

Early Years Foundation Stage Policy

This policy reflects the central beliefs that we should build upon and broaden children's knowledge and understanding of the world and continue a learning journey which will enrich the rest of their lives.

Our aim is:

- To give children the best possible start to their school life.
- To foster a love of learning and develop academic and social skills in a safe, supportive and caring environment where individuals are valued.
- To ensure the children learn that they have a responsibility to their class, school and community and to know that caring for others is at the centre of this.
- To promote tolerance and celebrate diversity.
- To appreciate the Christian ethos of the school.

Curriculum and learning – key principles

The child's well-being and progress, both academically and socially, is at the centre of our decisions. We recognise the key role of parents in their children's learning and work to develop and promote a partnership between them and the school.

The curriculum is planned to ensure coverage, continuity and progression with regular assessment opportunities built in. It reflects the way that young children learn, through purposeful and well planned activities, a wide variety of topics and first hand experiences. Children are encouraged to become independent, resourceful, resilient and curious through both self-initiated and adult-led learning.

What the Curriculum Covers

Children progress through the Early Years Foundation Stage and, once completed, on to the National Curriculum for Key Stage 1.

The EYFS Curriculum consists of the following areas:

Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Prime Areas

- Personal, social and emotional development
- Physical Development
- Communication and Literacy

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Planning and Organising the Curriculum

A long term plan is in place to show the content through the year. From this, weekly and daily plans are written and these are based around short topics and themes, with Literacy skills at their core and strong links to curriculum subjects like Geography, Science and History. Opportunities to use the outside environment are planned for. The school aims to provide a broad and balanced curriculum and 'Blocked or themed' weeks are regular occurrences. These are sometimes linked to the school's rolling programme of focussed themes.

We follow the government's letters and sounds programme and believe that this rapid acquisition of phonics is pivotal in ensuring that children make the best possible progress in reading, writing and spelling and makes the process exciting and successful. We aim to keep parents fully informed and involved in this process as their support is invaluable to the success of the scheme.

Mathematical skills are taught through class, group and individual activities and games. Religious Education and Personal Social Education are closely linked and are taught both through topics, daily life and discrete teaching.

Technology in the classroom is in daily use and ICT skills are also taught as discrete lessons.

PE is timetabled to include Gymnastics, Games and Dance.

There are daily opportunities for art and design technology and these subjects are also taught through topic work. Music and singing are taught by a visiting music teacher and the class teacher. It also forms part of the daily classroom routines.

Involving and Informing Parents

We value the support of parents and aim to keep them fully informed about school life and the progress that their children are making. We do that in a variety of ways:

- A Welcome Meeting the term before the child starts school to give information about the school, the staff and to receive a School Prospectus and induction pack
- Staff visit the Pre-School settings and children visit the Reception classroom in the summer term.
- A 'Back to School' night to give further information about the school, routines and curriculum.
- Parents evenings in Term 2, 4 and 6
- Individual reports to parents in Term 3
- Final Foundation Stage assessments and a narrative on their Characteristics of Effective Learning are reported in Term 6 to parents along with Individual Learning Journeys.
- A series of workshops and Parent Focus meetings throughout the year.
- 'Learn-Along' mornings to give parents the opportunity to work alongside their children.
- A Link Book to record comments about how the children are progressing with their reading. This also has information about the Letters and Sounds programme and the expected maths skills.
- A weekly 'Maths Activities' booklet to support learning at home.
- Website providing school and class information, including guidance on the reading scheme.
- Day to day contact
- Parents are encouraged to be parent 'readers' in the classroom
- School Calendar and whole school newsletters every term

Assessment and Record Keeping

Children in the Foundation Stage are continually assessed through observation, in the form of: -

Spontaneous written observations, check lists, formal assessments, photos and videos

This ongoing assessment informs the teacher on the individual needs of all children and supports planning.

Children have individual records, which contain transition documents from other early year's settings and on-going assessments to check progress.

Individual Learning Journeys are kept by the Class Teacher and this informs assessments for the Foundation Stage Profile.

The FS2 teaching staff attend annual moderation training.

Monitoring and Evaluation

Lesson observations take place regularly to ensure effective teaching and learning, and to challenge and support.

The LA provides moderation guidance and the school has regular monitoring visits from the LA's Early Years Team to confirm teacher assessment judgements. The Headteacher reviews and moderates the Class Teacher's assessment judgements.

The school analyses the progress and achievement of the setting compared to pupils locally and nationally to identify strengths and areas for further development. The Foundation Stage leader makes an annual action plan to identify key areas of development within the Foundation Stage.

The inside and outside classroom environment is monitored by the Foundation Stage Leader and the Head teacher to ensure that learning takes place in a safe environment. Judgements are recorded on our Self Evaluation Form.

The Foundation Stage Leader monitors the provision of appropriate resources to inspire children and support the curriculum, with advice sought from curriculum subject leaders.

Risk assessments are carried out for the outside play area, for local walks and visits beyond the locality.