



Brading C.E. (Controlled) Primary

Early Years Foundation Stage Policy

Reviewed by Governors

Date Written: November 2017

Review Date: November 2020

Signed:

At Brading CE Primary School we aim to provide;

- **quality and consistency** so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

There are four guiding principles which shape our Foundation Stage;

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**
The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

The Foundation Stage begins once the child starts Pre-school and continues until they are 5. The last year of the Foundation Stage is often called the Reception Class. Attendance in school is compulsory at the beginning of the term after a child's 5th birthday.

It is important to us that the children feel happy and secure within our Early Year's environment. For those children who are not part of our Early Year's setting are invited to join us in our induction programme throughout the summer term. This enables those children to become familiar with our classroom and staff members and allows staff and parents to start building positive relationships.

The Early Year's Curriculum

The Curriculum is organised into seven areas of learning which together address the development of the whole child, socially and spiritually as well as intellectually. All areas are just as important as each other and are inter-connected. At Brading we aim to encourage individuality and independence in a child's learning and activities throughout the curriculum will be planned to

acknowledge and build upon the skills and interests the children already have when entering the classroom.

Each day will contains a mixture of taught sessions, either as a whole or small groups; adult led activities (generally small group work) and child initiated activities. The classroom inside and outside areas are organised to reflect the seven areas of learning and the children will have the opportunity to choose where and how they would like to work, choosing and accessing their own equipment and therefore managing their own, independent learning. The seven areas of learning are:

Personal, Social and Emotional Development

In this area the children will be provided with opportunities to help them develop a positive sense of themselves, respect and tolerance of others and cultivate a positive approach to their learning.

Communication and Language

This area involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

This area involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Literacy

Development in literacy involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Development in number skills involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world

This area involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

This area involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement

for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We are very aware how important the outside environment is to a child's learning and we strive to make the best use of, not only our immediate outside play area, but the whole of the school grounds and the community of Brading itself to support and extend learning in all of these areas.

Our curriculum at Brading is topic based; we keep planning flexible enough to allow us to follow the children's interests and meet individual needs. Embedded throughout our subject curriculum we have key skills that we believe to be very important to enable our children to be ready and as prepared as possible to face the challenges that growing up in the 21st Century will undoubtedly bring.

These are our 'Secrets to Success'

- Don't give up
- Try new things
- Work hard
- Understand others
- Concentrate
- Improve
- Imagine
- Push yourself

At Brading we strive to establish good relationships with parents and carers. We recognise the important role that adults outside of the school environment have to play in a child's education. At the start of the school day when the children first arrive in the setting, we encourage adults to stay and work with children just for 10 minutes. We find that this is an enjoyable way to settle the children into the school day and has proved beneficial to children and adults alike!

All children have an assigned Key Worker and the children spend time every afternoon in their group-sharing news, playing games etc.

Assessment

In the Foundation Stage setting observations of the children are ongoing and will be used to plan the child's next steps in learning; these assessments made on a day to day basis, through Tapestry, also form part of the evidence to complete the **Foundation Stage Profile**. At Brading the results of this profile are reported to parents termly through our informal parents afternoons where the children take part in sharing their work and achievements with their parents.

This policy will be reviewed regularly.