

Clewer Green CE Aided First School

Inspiring Children

Hatch Lane, Windsor. SL4 3RL Tel: 01753 864544 Email: clewergreen@rbwm.org.uk
Website: www.clewergreen.org.uk
Headteacher: Mr M Tinsley



Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

EARLY YEARS/FOUNDATION STAGE

AIM

Our aim, in line with our distinctively Christian values, is for every child, to have the support that they need, and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” EYFS Statutory Framework

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, most children join us, full time, in the September, but one or two join in January or April, the year in which they are five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A UNIQUE CHILD

At Clewer Green First School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Clewer Green First School are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school. 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. 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.

Welfare

"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." EYFS Statutory Framework

At Clewer Green First School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Clewer Green First School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the classrooms and to meet the needs of the children.

POSITIVE RELATIONSHIPS

At Clewer Green First School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We promote this through:

- Talking to parents about their child before their child starts in our school.
- Offering children the opportunity to spend time in the Foundation Stage before starting school, on several occasions, first with their nursery keyworker, then twice with a parent and then with their new class.
- Inviting all parents to an induction meeting during the term before and again at the beginning of the term their child starts school.
- Inviting all parents to a series of workshops to explain how we teach the children and to give them ideas to enable them to support their child at home.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Offering a 'meet the teacher' evening in the Autumn and a parent/teacher consultation evening in the Spring.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents. This includes sending home reading books every day, which are changed twice per week, as well as new phonic sounds and tricky words which are sent on an individual basis as each child progresses. Later in the year we offer "busy books" to enable the children to develop free writing at home and at school.
- From term 2 we send home Maths challenges to encourage mathematical thinking and from term 3 onwards we send home Science challenges to encourage scientific investigation. We also offer "Speedy Maths" challenges to extend children's mental Maths ability.
- Providing an opportunity in the Autumn and Spring/Summer terms for the children to share their learning with their parents by inviting them in to the classroom.
- Sending a report on their child's development and progress half way through and at the end of their time in the Foundation Stage.

All staff involved with the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the Foundation Stage teachers act as a 'Key Person' to all children in the Foundation Stage, supported by the HLTA and Teaching Assistants.

"Each child must be assigned a key person. Their role is to help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate." EYFS Statutory Framework

At Clewer Green, the Key Person makes sure that within the day-to-day demands of a school, each child feels special and individual, cherished and thought about by someone in particular while they are away from home. The Key Person is the pupil's Foundation Stage teacher; this teacher is the child's parent(s)/carer(s) primary contact for any communication regarding his/her child.

Before the children join Clewer Green, a member of the Foundation Stage staff meet with providers, to discuss each individual child and their transition process into school. We also ask each family to complete an "All About Me" document with the child to help us find out more about each individual child.

ENABLING ENVIRONMENTS

At Clewer Green First School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the Foundation Stage is based around six termly themes. These plans are used by the Foundation Stage teachers as a guide for weekly planning, however the teachers may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. Half way through the year parents are given guidance on the progress of their child in a mid year report and At the end of the Foundation Year, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level is recorded against 17 Early Learning Goals as either emergent, expected or exceeding. Children are also recorded against the "characteristics of effective learning" which is also reported at the end of the year.

The Learning Environment

The Foundation Classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, be creative etc. The Foundation Stage has its own enclosed outdoor area, some of which can be accessed in all weathers. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

LEARNING AND DEVELOPMENT

There are seven areas of learning and development that must shape educational provision in the early years settings.

All 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.

Prime Areas:

Personal, Social and Emotional
Communication and Language
Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

Literacy
Mathematics
Knowledge and Understanding
Expressive Arts and Design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult led and child initiated activities.

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others." EYFS Statutory Framework

Through play, our children explore and develop learning experiences, which help them to make sense of the world. They practise 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. Learning and development is tracked and recorded in each child's Learning Journey and towards the end of the year in Maths and Writing books.

We also offer generic PE as well as specialised sports coaching in sports such as gymnastics, dance and football. They also spend a term working with a specialist music teacher . Children are also able to take part in after-school clubs.

To access more information on the Foundation Stage please read the Foundation Stage Information Sheet, which can found on the school website <http://clewergreen.org.uk/curriculum/class-curriculums/>

SPECIAL NEEDS

All children are offered: 'Quality First Teaching', which includes - differentiated planning, appropriate resources and HLTA,TA and Class Teacher support for those who find learning difficult. For those children who need additional help, support is offered as appropriate e.g. ELSA, ECAT, Speech and language Therapy etc.

GIFTED AND TALENTED

Classroom support for those children who share a special aptitude and potential will be provided through differentiated planning, appropriate resources and HLTA, teaching assistant and Class Teacher support.

PLANNING

Long, medium and short term plans are produced by each teacher and agreed with the Headteacher. Teachers liaise closely to ensure that the planning meets the requirements laid down in the current guidelines.

TEACHING METHODS

Teaching methods are varied according to need and the individual's preference at any given time. The activity under consideration and the location of such an activity will be taken into account.

ASSESSMENT, MARKING AND RECORDING

Assessment takes place continually as children progress. Both formative and summative assessments take place continually.

Progress is recorded in the half yearly and Annual Report to parents, copies of which are kept in individual files for reference.

Children are encouraged to develop self-evaluation and self-assessment skills as they progress through the school.

MODERATION

All staff are involved in moderation to maintain a consistency of standards throughout the school and to ensure progression. Moderation with other schools is also completed towards the end of the year.

COMPUTING

Use of the information technology is encouraged when appropriate across the curriculum. Computer work is embedded within their learning. The children also have timetabled access to the computing suite once a week.

HEALTH & SAFETY

Staff undertake to make sure that health and safety procedures are observed.

OTHER RELATED POLICIES

The Early Years/Foundations Stage policy should be read in conjunction with other relevant school policies.

Revised May 2018

Review date May 2020

_____ Date _____

Kate Kelliher, Chair of Governors