



Leader /Monitor: Mrs Tranter

Governor Link: Staffing & Curriculum Committee

General Rationale

The first year of school is a unique and special time in every child's life and needs to be valued as such. Our foundation stage setting provides a happy and secure environment where children can succeed and feel valued. The children have access to a range of experiences across seven areas of learning as laid out in the Early Years Foundation Stage (EYFS). These are split between three prime and four specific areas (see below).

The EYFS applies to children from birth to 5 years old. In our school, most children join us at the beginning of the school year or in some cases the term in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1 and children in Year 1 share the same learning environment as EYFS children which promotes effective transition.

The EYFS is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage. Early Years education underpins all future learning by supporting, fostering, promoting and developing:

Prime

- Communication and language skills.
- Physical development.
- Personal, social and emotional development.

Specific

- Literacy including reading and writing.
- Mathematics.
- Understanding the world.
- Expressive Arts and Design.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

Positive Relationships - how children learn to be strong and independent from a base of a safe, secure and positive relationships with parents, carers and others including their key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.

Positive Environments – states that a positive environment plays a key role in supporting and extending children's development and learning. Their experiences are planned to help meet their needs and build up

their confidence and the commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

Learning and Development- recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Under the new EYFS framework practitioners must also plan and consider a child's characteristics of effective learning and these are playing and exploring, active learning and creating a thinking critically.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The EYFS education we offer our children is based on the following principles:

- that it develops each child as a whole, the intellectual, linguistic, spiritual, physical, numerate, emotional, social and creative aspects of his/her personality.
- it builds on what our children already know and can do;
- it is inclusive ensuring 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 activity that provides opportunities for active, hands-on, experiential learning both indoors and outdoors;
- it provides a rich and stimulating environment;
- it promotes children to see themselves as learners and learning as a life long pursuit.
- it prepares children for life in a diverse, multi-cultural society and celebrates cultural diversity in all learning areas.
- that all aspects of the curriculum and a child's education are interdependent and inter-related.

In accordance with the aims of Cheswardine Primary School Principles we aim:

- * To ensure that all children feel included, secure and valued, within a happy, purposeful and stimulating atmosphere.
- * To provide active, experiential learning experiences, giving children opportunity to explore, make decisions independently, and to develop problem solving skills.
- * Promote independence, confidence and a sense of responsibility.
- * To ensure that experiences build upon what children know and can already do.
- * We are concerned with the exploration of the world through the senses and with the feelings young children experience.
- * To provide equal access to the whole of the EYFS Curriculum for each child, regardless of their gender, race, disability or social group.
- * To provide well organized, rich, stimulating and creative experiences.
- * To encourage children to explore, experiment, plan and make decisions for themselves.
- * To ensure that we provide high-quality care and education.
- * To ensure that we work in partnership with children, parents and the community in building an honest and open relationship.
- * Children develop good speaking and listening skills.
- * Children develop effective skills of social interaction, learning to share and consider the needs of others.

Admission/induction Arrangements

The Local Authority is the Admissions Authority for this School and allocates places in the Foundation Stage. Most of the Foundation stage children move to the school from our nursery, which is attached to the school. Most children join Class 1 at the start of the autumn term although parents have the option to delay this until the term in which they are five years old.

Prior to admission we foster close links with nursery children and their parents in order to make their transition to full-time education as smooth and as happy as possible for both children and parents. We do this through:

- ✓ Developing links and informal visits of nursery children to Class 1 throughout their time in the Nursery
- ✓ Establishing links with on-site pre-school, staff visit nursery children in their setting
- ✓ Maintaining an open-door policy before 9 am and from 3.15 pm and inviting parents to make appointments outside these times.
- ✓ During the term before children are due to start school the Class 1 teacher makes an appointment to see parents, at their home, as well as a meeting on an afternoon of new intake children as a group. Parents have the opportunity to attend a stay and play session one afternoon.
- ✓ Parents are given a school prospectus and our own "Starting School" booklet when they attend the new Reception intake meeting.
- ✓ New intake children are invited to spend 1 morning sessions and 2 afternoon sessions in Class 1 at the end of the term preceding their start to full-time schooling, every effort is made by the Class teacher to informally see the parents of these children to discuss any concerns. They are also invited to stay for lunch after one of the visits.

