

# **BROAD CHALKE CE VA PRIMARY SCHOOL**

## **Early Years Foundation Stage Policy**

Mission Statement: With the love of God we learn, care, grow and share

### **Principles and Aims of our Early Years Foundation Stage Policy**

We aim to:

- provide a welcoming environment for children and their families
- ensure that all children feel included, secure and valued
- establish positive relationships with parents
- build on what children already know and can do and to celebrate achievement
- help children make links in their learning
- encourage independence
- value children's interests
- provide a balance of direct teaching and child initiated activities
- support children with special educational needs
- keep parents informed about the life of the school and their child's progress

We achieve this through:

- an initial meeting between the Headteacher, Reception Teacher and Parents
- offering home visits
- visiting pre-schools
- having an open door policy
- holding parent teacher meetings every term
- writing an annual report in the summer term
- keeping parents regularly informed about the life of the school and their child's progress through informal conversations.

### **The Early Years Foundation Stage Curriculum**

The Early Years Foundation Stage curriculum is for children aged three to the end of the reception year. It is organised into 7 areas of learning:

- Personal, social and emotional development
- Literacy
- Mathematics
- Communication and language
- Understanding of the world
- Physical development
- Expressive arts and design

The 7 areas of learning are then split into 17 Early Learning Goals which establish expectations for most children to reach by the end of the Foundation Stage.

Well planned play, both indoors and outdoors is a key way in which young children learn with enjoyment and challenge. Through play, in a secure environment with effective adult support, children can:

- explore learning experiences that help them make sense of the world
- practise and build up ideas, concepts and skills
- learn how to control impulses and understand the need for rules
- co-operate as they talk or rehearse their feelings
- take risks and make mistakes
- think creatively and imaginatively
- communicate with others as they investigate or solve problems
- express fears or discuss anxious experiences in controlled and safe situations

## **Outdoor Play**

Children need opportunities for fresh air and exercise in a secure environment, in order to promote their physical development, health and general well-being. We provide well planned, purposeful activities and stimulating experiences that extend children's interest and curiosity by working on a larger, more active scale.

## **Assessment**

Assessment in the Foundation Stage takes the form of observation and practical activities. It involves the teacher and other adults as appropriate. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. We carry out a baseline using BASE which helps the class teacher to get to know the pupils and their stage of development. This also provides a comparison to national data.

We assess the ability of each child using 'Development Matters' throughout the year and record this on Classroom Monitor, our tracking system. We may use this information to modify the teaching programme for individuals and groups of children. The Foundation Stage Profile is completed throughout the year and the final assessment results are sent off to the LA in June. A final assessment is also carried out using BASE which shows the progress our children have made compared to the national.

Each child has a learning journey folder where we put in evidence of their learning to support judgements about attainment. Parents receive an annual report in the Summer Term which highlights the child's strengths and development needs and gives details of the child's general progress. EYFS judgements are based on how children are progressing in accordance with their age and whether they are just emerging into age related expectations; at the expected development for their age or exceeding expectations for their age against the 17 Early Learning Goal descriptors, together with a short narrative describing the child's learning characteristics.

## **Equal Opportunities**

We encourage a positive attitude towards equal opportunities, cultural differences and multi-ethnic education. We aim to develop the abilities and potential of all our pupils regardless of class, sex, race or cultural background.

## **Induction**

**Summer term before entry:** The Reception class teacher visits the local pre-school and has informal conversations about children entering school in September.

New parents are invited to attend a meeting with the Head and Reception teacher. This meeting includes oral information about the school's organisation, routines and ethos. There are 2 induction visits to introduce the children to the classroom and routines.

**Autumn term:** When the children start school they are all part-time only for the first two weeks while the teacher and teaching assistant make home visits in the afternoons.

**Spring term:** Throughout the first two terms of the school year we encourage parents to accompany their child into the classroom at the start of the day, but expect independence to grow during the summer term. It is our priority to settle the children and to foster good home / school relationships.

Approved by FGB: November 2013

Reviewed: October 2016

Next review due: November 2019