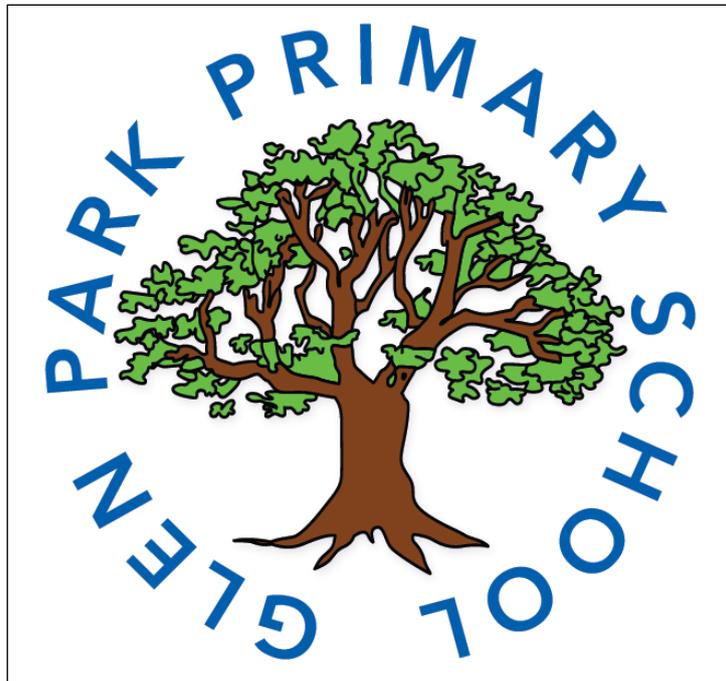


Glen Park Primary School



Early Years Foundation Stage Policy

January 2018

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Early Years Foundation Stage Policy

1 Aims

At Glen Park, we work hard to develop exciting and stimulating learning environments promoting child initiated activities which are supported with adult led teaching and learning opportunities. We strive to provide a safe and secure learning environment which meets the individual needs and interests of all children. Staff aim to develop warm and 'purposeful' relationships with parents, carers and children valuing the positive impact that home life has on child development. At Glen Park, we value the contribution that parents make to children's learning and recognise the role that parents have played and their future role in educating their children.

2 Starting at Glen Park

Children join Glen Park Primary in the September after their fourth birthday. Primary school places are allocated in the term before they start in the September and parents and carers are notified in April based on the Local Authority's admission policy. A welcome letter is sent out to parents once the school have been notified of successful applications which includes a welcome pack providing key information about our school.

At Glen Park, we offer a series of opportunities for parents and their children to meet the staff and familiarise themselves with the school and routines before their child begins. In June, parents are invited to a welcome meeting where tours of the school are provided and key members of staff are available for parents to meet. Important information is also shared which will help to prepare for the upcoming transition.

Following this, the class teacher and teaching assistant conduct home visits providing an opportunity to meet the child in a familiar environment, share further information with

parents and give the child items for starting school including their first book bag, a water bottle and a book from the school library. Teachers also aim to visit children in their current preschool setting and arrange opportunities to meet with preschool teachers. As there is an onsite preschool, Little Buddies, teachers and teaching assistants regularly take the opportunity to visit the setting and spend time meeting the children that will move up to Glen Park. Preschools are also invited to bring their children to Glen Park and show them our Foundation environment. In July, children have the opportunity to visit their new classroom for two afternoons with the children who will be in their class. In addition to this, a post card is sent out to the children during the summer holidays with photographs of the staff on in preparation for their start in September.

Upon starting in September, the children attend through a staggered entry over a short period. The children experience morning and afternoon sessions with half of the class followed by a morning and lunchtime session with the whole class. After this time, the children attend full time. The staggered entry allows the children to become familiar in their new setting in a small group but children begin full time quickly based on feedback from new foundation parents in recent years.

Throughout September and October, parents are invited to several meetings including opportunities to meet the child's teacher and find out about how early reading is taught.

3 Development Matters

In the Early Years, the curriculum is delivered through Development Matters. This document states that learning and development takes place when children have the opportunity to interact in positive relationships in enabling environments. At the end of the year the children will be assessed against the seventeen Early Learning Goals, which are taken from this document.

The Development Matters curriculum is underpinned by three main themes, all of which contribute to learning and development. They are:

- Positive Relationships – Children learn to be resilient and independent, through supportive, positive relationships with one another and the adults that care for them
- A Unique Child – Every child is different, learns in different ways and enjoys different things. It is important to ensure that we value each child as an individual and recognise and support their different needs.
- Enabling Environments – Children engage and thrive in enabling environments, where they are stimulated and supported to achieve their full potential.

