active, multi-sensory environment with a strong partnership with parents. The EYFS educational programmes aid the staff with their philosophy and practice. Speaking and listening is actively embedded in all areas of the curriculum. Emotional literacy and oracy are strongly regarded as an essential prerequisite to early learning.

ASSESSMENT

In the Foundation Stage we make ongoing assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation stage takes the form of interaction with the children and all the practitioners in the EYFS are involved in assessment. The children and their parents/carers are also invited to be part of the process.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA) 2.7. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Children are targeted on a regular basis and practitioners discuss individual needs and take appropriate actions. Our assessments are carried out sensitively and as much as possible in situations which are more meaningful and initiated by the children themselves. End of Reception scores are reported to the LEA as required usually in June. We share evidence with parents/carers formally at least 3 times a year through Parent Meetings. Parents/carers as well as the children are welcome to look through the Profile at other times. We give the children ownership of the Records of Achievement (Profiles) e.g. they can sometimes select recorded work to put in.

Parents receive their child's end of Foundation Stage Profile/Record of Achievement at the end of the Foundation Stage including an end of year review. We complete these in June and send them to parents/carers in early July each year.

SPECIAL EDUCATIONAL NEEDS

In the EYFS children who are struggling with certain aspects of the Specific or Prime areas of learning will be placed on a Play Plan. Play Plans are designed to give extra support to children in the classroom environment. Play Plan targets are shared with parents on a regular basis and are designed to support and develop learning.

WHOLE SCHOOL OBJECTIVES

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.

- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

ACCESS TO THE FS CURRICULUM

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the Early Years Outcomes and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning.

SAFEGUARDING

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' (Statutory Framework for EYFS 2014)

At Wardley CE Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

The school takes its child protection responsibilities very seriously. Any concerns which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance.

BEHAVIOUR

There will be times when children behave in an unacceptable manner and they need to be guided towards acceptable behaviour. To learn the difference between right and wrong, this is a part of growing up. Any daily problems will be discussed at the end of the school day with the parent/carer. In some instances, the following sanctions may be used:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups (circle time)
- Parental involvement

Our aim at Wardley CE Primary is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately. To this end we will:

- Praise children for good behaviour on a regular basis.
- Model good behaviour by treating adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use our weekly planning to provide for their individual needs. Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

Health and safety

Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before we embark on school outings.

Oral health

During Early Years' Foundation Stage, a child's first experiences with oral health can impact on the rest of their life. That's why it's so important to teach them about their mouth and introduce them to good habits as soon as possible. It is equally vital to continue to 'normalise' dental visits and put them at ease with the role of a dentist as a person they can trust.

At Wardley we will promote good oral hygiene by using the resources available on the Oral Health Foundation website. We will teach discreetly the importance of good oral hygiene and establish links with home.

The role of parents

We believe that parents and carers are the first educators of their children and have a vital role to play in the continuing education of their child. We recognise the role that

parents/carers have played, and their future role, in educating the children. We acknowledge this by:

- Talking to parents about their child before s/he starts at our school;
- Graduated drop off to allow for a smooth transition and time to talk with parents/carers. Parents can drop their children from 8.40am onwards;
- Spending time with each new parent talking about the Induction process;
- Offering parents daily opportunities to talk about their child's progress in our Foundation Stage;
- Giving each Nursery child a Home/School diary to enable close liaison between home and Nursery;
- Being available to talk to parents/carers daily about their child's progress. We have parents' meetings twice a year during which the practitioner and parent/carer discuss progress and development. The child's Profile is discussed and parent/carer is offered the opportunity to make a written contribution;
- There is a half termly 'open afternoon' when parents can spend time in the learning environment alongside their child;
- Having flexible admission and induction arrangements that enable children and parents/carers to become secure, and by allowing time for practitioners to get to know children and their families so that relevant next steps in planning and organisation are meaningful and truly relevant;
- Arranging for children to start Nursery over the first two weeks. We stagger the starting time of each child over this period so that the practitioners can welcome each child individually into our setting. We actively involve parents/carers in settling their child during the induction period;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers;
- Offering a range of activities that support the involvement of parents e.g. the drop ins which have a learning and development focus e.g. modelling of the teaching of phonics;

TRANSITION

The importance given to transition issues (on-entry to FS and to Year1) is regularly considered, not just at appropriate times in the school year;

Practice to support good transitions include;

- Parent's meetings to share and gain information
- Visits to settings prior to children entering nursery or reception
- Ensuring settings provide good transition information.
- Graduated response to playtimes in the year one playground e.g. during the summer term school staff will support children to access the new areas.
- Lunch times can be challenging transitional times for children and there is always a member of school staff in ratio with the children.
- Reception and Nursery children stay together in their familiar environment for lunch time playtime to support their wellbeing.

RESOURCES

We plan a learning environment, both indoors and outdoors, that encourages exploration, motivation, enjoyment, challenge and a positive attitude to learning. We use material and equipment that reflect both the community that the children come from and the wider world. The continuous provision planning format used across the setting and a format used for continuous provision resource labels. We strongly encourage the children to make their own selection of the activities on offer, as we firmly believe that this encourages autonomy, social competence and independent learning. We believe the continuous provision needs to be of the highest quality to ensure children are encouraged to be independent, stimulating and challenging through open ended opportunities.

Monitoring and Review

It is the responsibility of those working in Reception and Nursery to follow the principles stated in this policy. The Headteacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. This policy will be reviewed in May 2024 or as necessary.