



Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



Early Year Foundation Stage Policy

Introduction

At Stottesdon Primary, the term 'Early Years' refers to children in the Foundation Stage and applies to children until the end of their Reception Year in Teme Class.

Stottesdon Primary acknowledges that when children join our Reception class, they bring with them a wide range of experiences, skills and interests from which to build upon. Our partnerships with our on-site playgroup, parents and carers are therefore vital, to ensure that children continue to make progress in their development and learning. Care and education are complimentary and inseparable.

Our Aims

As outlined in the EYFS:

'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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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, parent and carers
- Children develop and learn in different ways and at different rates

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out



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Head Teacher: Mrs. K. Jones Chair Of Governors: Rev. M Daborn



Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas are **prime areas**:

Communication and Language
Physical Development
Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

As part of the Reception/ Year 1 Class, we follow a two year rolling programme, with a theme for each term; these include Ourselves, Island Adventure, Life at Sea, Buried Deep, Fantastic Farming and Once Upon a Time. Where appropriate these themes run through and help to shape the depth and range of rich, meaningful first-hand experiences in which the Reception children explore, think creatively and are active. Additionally, we provide opportunity through continuous provision enhancements to engage them in their learning through their own interests. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Facilitating Learning

During the Early Years we facilitate learning through a timetable that integrates:

- Whole group rich, active teacher led learning experiences.
- Linked learning that includes child led play which adults facilitate and orchestrate. In enabling learning, we reflect on the different ways that children learn and implement these in our practice.
- Continuous provision which includes child led play where adults develop key skills and facilitate and scaffold learning.

The daily timetable is:

- 9 - 9.30 Phonic input
- 9.30 - 10 linked learning opportunities with staff facilitating as appropriate
- 10 - 10.20: continuous provision
- 10.25 - 10.45 Guided Reading group
- 11 - 11.30 Maths input
- 11.30 linked learning opportunities with staff facilitating as appropriate
- Afternoons are a mixture of whole group, adult led and continuous provision as deemed appropriate by the class teacher.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. The Foundation Stage classroom is organised to allow children to



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explore and learn fluidly, securely and safely. The classroom has discrete learning areas, where children are able to find and locate equipment and resources independently. Across these areas, children are encouraged to use equipment fluidly, for example, taking reading books into the writing area to encourage copying of writing, or taking a construction toy into the role play area, or the writing area to write a label. We actively encourage children to use writing, maths and reading resources in all learning areas. The exception to this is craft materials such as paint and glue for practical reasons.

Our current areas are:

- phonics/reading area
- once upon a time writing area
- home corner - role play
- small world
- construction
- creative
- maths area
- technology

The Foundation Stage has enclosed outdoor areas, and children are encouraged to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active.

Planning Observation and Assessment

The EYFS framework and Child Development Matters provide a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year.

When children join our Reception setting we:

- observe
- assess (using our own baseline assessment sheets and prompts - first 3 weeks of term)
- discuss their progress and development to date with playgroup and other previous care providers and where possible refer to tracking sheets passed on to us. All of the above help us to create a baseline assessment that informs future planning.

Throughout the year, we adopt a case study approach to planning, learning and assessment. Regular assessment of child development matters and characteristics of effective learning (taking into account children's stages of development, interests and learning needs) form the basis of this approach. Weekly planning of challenging, achievable activities and experiences which extend children's learning towards their next steps (informed by the above assessment) is completed by the class teacher for use by all early years staff. Planning is displayed in reception for all staff to access and annotate assessment. Observations and work are recorded on planning, directly into books and onto our online learning journals, whichever is most appropriate. Assessment is tracked on child development matters grids, and these are used to inform planning in this regular cycle, in which all staff are involved. The aim, over the academic year, is to



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create a full picture of each individual child against the Development Matters guidance and the final Early Learning Goals, and to facilitate planning for a broad, exciting balanced curriculum for all children.

We moderate internally and externally with EYFS colleagues locally and across the county.

Valuing our work

Children's learning and their engagement in the learning process is valued perceptibly and openly by all staff. Children are encouraged to take pride in their work and their learning. While they are learning early number, letter formation and early writing skills, they write directly into their books. Additionally every child has their own display board, where work is displayed and valued. Children are encouraged to create their own labels for these boards. Parents/carers are encouraged in a variety of opportunities to share in their child's learning journeys (tapestry; workshop mornings; parent/pupil/teacher consultations).

Parents as Partners and the Wider Context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on children's learning. We value parents as their child's first educators and as active partners in the continuing process of education and seek to involve them in children's learning journeys through: sharing and helping them to contribute to their child's online learning journal; sharing their child's learning journey at parents evenings; hosting open mornings/afternoons and parental information evenings.

Mid year we provide a brief report that gives a snapshot of their child's progress. Following this, in the final term of Reception, we provide parents/ carers with a report based on the child's progress in the profile. Parents/ carers are then given the opportunity to discuss these judgements with the Reception teachers.

We additionally keep parents informed through a weekly newsletter, termly Curriculum overview, termly next steps in learning, our 'open door' policy and children's reading records.

Transition

We have close links with our on-site playgroup and liaise regularly both informally and formally about individual children and any issues or concerns, should any arise. These meetings also give us opportunities to share good practice and training. Over the course of a year, Reception and playgroup children join together for craft and play based activities. We value the positive contribution the playgroup makes to the transition to school life.

Prior to admission:

- Children have the opportunity to spend 2 half days and 1 full day in class.
- A workshop between school and playgroup introduces families to pre-writing activities with packs provided.
- Parents are invited to an introduction meeting, during which they are invited to look around their child's learning environment and to ask questions, as well as receive information on the curriculum and daily routines.
- During the Autumn term they are also supported with a workshop which explains our expectations and approach to letters and sounds, handwriting, reading and number development.

Safety

Children's safety is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make independent choices and assess risks. We



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have stringent policies, procedures and documents to ensure children's safety (e.g Health and Safety, Risk Assessment, Educational Visits Guidance, Behaviour, Esafety).

We promote the good health of children in our care in numerous ways, including the provision of fruit at break time and high profile of healthy eating, as well as water stop time after lunch and access to water throughout the day. We also follow set procedures if children become ill/ have an accident (See Health and Safety Policy).

Inclusion

We value all of our children as individuals, irrespective of their ethnicity, culture, religion, home background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that our children meet and even exceed the Early Learning Goals.

Signed:

Dated: February 2017

Date of next Review: May 2019



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