The curriculum identifies three prime areas and four specific areas of learning:

Prime Areas

- Communication and Language Development involves giving children opportunities to experience a range of rich language; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Physical Development 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.

Specific Areas

- Mathematics 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.
- Literacy Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Understanding the World 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 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.

(Statutory Framework for the Early Years Foundation Stage 2012)

Learning and development are underpinned through characteristics which support them in becoming effective and motivated learners, known as the Characteristics of Effective Learning. These areas are Playing and Exploring, Active Learning and Creating and Thinking Critically.

4 Assessment in the Early Years

As children begin in Foundation, they undertake a Baseline assessment providing staff with valuable information about the strengths of the child and their next steps in learning. This is combined with information received from the child's previous preschool setting to begin to build a picture of the child as a learner.

Once this baseline assessment has been completed, regular ongoing assessment is used to monitor attainment and identify children's next steps. Throughout the day, the staff within the unit make observations, take photos and use evidence of learning to develop their knowledge of the child. All of this information is then collated in the child's online learning journey using a program called Tapestry. Tapestry allows parents and carers to receive regular updates about the activities their child has undertaken and the progress they have made. Parents and carers can also contribute to their child's learning journey by uploading observations and commenting on those shared by staff. Additional evidence of learning is

collated in Learning Journeys in the classroom. All of the children's learning, observations and photos are annotated in line with Development Matters.

The Development Matters Document bands children's development into age ranges from birth up to 60 months of age. Pupils usually begin Foundation working within a 30-50 month age band and will build upon their experiences within this band, the 40-60 month band and then the Early Learning Goal which follows on. By the end of Foundation, children are said to have achieved a Good Level of Development if they are working within or above the expected level of the Early Learning Goal in the prime areas (Personal, Social and Emotional Development; Physical Development and Communication and Language) and the specific areas of Literacy and Mathematics. Children who do not achieve the expected level in an area will be given an emerging level for that area of learning and those working above the level will be given an exceeding judgement. Ultimately, we aim to develop children who are engaged in learning and who are ready to access the National Curriculum which begins in Year 1.

5 The Learning Environment

The Foundation learning environment is organised into two classroom teaching spaces, an outside area which includes a canopy to allow children to access the area during wet weather, a smaller teaching room designed for small group work and the Busy Bee room which is an additional learning space. Each learning space has designated areas of learning to promote the different areas of the curriculum including a writing area, mathematics area and creative area. During the day, the children are taught in their classroom teaching spaces then access the additional areas for child initiated play and adult led sessions in a free flow set up.

6 Parent Involvement

Parent involvement is strongly encouraged at Glen Park Primary and positive relationships are promoted and developed as soon as children are provided with a place at our school. Prospective parents and pupils are invited to attend tours of the school before deciding to apply for a place with us.

Once a place is allocated for a child, regular opportunities are provided for children and parents to get to know the school and key members of staff before children start in September. More information regarding this process can be found in the 'Starting at Glen Park' section of the policy.

When children start school in September, parents are invited to attend various meetings designed to equip parents with knowledge of the curriculum and strategies for supporting their child at home during their Foundation year. These meetings also allow additional opportunities for parents to meet with class teachers. At appropriate times during the year, parents are invited into school to take part in activities with their child and watch their child perform in events including the Christmas Nativity.

Information about the activities the children have taken part in is shared weekly via Tapestry. Parents can access this securely online and view observations, videos and comments about their child's progress. Parents are invited to document any learning that their child does outside of school via Tapestry which staff can then view.

7 Reporting to Parents

At Glen Park Primary we adopt an open door policy where parents are warmly encouraged to communicate with staff either during the morning as they bring their children to school or after school while collecting them. If a longer meeting is required then parents are asked to arrange an appointment with staff at a mutually convenient time.

Each child is provided with a Reading Record during their home visit before starting at Glen Park and these books can be used as an additional opportunity to communicate comments and queries between staff and parents.

In addition to this, parents have the opportunity to meet with teachers during parent teacher consultations twice a year. At the end of the year, a written report is provided for parents informing them of their child's strengths and outcomes linked to the Development Matters curriculum.

8 Transition into Year 1

During the child's summer term in Foundation, transition will begin for their move to Year 1. Year 1 staff will have opportunities to get to know the pupils in their new class during informal visits to the children's classroom. The children will also visit their new classroom to familiarise themselves with their new setting. Initially in September, the Year 1 curriculum closely matches the provision that the children currently have in Foundation to support a successful transition. At Glen Park Primary, we value the importance of a successful transition to promote confident children who are ready to progress with their learning and development.