

STANFORD IN THE VALE CE PRIMARY SCHOOL

FOUNDATION STAGE POLICY

At Stanford in the Vale Primary School we believe:

“Every child deserves the best possible start in life and the support that enables them to fulfill 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 grow up.”

Statutory Framework for the Early Years Foundation Stage 2017

We aim to provide:

- **quality and consistency** so that every child makes good/outstanding progress
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between our practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Four guiding principles shape the practice in Sunflower Class (Foundation Stage).

These are:

1) **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. At Stanford in the Vale Primary School we recognise that every child is a competent learner. We recognise that children develop in individual ways, 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 and rewards, to encourage children to develop a positive attitude to learning.

2) **Children learn to be strong and independent through positive relationships.**

At Stanford in the Vale Primary School we aim to develop caring, respectful, professional relationships with the children and their families. Each child has a designated Key Person of either the Teacher or one of the two teaching Assistants. Parents are invited to discuss any achievements or concerns with their child’s Key Person. *(See: Key Person Policy)*

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Providing a Foundation Stage induction meeting prior to the child starting in Sunflower Class. This usually takes place during the spring term before a child starts. Parents are given a presentation on the EYFS, are shown around the school and have opportunities to talk to the teaching staff in Sunflower Class;
- The teacher and the child's Key Person offer to visit all children in their home setting during their school settling in period (within the first 3 weeks of school);
- Providing opportunities for the children and their parents to spend time in the Foundation class before starting school during 'Come and Join in' afternoons and transfer days;
- Offering parents regular opportunities to talk about their child's progress including Parents Evenings, which take place once a term and allow parents access to their children's Learning Journeys.
- Parents having access to their child's Interactive Learning Diary (ILD) throughout the school year. Parents are encouraged to discuss the ILD and add their own observations, voice entries and comment on their child's progress;
- Parents receive a report on their child's attainment and progress at the end of the EYFS;
- Encouraging parents to talk to the child's Key Person or teacher if there are any concerns;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open days, Class Collective Worship, Sports Day etc;
- Providing 'Wow moment' slips for parents to provide information to go towards their child's learning journey.

3) Children learn and develop well in enabling environments

At Stanford in the Vale Primary School our Foundation Stage consists of one F1 class. Staffing currently includes one specialist *Foundation Stage* teacher and two TA's for a maximum of 30 full time children. (*See: Admissions Policy*)

We recognise that the environment both indoors and outdoors plays a key role in supporting and extending the children's development in all 7 areas of learning described below.

The EYFS classroom is organised in learning areas to allow children to:

- participate in active and quiet play
- to explore and learn securely and safely
- to find and locate equipment and resources independently.

The Foundation class has its own enclosed outdoor area, equipped with appropriate resources such as climbing apparatus, a role play cabin, wheeled toys and a musical instruments. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors, offering the children opportunities to explore, use their senses and be physically active and exuberant. Through the use of effective classroom displays, a print rich setting and stimulating school grounds,

children are able to learn and make good/outstanding progress in an inspiring, motivating and interesting environment.

Children are also offered a Forest Schools programme both on and off site by a trained member of school staff and a team of dedicated volunteers.

4) Children develop and learn in different ways and at different rates.

At Stanford in the Vale Primary School we believe that all our children matter. We give our children every opportunity to achieve their best. 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 and/or disabilities (*see SEND Policy*), children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds (*See: Equality & EAL Policy*).

The EYFS Statutory Framework specifies requirements for learning and development and for safeguarding children and promoting their welfare.

The **learning and development requirements** cover the *areas of learning and development* which shape activities and experiences for our Foundation Stage children.

At Stanford in the Vale we follow the non-statutory guidance material; '**Early Years Outcomes**' (2013) which helps practitioners to support children's learning and development. We also use the Development Matters 2012 document as guidance for characteristics of learning.

All areas of learning and development are important and inter-connected. 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. These three areas, the *prime* areas, are:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development.

Children are also supported in four *specific* areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (EYFS) that define the expectations for most children to reach by the end of the EYFS.

In addition, there are three different characteristics of learning that run through and underpin all seven areas of learning and development.

