

Snaith Primary School



Foundation Stage Policy



Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances.

What is the Early Years?

For the purpose of this policy 'Early Years' refers to children in our Nursery and Reception class

Our Aims at Snaith Primary School:

- To create a positive, first-hand experience of school life
- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already know and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

The Curriculum

The Curriculum is based on the Early Years Foundation Stage (EYFS). The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the "Statutory Framework for the Early Years Foundation Stage" document (DfE, 2014).

Key Principles

The EYFS is based upon four principles:

A unique child: We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and 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 and develop a positive attitude to learning

Positive relationships: We recognise that children learn to be strong and independent from secure relationships and aim to

develop caring, respectful and professional relationships with the children and their families

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Enabling environments: We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning

Learning and development: The Reception classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. We do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play by getting involved in the play themselves.

Learning and Development:

The seven areas of learning and development are:

Three Prime Areas:

*Personal, Social and Emotional Development
*Physical Development
*Communication, Language and Literacy

Four Specific Areas:

*Literacy
*Mathematics
*Understanding of the World
*Expressive Art and Design

At Snaith Primary School we believe all seven areas are of equal importance and fully ensure that the three prime areas are embedded in the four specific areas. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

- For each goal practitioners will determine whether children are:

Emerging: Working towards the Early Learning Goals

Expected: Achieved the Early Learning Goals

Exceeding: Working beyond the Early Learning Goals and in some cases at National Curriculum Level

- Children are still assessed in each area of learning
- Progress check at age two: children's progress will be reviewed between the ages of two and three and a written summary provided to parents/careers
- Children are also assessed against the Characteristics of learning which form a major role in EYFS. These will be assessed through observations and adult directed tasks.

Planning

Aims

- To plan exciting and fun learning experiences which are geared towards the interests of the children.

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners, there are four themes

- a unique child
- positive relationships
- enabling environments
- learning and development

Lessons are planned around the three Prime areas of Learning and Four Specific Areas of Learning which are:

The three prime areas are:

Personal, social and emotional development:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Communication and language:

- Listening and attention
- Understanding
- Speaking

Physical development:

- Moving and handling
- Health and self-care

The specific areas are

Literacy:

- Reading
- Writing

Mathematics:

- Numbers
- Shape, space and measures

Understanding the world:

- People and communities
- The world
- Technology

Expressive arts and design:

- Exploring and using media and materials
- Being imaginative

All members of the Foundation Stage team are involved in planning. Areas of learning, both inside and outside, are planned carefully, regularly changed and have clear learning objectives linked to the theme for the week. Planning is displayed clearly in the classroom and is regularly adapted to suit the needs of the children.

How we assess children in the Foundation Stage

- Children entering Nursery and Reception are observed during their first weeks, to provide baseline information. This is assessed against development matters.

We carry out a Baseline during the first 6 weeks of the Autumn term. These are carried out by the teachers involving a range of practical activities and careful observations.

Formative assessment: This type of assessment informs everyday planning and is based on continual observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations and other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. Each child has an individual Learning Journey, Presentation books and a maths book in which this evidence is stored. We plan for observational assessment when undertaking our medium and short term planning. The Early Years Foundation Stage Profile is updated at the end of each term and results are passed to the SLT in preparation for termly progress meetings

Summative assessment: At the end of the Reception year the EYFS Profile is completed which provides information of a child's knowledge, understanding and their progress. The Profile reflects the on-going observations and assessments which have been made during the year.

Evaluations are made in each of the 7 areas of learning, assessing against the early learning goals criteria. Each child will be assessed as either 'meeting expected levels', 'exceeding expected levels' or not yet reaching expected levels (emerging) in each of the 7 areas of learning. Monitoring of each child takes place through daily observations, discussions, photographs and record keeping as well as planned observations.

Parents receive an end of year report summarising their child's achievements in school as well as their end of Foundation Stage results. The profile data is discussed with the Year 1 teachers in end of term meetings

Key person

Our main aim in school is for children to have a happy, safe and secure learning experience where they build good relationships with all members of staff. To encourage this, children are given a key person at the beginning of the Year.

A key person is:

- A named member of staff who works in the Early years Foundation Stage and has daily contact with the child
- Someone to build relationships with the child and parents
- Someone who helps the child become familiar with the provision
- Someone who meets children's individual needs and care needs
- Someone who is in charge of keeping the child's learning journey up to date
- The person who acts as a point of contact with parents

However, at our school we encourage children and parents to build a relationship with all members of the Foundation Stage team. We believe in an 'open door policy' and encourage this from the beginning.

Parents involvement

Parents involvement in their child's learning is important to us throughout their time in Foundation Stage.

There are a number of ways that we include parents in their child's learning:

- Nursery and Reception hold a termly stay and play session for parents. These often have a focus such as phonics and maths.
- Reception hold termly profile evenings for parents to look at the learning journeys
- Wow moment slips are sent home regularly to encourage parents to contribute achievements that they have seen
- Reception send home a weekly letter informing parent's what has been learnt that week in school, with a space for parents to write what they have done at home.

All this information contributes to their child's learning and is used when assessing the children. All this information is kept in their learning journeys.

Induction and Entry to school:

Nursery

- Parents are invited into nursery with their child to have a look around and meet all members of the Foundation Stage team. This is an opportunity for the child and parent to familiarise themselves with the classroom.
- A welcome booklet is sent home with all the relevant information in which parents will need to know

Reception

- Parents of new Reception children are invited to a New starter meeting in May where class structure, staffing, daily routines and uniforms are discussed. Parents have the opportunity to look around the classroom and discuss any issues with the members of staff.
- The children are invited in during the Summer term for two induction sessions. During these sessions the children join some of current Reception children. The first session parent's stay with their child in order to familiarise themselves with the classroom. We encourage parents to

leave their child during the 2nd session to enable them to get to know their peers and the staff working in the classroom.

- All children start in September where a staggered start is introduced. This consists of

Day 1: Children stay for the morning session and are picked up at lunchtime

Day 2: Children stay for the morning and lunch. Parents pick their child up after lunch

Day 3: Children are in full time.

LIAISON WITH PRE-SCHOOL SETTINGS AND INDUCTION

At Snaith Primary School, we have close links with the local pre-school. Reception practitioners utilise the transfer records from pre-school settings to inform them about each new intake. During the Summer Term, the EYFS teacher visits the feeder nurseries and play groups, to meet the children in a familiar setting. In addition, all prospective children have the opportunity to visit the school and their classroom for a number of 'taster' sessions.

Reception to Year 1 Transition

Reception and Year 1 work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Snaith Primary School: children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year

Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support

EYFS Profiles are passed on to Year 1 teacher

An EYFS Profile/Characteristics of Effective Learning is passed on to the Year 1 teacher

Reception and Year 1 teacher meet to discuss individual needs of children in July

Reception children visit their new Year 1 class and teacher for a session in July

The 'Read, Write Inc' approach to phonics and spelling is continued throughout Year 1 and 2

Inclusion

Children with additional educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special needs, thus increasing the adult/pupil ratio. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

SAFEGUARDING AND WELFARE

“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.” (DfE, 2014)

At Snaith Primary School we provide a welcoming, safe, secure and stimulating environment enabling all children to develop into independent and confident individuals.

Please also refer to the Safeguarding Policy and Health and Safety Policy.