



## Alderman Pounder Infant and Nursery School

### Policy for Foundation Stage

**Document Owner:** Early Years Leader

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**Review frequency:** Annual

#### REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Spring 2013	Summer 2014	Policy revised (J Hemsley)
1.1	Summer 2014	Summer 2015	Agreed C&P 23.06.14
1.2	Summer 2015	Summer 2016	Agreed
1.3	Summer 2016	Summer 2017	No Change Agreed C&P 09.05.16
1.4	Summer 2017	Summer 2018	Change relating to optional staggered start (J Shelton) <b>Agreed C&amp;P 22.05.17</b>
1.5	Summer 2018	Summer 2019	Minor changes Agreed C&P 23.04.18

## Introduction

Children are born ready, able and eager to learn. Development is not an automatic process, however. It depends on each child being recognised as unique; having opportunities to learn in a nurturing and enabling environment, and playing and interacting in a culture of caring and positive relationships.

The Early Year Foundation Stage (EYFS) gives children the broad range of knowledge and skills that provide a secure foundation for good future progress through school and through life.

Every child deserves the best start in life and the support that enables them to fulfil their potential. Children develop quickly in their early years and a child's experiences between birth and five have a major impact on their future life chances.

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. At Alderman Pounder we create a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

## Aims

The EYFS at Alderman Pounder Infant and Nursery School seeks to provide:

- **quality and consistency** so that every child makes good progress and develops a positive self-image
- **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/carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

## Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage as they do in Key Stage 1.

The more general features of good practice in our school that relate to the Foundation Stage are:-

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that helps most children achieve the Early Learning Goals by the end of the Foundation Stage
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents
- the good relationships between our school and the settings that our children experience prior to joining our school
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do
- the regular identification of training needs of all adults working within the Foundation Stage

## **Play**

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and taking part in play which is guided by adults. Practitioners respond to each child's emerging needs and interest, guiding their development through warm, positive interaction.

## Inclusion

At Alderman Pounder we consider the individual needs, interests and stage of development of each child in our care. We plan challenging and enjoyable experiences in all of the areas of learning and development.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children’s learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- monitoring children’s progress and taking action to provide support as necessary

## The Foundation Stage curriculum

There are seven areas of learning and development that shape the Foundation Stage Curriculum at Alderman Pounder Infant and Nursery School.

Prime Area	Specific Areas
<ul style="list-style-type: none"><li>• Personal, Social and Emotional Development</li><li>• Physical Development</li><li>• Communication and Language</li></ul>	<ul style="list-style-type: none"><li>• Literacy</li><li>• Mathematics</li><li>• Understanding the World</li><li>• Expressive Arts and Design</li></ul>

All areas of learning and development are important and inter-connected. The three prime areas listed above are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The EYFS provides the basis for planning throughout the Foundation Stage. Our medium term planning is completed half-termly and identifies the intended learning for children working towards the Early Learning Goals.

## Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support.

Assessment is seen as a continuous and valuable activity that informs practitioners of individual development and progression through the EYFS.

The Early Years Foundation Stage Profile (EYFSP) is the statutory assessment document for children in the Foundation Stage. It is a way of summing up a child's progress and learning. It includes Characteristics of Effective learning, in which practitioners observe children's engagement, curiosity, motivation, resilience and other attitudes and dispositions which will support them to become lifelong learners.

Throughout the Foundation Stage, as part of the learning and teaching process, practitioners assess each child's development and learning in relation to the Early Years Foundation Stage Curriculum. At the end of the year progress is summarised against the Early Learning Goals, which describe age appropriate knowledge and skills for pupils at the end of their FS2 year. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The profile provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development.

EYFSP assessments are drawn from a range of evidence:

- the practitioner's knowledge of the child
- information from a range of contributors
- observation of self-initiated and adult led activities
- collections of anecdotal significant moments
- focussed assessments – 1:1
- continuous assessments during skills based learning

## The role of parents

We believe that all parents have an essential role to play in the education of their child. We recognise this by:

- the FS1 staff visiting children in their home prior to starting in our nursery
- inviting all parents to an induction meeting during the term before their child starts school
- a carefully planned transition programme comprising both accompanied and unaccompanied visits to help children to start full time school with confidence
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- encouraging parents to settle their children into school in the mornings through our 'soft start' – this also allows us to be available at the start (and end) of each day to share significant moments/ progress as well as concerns, informally
- offering a range of communications and activities to support the involvement of parents, including regular letters about curriculum coverage, and evening meetings to explain and support the teaching of phonics and maths
- providing information and guidance for parents to use to support and encourage learning at home