


Early Years Foundation Stage Policy	
Policy Number	FGB -0010
Responsible Post	Head Teacher
Responsible Committee	Full Governing Body
Review Schedule	Every 2 years
Review Date	Feb 2016
Changed	No



Manor Church of England Infant School

The Governing Body's key roles are:

- To Provide a strategic view
- To Support and challenge the Head Teacher and the School
- To ensure accountability.

1 Introduction

1.1 The Early Years Foundation Stage extends from the age of three to the end of the reception year. Entry into our school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

1.2 The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Years Foundation Stage that sets the standards and defines what is expected of most children by the end of the Foundation Stage.

1.3 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

2 Aims of the Early Years Foundation Stage

2.1 The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:

- positive attitudes and dispositions towards learning;
- communication and language;
- physical development;
- personal, social and emotional development;
- reading;
- writing;
- mathematics;
- understanding the world
- expressive arts and design;
- characteristics of effective learning.

3 Teaching and learning style

3.1 The features of effective teaching and learning in our school are defined in our learning policy. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1.

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

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve following EYFS guidance
- 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 space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working within the Foundation Stage.

4 Play at the Foundation Stage

4.1 Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

5 Inclusion at the Foundation Stage

5.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

5.2 We set realistic and challenging expectations keyed to the needs of our children, so that most achieve national expectation by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs and their different learning styles (e.g. VAK);
- providing a wide range of opportunities to motivate and support children, develop their creativity and to help them to learn effectively;

- providing 'real life' experiences wherever possible e.g. through inviting people into school and making school visits;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as speech therapy) as necessary.

6 The Early Years Foundation Stage curriculum

6.1 Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the Foundation Curriculum documentation. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

6.2 By the end of the reception year, our children have regular mathematic and literacy sessions. Teachers address these requirements in a flexible way and by the end of the Foundation Stage, as part of the smooth transition to Key Stage 1, they put more sustained literacy and mathematics sessions into regular operation.

6.3 The Foundation Stage curriculum provides the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Our cross curricular medium-term planning is completed half-termly, this is adapted as and when needed and identifies the intended learning, with outcomes, for children working towards or beyond national expectation at the end of EYFS.

7 Assessment

7.1 The Early Years Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress. It covers each of the seven areas of learning contained in the curriculum guidance for the Early Years Foundation Stage, these are 3 prime and 4 specific areas. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Much of the assessment in the Early Years Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. It should also include parental and pupil contributions. The collection of assessment data in the Early Years Foundation Stage Profile is a statutory requirement.

7.2 During the first six weeks of the Autumn term in the reception class the teacher assesses the ability of each child, using the baseline assessment from Early Excellence. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

7.3 The teacher completes an assessment each term, and then updates the Foundation Stage Profile. At the end of the final term in reception we send a summary of these assessments to the LA for data analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings.

7.4 Parent consultation meeting take place in the Autumn and Spring terms. These meetings are opportunities for parents to share pupil progress with their child's teacher as well as targets for the next term.

7.5 Parents receive an annual report states whether their child is emerging, expected or exceeding the Early Learning Goal and whether they have reached a Good Level of Development (GLD). It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in the Summer Term.

8 The role of parents

8.1 We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating their children. We do this through:

- talking to parents about their child before their child starts in our school;
- inviting all parents to induction meetings (4s Club) during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstance
- encouraging parents to say if there are problems with the child's admission;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through the child's school reading record, and inviting parents to curriculum evenings, in order to discuss the kind of work that the children are undertaking;
- Involving parents in the Learning Journey Tapestry – uploading entries to celebrate successes home.

8.2 There is a formal meeting for parents each term at which the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

9 Resources

9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10 Monitoring and review

10.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.