The characteristics of learning are:

Playing and exploring - children investigate and experience things and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

In the Foundation Stage Class we:

- Provide exciting first hand experiences, give clear explanations, and make appropriate interventions;
- Plan opportunities that build upon and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Guide their development through warm, positive interaction;
- Use a wide range of teaching strategies based on children's learning needs - practitioners have a clear understanding of how children develop and learn;
- Provide a safe and supportive learning environment in which the contribution of all children is valued;
- Encourage children to communicate and talk about their learning, and to develop independence and self-management;
- Use resources which reflect diversity and are free from discrimination and stereotyping;
- For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS;
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities both indoors and outdoors. In their play children learn at their highest level. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Assessment

Ongoing assessment plays an important part in helping our parents, carers and practitioners to recognise children's progress, understand their needs, and to plan relevant activities and support to address the child's next steps.

This begins by practitioners observing the children and assessing their interests, development and learning, before planning differentiated activities and experiences to extend the children's learning and development.

Long, medium and short term planning is based around themes and flexible in order to meet the children's needs and interests.

Assessment is linked directly to the age and stage bands' in all areas of learning as recorded in the Early Years Outcomes/ Development Matters.

Photographic evidence and examples of children's work are recorded in the children's 'Learning Journey' books and Interactive Learning Diary. These also contain information provided by parents and the children.

Parents and/or carers are kept up-to-date with their child's progress and development.

Within the final term of the EYFS, we provide a written summary to parents, (The EYFS Profile) reporting their progress against the EYFS goals, and a brief report on the characteristics of learning.

Each child's level of development is judged and recorded against the 17 goals derived from the Early Years Outcomes/Development Matters document. For each goal, the teacher will determine whether children are meeting expected levels, are exceeding them, or are below the expecting level - 'emerging'.

The Profile provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. We give opportunity for the parents to discuss these judgements with the EYFS teacher.

Year 1 teachers are given a copy of the profile report which informs a dialogue between Foundation and Year 1 teachers about each child's stage of development / learning needs and assist with the planning of activities in Year 1.

The EYFS Profile results are reported to our local authority.

Transition

We take pride in our induction procedures and believe that we support everyone involved in the children's entry to school and movement to year 1.

We have established good links with Stanford in the Vale Pre-school. Regular visits are undertaken by the Class Teacher and Head teacher, and we also attend relevant Pre-School meetings when possible to encourage links. The EYFS teacher meets

with staff to discuss new intake children. Staff and children from Pre-school are regular invited to school events (open morning, share days, Christmas productions, sports day etc.) and visit regularly in the summer term to support the transition.

To ensure a smooth and happy transition, children are given the opportunity to spend time in their new class with their new teacher towards the end of the academic year, in order to become familiar with their new learning environments.

In September, the children's starting times will be staggered so that teachers and TA's can meet with each child and their parent's individually and discuss any questions or worries that they may have.

During this time, the Early Years staff will carry out a home visit. This will allow the child and adults to get to know each other on a one to one basis. Parents can also use this opportunity to discuss any worries or concerns about their child starting school.

In the final term in Foundation, the respective teacher and Year 1 teacher(s) liaise to discuss the individual children, their needs and analyse the assessment data to inform planning. Children are encouraged to share work between both classes and are provided with opportunities to do so individually and as a whole class. Children are also able to have shared play times and to both use the Year 1 outside area for some activities. Therefore we ensure the children are ready to benefit from the opportunities available to them when they begin Year 1.

At Stanford in the Vale Primary School we aim to provide a high quality Foundation Class which is welcoming, safe and stimulating. We endeavor to meet the **Safeguarding and Welfare Requirements as outlined in the EYFS Statutory Framework 2017:**

- **Child Protection** (*See: Safeguarding /Child Protection Policy*)
- **Suitable People**
- **Staff taking medication/other substances**
- **Staff qualifications, training, support and skills**
- **Key person** (*See: KP Policy*)
- **Staff: child ratios**
- **Health re: medicines, food and drink, accident or injury**
- **Managing behaviour** (*See: Behaviour Policy*)
- **Premises re: safety, suitability and accessibility of the environment and equipment**
- **Risk assessment** - 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.
- **Outings**

- **Equal opportunities** (*See: Equality Policy*)
- **Information and records**
- **Complaints** (*See: Complaints Procedure*)

Please see related records/policies/procedures and the OCC Safeguarding and Welfare audit.

Monitoring and Review

It is the responsibility of the EYFS practitioners 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 teacher, SLT and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Policy Reviewed: November 2017

To be reviewed next: November 2019