

Braywood CE First School



Aspire, Learn, Achieve

Foundation Stage Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

"Children quickly develop in the early years, and practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments"

Development Matters in the Early Years Foundation Stage (EYFS)
(The British Association for Early Education 2012)

Aims

- To provide a suitable learning environment.
- To plan for, observe, assess and record the children's progress.
- To share knowledge with other practitioners and parents.
- To ensure that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- To adhere to the safeguarding and welfare requirements as specified in the EYFS statutory framework.
- To ensure the children : -
 1. feel secure and valued.
 2. initiate their own learning pace and style.
 3. have time to explore their ideas/ interests and make links.
 4. learn from each other, as well as from adults.

Rationale

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. In the Foundation Stage how the children learn is as important as what they learn. The children learn through planned play activities and are encouraged to experience a wide range of resources, both inside and outdoors, that will help them acquire the skills necessary for the early stages of reading, writing and mathematics. At Braywood we believe that there should be a transitional phase between Year 1 and the Foundation Stage because children develop in these key areas at different rates. This differentiation is reflected in the day to day planning of activities across the curriculum. Those children who need extensions to progress their knowledge and abilities are catered for as equally as those who are struggling to achieve expected outcomes on

the scale points of the EYFS profile. The planning is reviewed and amended on a daily basis according to the children's suggestions and areas of interest. At all times it is ensured that all areas of the curriculum are covered and all interests are catered for.

The Curriculum

The curriculum we follow is The Early Years Foundation Stage Framework. There are seven areas of learning and development. Children should develop the first three prime areas first. These are:

- Communication and language
- Physical development and
- Personal, social and emotional development

As children grow, the prime areas will help them develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the world and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities.

Expectations

At Braywood we expect all the children to have experienced, and many to have progressed through, the majority of the Early Learning Goals and to be ready for the Year 1 curriculum. Transition through this stage is carefully and sensitively monitored, as there are children in Year 1 who are not ready to embark on the full National Curriculum and need to reinforce their learning with the Foundation Stage children to ensure a smooth and positive transition between the two key stages. Through regular termly meetings, a presentation on the Foundation Stage and an "open house" philosophy, parents are encouraged to support this process through understanding their child's needs and anxieties. Children are invited into school for three visits in the term prior to starting school.

To achieve these expectations the staff will :-

- Work in partnership with parents and carers
- Conduct visits to each child's setting prior to their start in order to gain information about each individual child.
- Promote children's learning through planned experiences and activities that are challenging and achievable.
- Teach skills and knowledge.
- Understand that children learn in different ways and at a different pace to each other.
- Use rich and varied language to help children develop linguistic structures or thinking.
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.

Inclusion

Planning will meet the needs of all. It is our intention to provide a safe and secure learning environment in which all children are valued; a wide range of opportunities to motivate, support and develop learning and carefully planned activities that will build upon and extend children's knowledge. See Inclusion Policy.

Intimate Care Policy

There are times when a child may require a change of clothes whilst at school. The purpose of this policy is to provide clear guidelines and procedures for providing the intimate care of all of these children, including procedures for staff changing or supporting the changing of children in these circumstances.

These guidelines and procedures apply to changing a child in a range of circumstances, for example:

- When a child has wet or soiled themselves due to having not reached continence as part of a specific medical condition or global developmental delay
- When a child has vomited on or wet or soiled themselves

- When a child has become dirty or wet from involvement in particular play activities e.g. painting, water play
- When a child requires support and assistance changing for physical activities.

Leadership and Management

Priorities relating to the Foundation Stage will be identified in the school development plan and addressed by the whole school. Meetings by the team of teachers and teaching assistants in the Foundation class and Class 1 occur regularly each half term and are planned to discuss issues and training relevant to our age range. Smaller issues are considered daily. All the staff and governors are aware of the requirements of the Foundation Stage and the importance of this key stage in relation to the children's learning and its impact on raising standards across the school.

Organisation

The learning environments both indoors and outdoors will be planned effectively to meet the requirements of all areas of learning. Teachers use the children's interests as the basis for a weekly theme and ensure that activities and resources provided encompass the breadth of the prime and specific areas of the Foundation Stage 'Development Matters'. Spontaneous child initiated learning opportunities are embraced and recorded on the weekly planning sheet accordingly. Children are autonomous in accessing the resources within the indoor and outdoor classroom. They can make informed choices, select resources independently and engage in purposeful, challenging activities with or without the presence of an adult.

These areas include:-

- An attractive, quiet and comfortable place to read (the 'library loft').
- Sand, dry or wet with a variety of equipment.
- Water with equipment.
- Mathematical equipment and regular science displays.
- A writing area with a variety of paper and tools.
- Imaginative and constructive play areas inside and outside.
- A creativity area with various resources.
- An outside area for exploration, play and a specific natural environment area with pond. A forest area to encourage calculated risk taking and a trim trail to develop gross motor skills.
- Access to kitchen facilities on a regular basis
- A role play area.

Assessment

Children come to Braywood from a wide array of establishments and with a diverse range of educational needs. Assessment strategies are used to ensure that the next step in the children's learning is appropriately planned to maintain progress. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Assessment forms part of the school's target setting and allows teachers to reflect on the 'value' Braywood added from the child's entry to school to the Key Stage 1 SATs.

Assessment includes:-

- Skilful, well-trained and planned observations of the children, which are recorded in the child's individual profile records and learning journeys ('Wow! Book'). Observations from parents and carers are included in these learning journeys and parents/ carers are actively encouraged in this respect.
- Working in partnership with the parents; regular verbal and written communications and exchanges about the curriculum and provision and matters pertaining to individual children's needs, interests and learning styles.
- Ongoing evaluation of the quality of provision and practitioners' training needs.
- Ensuring that the initial assessment of the child is informed by observation, discussion and baseline assessments in literacy and mathematics in the first few weeks at school, and through liaison with the child's previous setting.
- Ensuring that the Early Learning Goals are continually assessed and the child's Foundation

Stage Profile is completed at the end of their Reception year.

- Ensuring that the Year 1 teacher are given a copy of the Profile record together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (playing and exploring/active learning/ creating and thinking critically). These should inform the Year 1 teacher about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

A child's progress is discussed formally at parents' evenings and at a presentation of the Foundation Stage profile. Informal discussions happen on a daily basis before and after school.

Mrs Tracy Ingram