Guidelines for Teachers/Foundation Stage Practitioners

Assessment

We use the EYFS Profile and iTrack to record progress and end of stage results are sent to the LA at the end of the Summer term.

Tracking of individual children is ongoing and part of our school's tracking process.

We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations recorded on class assessment sheets, assessment on entry, annotated examples of work, photographs, and information from parents. Each child has an individual EYFS Profile which we add to each term.

Summative assessment

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against thirteen scales. This is recorded on the e-profile. It summarises children's progress towards the early learning goals. All practitioners in the Foundation Stage contribute to the profile and the teacher attends the Local Authority cluster group moderation. Children are also tracked using the school tracking system which enables staff to set and monitor targets for each child's learning.

At the end of KS1 children take National Tests. Additional information from evidence gathered in class and for whole.

End of Curriculum Schemes of work:

We follow the long term plan for Class 1, adapting medium and short term planning to incorporate the Early Learning Goals.

The Curriculum:

The curriculum is planned alongside the EYFS document. The Numeracy and Literacy Strategies ensure curriculum coverage in Literacy and Mathematics. The other areas of the curriculum are covered through differentiated tasks and experiences in the mixed age class curriculum. Foundation children are given child initiated, child led, adult led and adult initiated opportunities to learn and develop their understanding. The youngest children are given additional adult support and children with Special Educational Needs are given individual education plans to monitor and direct their learning.

Play in the Foundation Stage

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Development of Confidence and Independence:

We help children to develop independence by encouraging them to choose activities, choose resources where appropriate, and planning for themselves.

Learning Styles

From an early age we recognise that children begin to use different learning styles. We meet these variations by providing a variety of settings and teaching styles in the class (eg, group teaching, individual work, explorative play and class teaching etc.) Children are given the opportunity to plan for themselves. Besides this, we plan to meet a single learning objective in a variety of ways, to accommodate for the different learning approaches. Learning is active, imaginative and develops from children's personal interests and experiences.

Indoor / Outdoor Learning Environment

Class 1 is organized into areas of learning, e.g. creative, writing and communication, maths, construction and play, reading, understanding and ICT. Children use and choose these to meet the aim of each particular lesson. We encourage children to be independent active learners by making equipment easy to access.

The outdoor learning environment has been developed to promote active learning in the outside environment we have a garden, woodland area, extensive grounds and village community. The opportunity to plan to work and play in the outdoor environment is offered to all children. We feel this is an important aspect of children's developing experiences.

Inclusion in the Foundation Stage

In our school 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 planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

Role of Parents

As in every aspect of school life, the partnership with parents is crucial. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. To support the on going partnership between home and the classroom, we:

- ✓ Share information that works both ways to build up a whole picture of the child's development.
- ✓ Maintain an open door policy at the start and end of each day.

- ✓ Support (via home-based activities) children's learning at home and school, e.g. reading, spelling, sharing in- school based interests.
- ✓ Encourage parents to volunteer as class helpers.
- ✓ Provide regular information about school through a monthly "Mail on Monday"
- ✓ Put on special class productions and events e.g. assemblies and church services at the end of term.
- ✓ 'Drop-in' sessions for parents to spend time with their children working in the school setting.
- ✓ Sports day and school fairs and fund raising events.
- ✓ Develop ways to find out parents perceptions of the Early Year provision.

Home School Agreement

All parents are asked to complete and sign a home - school agreement when their child starts at Cheswardine School. This is part of a starting school pack.

Success Criteria

Children can speak and listen well.

Children can learn in a creative manner.

The children feel included, secure and valued.

The parents and practitioners work together in an atmosphere of mutual respect.

The class teacher uses data from Foundation profile records to inform parents of progress and a child's next steps.

The children make a happy and settled transition from nursery / home into full-time education.

Children can interact effectively with adults and other children.

Children make appropriate progress towards ELG's.

Mr S King

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