

# Hinchliffe Mill Junior and Infant School

## Foundation Stage Policy (Revised 2013)

### Philosophy

*"Every child deserves the best possible start in life and the support that enables them to fulfil 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."*

*(Revised EYFS DFE 2012)*

### Aims

- To provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of 'young learners'. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

### Methodology

Education for the under-fives is not something separate and apart but forms the beginning of the continuum of learning. The whole child is considered important. Social, emotional, physical, intellectual, spiritual and moral development is interrelated. Young children learn through play and first-hand experiences. We recognise that what the child can do is the starting point in his/her education. The child's education is seen as an interaction between the child and the environment. The relationships that the child forms with adults and other children are of central importance. Early Years education encourages the child towards independence and self-discipline. Each child should be provided with the conditions to develop his/her potential.

The Curriculum is based on the Early Years Foundation Stage (EYFS). The EYFS is a framework from the DCSF which became mandatory in September 2008. It set the standards for learning, development and care for children from birth to five.

From September 2012 the reformed EYFS came into place and there were many key changes to the learning and development requirements; such as the areas of learning and development now consist of 3 prime areas (knowledge and skills) and 4 specific areas; Early Learning Goals and assessment have been reduced to seventeen instead of sixty-nine; instead of judgments being made against 117 scale points they will now be made against the 17 goals. For each goal practitioners will determine whether children are making expected levels, are exceeding them or are below (emerging.)

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

**There are 3 prime areas:**

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

**There are 4 specific areas through which the 3 prime areas are strengthened and applied:**

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

The Early Learning Goals:

**The prime areas**

**Communication and language**

- Listening and attention
- Understanding
- Speaking

**Physical development**

- Moving and handling
- Health and self-care

**Personal, social and emotional development**

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

**The specific areas**

**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

**Planning**

We plan a creative curriculum by a topic based approach. Topics are changed regularly (every 2-3 weeks) to sustain children's attention and interests.

The classroom is organised into different areas:

- Writing Table
- Numeracy Table
- Malleable Materials
- Creative Table
- Sand/Water Area
- Computer
- Role Play (changed according to topics)
- Small World Area

- Construction Area
- Book Corner

Forest School is carefully planned into the school week, where learning in the classroom is brought to our outdoor environment.

### **The Role of the Teacher**

The teacher will be sensitive to the needs of the children and will plan appropriately for the needs of the children in the reception class. The teacher will encourage the children and value each child's achievement.

### **Resources**

Computer, software, tape recorder, tapes, fiction/non fiction books, big books, phonic materials, mark making equipment, construction materials, paint, clay, sand, water and structured play resources. P.E equipment, baking facilities, musical instruments, the school garden and access to outdoors play equipment.

### **Assessment and Record Keeping**

- In accordance with all schools, each child will be assessed in their first term at school. Through observation staff will assess their attainment in the three prime areas and the four specific areas against the Early Learning Goals.
- On-going assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'learning journey.' Data is entered electronically onto the 'e-profile' on Integres at the end of each term. The EYFS Profile will be completed at the end of the Reception year; data will be sent to Council and practitioners will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). Some Reception Year children will begin to work on level one of the National Curriculum when it is judged appropriate for them. (Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1.) The observations, assessments and 'scale point data' form the basis of individual reports to parents in the summer term.
- All attainment data is passed to the Year1 teacher for continuity at this time of transition.
- Work is marked and evaluated.
- Assessment is required to plan for the next stage of the children's work.
- Assessment is used to evaluate a child's progress.
- Samples of average, below average and above average pupil's work are kept each year.
- Assessment is in accordance with School Policy.
- The Early Years Foundation Stage Profile will be compiled for each child. This profile will be a way of summing up each child's progress and learning needs at the end of the reception year.
- Each child will have a personal record book containing photographs, examples of work and comments to take home at the end of the year.

### **Equal Opportunities**

Our school organisation is such that every child is able to participate in all curriculum opportunities irrespective of gender, race, ability, age, class or religion. Our school has an equal opportunities policy.

### **Monitoring and Evaluation**

Planning is collected weekly by the head-teacher. Lessons are observed on an appropriate planned basis.

### **Target Setting**

Our aim is to set targets as required for each to fulfil their full potential.

### **Information Communication Technology**

Children have access to ICT facilities that develop the skills, which are described in the Early Learning Goals.

### **Homework**

Children take home reading books and are changed weekly or more (if required). Optional reading comprehension and numeracy activities/ideas are sent home. Further ideas are included in a weekly newsletter sent to parents.

### **Special Educational Needs**

Children with Special Educational Needs are carefully monitored. Initially differentiated work will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case their teacher in consultation with the SENCO will draw up an Individual Education plan for them. The school has an up to date SEN policy. There is also support from the Local Education Authority, school nurse and speech and language specialists.

### **Communication with Parents**

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of ways:

- Parent/teacher interviews
- The annual written report
- Other written information
- Special events such as open days
- Making them aware of our policy

### **Display**

The reception classroom has displays for information, for stimulation, exploration and of the children's work.

### **Transition from Reception to Year 1**

Half of the reception children move into the Year1/2 and half continue their learning in the Foundation/Year 1 class. The timetable provides numerous times each week for all the Year 1 children to be together (ICT, PE, Science and Topic Activities)

### **Liaison**

- Our school aims to maintain good relationships with the local pre-school group and our main feeder nurseries within the Holme Valley. However when our children come from a diverse number of providers, we cannot always meet regularly with all of them.
- Mrs Hanson endeavours to visit most Early Years Settings prior to children starting school.
- Prior to children starting school, they make half-day visits during the summer term to introduce them and their parents to staff and school. New parents are also invited to an evening meeting where they are able to ask questions and be given all the information they need about Hincliff Mill School.

**Targets**

- To extend outdoor learning provision
- To develop observation techniques and progress to using technology such as an Ipad to record these.

**Co-ordinator**

Mrs V. M. Hanson

**This policy will be reviewed on a biennial basis**