



HILLSBOROUGH
NURSERY & PRIMARY SCHOOL

Foundation Stage Policy

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Believe. Belong. Become.



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Philosophy

Every child deserves the best possible start in life, in The Early Years Foundation Stage (EYFS) we aim to give this by observing what children can do and by supporting them to reach their full potential and become independent learners by quality first teaching and quality interactions from skilled practitioners.

At this fundamental age the development of the whole child is essential. So the physical, intellectual, emotional, social, and cultural aspects of each child's life is considered and respected.

In the EYFS at Hillsborough Primary School we believe that children learn best through play-based activities and first-hand experiences and at their own pace. They have the opportunity to think creatively, investigate and solve problems both individually and within a group. We believe that each child is unique and is valued as an individual.

Aims

- To provide a secure environment where all children have the right to feel safe and happy.
- To provide a stimulating environment where learning is fun.
- To establish a partnership with parents for the education of their children.
- To establish warm and safe relationships with children and adults.
- To develop vocabulary and language skills across all 7 areas of learning.
- To provide learning that is sequenced to build upon previous learning to achieve the end goal.
- To have quality interactions throughout the day to develop vocabulary and spoken language skills
- To teach phonics and early reading skills so that all children are able to use these skills in all areas of the curriculum
- To value cultural diversity within school and the community.
- To ensure the smooth transfer from home to foundation stage and foundation stage to Key Stage 1.
- To encourage all children to become independent autonomous learners.
- To provide equal opportunities for all children to develop to their full potential and be respectful and appreciative of others.

- To provide a well-balanced curriculum in line with EYFS Framework for each child to develop socially, emotionally, physically and intellectually.
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Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the curriculum followed. This document encompasses 'Development Matters' and 'Statutory Framework for the Foundation Stage'. At Hillsborough School the planning is based on the age bands taken from Development Matters. I.E. 0-3 years, 3-4 years, reception year and the Early Learning Goals (ELG's) this is following the children's interests and taking their next steps into account.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS Characteristics for Effective Learning are:

- Playing and exploring
 - Active learning - motivation
 - Creating and thinking critically
 - The aim of the EYFS is to ensure that the whole child develops through fostering and supporting children's learning and development and welfare.
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Standards to be achieved

The Learning and Development theme of the EYFS is made up of seven areas. All areas are interconnected but divided into Prime areas and Specific areas.

Prime

1. Communication and language - listening, attention and understanding and speaking.
2. Physical development - gross motor and fine motor.
3. Personal, social and emotional development - self-regulation, managing self and building relationships.

Specific

1. Literacy - comprehension, word reading and writing.
2. Mathematics - number and numerical patterns.
3. Understanding the world - past and present, people, culture and communities and the natural world.
4. Expressive arts and design - creating with materials, being imaginative and expressive.

These areas are then sub-divided into age bands. Nationally children are expected to be working within their age band and achieving the Early Learning Goals by the time they leave FS2.

Styles of Teaching & Learning

Foundation Stage staff aim to make each child's time fun as well as educational. The curriculum provides opportunities for Child Initiated, adult initiated and adult led activities. Adults lead structured activities in small and large groups.

Teaching Strategies

Foundation Stage staff work as teachers, facilitators, demonstrators, scribes, questioners, and assessors during Child Initiated and Adult Initiated activities. Staff intervene to stimulate, develop and stretch individuals and small groups.

Key elements:

- Strong staff-child interactions
 - Modelling and extending language
 - Free flow access to indoor and outdoor learning
 - Opportunities for social skill development
 - Small group adult-led sessions
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Assessment, Recording and Reporting

- Each child's development is recorded against 7 assessment scales and 17 ELGs.
 - Evidence is collected through observations, photographs, discussions, and independent behaviours.
 - Assessments inform planning and profiling, beginning with home visits and taster sessions.
 - Records include personal documents, photographs, work samples, and Seesaw uploads.
 - On-going assessments inform the Foundation Stage Tracker for F1 and F2.
 - Foundation Stage staff share children's achievements informally and during parent meetings. Reports are given in spring and summer.
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Pastoral care

A key person helps each child settle, build relationships and form secure attachments. This nurturing approach supports confident, independent and capable learning. Transition arrangements are carefully planned across EYFS.

Curriculum Planning

- Planning is based on children's interests.
 - Medium Term Plans show weekly activities, including child and adult initiated work.
 - Indoor and outdoor areas are planned daily.
 - Plans are evaluated and adjusted.
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Special Educational Needs

- Needs may be identified at entry or later.
 - Inclusive practice and support provided.
 - Referrals made with parental consent.
 - Reviews with teacher, SENCO and parents occur termly.
 - Targets are shared with all relevant staff.
 - Differentiation is explicit in planning.
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Gifted and talented children

Children identified as Gifted and Talented receive tailored opportunities to deepen learning.

Equal opportunities

Foundation Stage provides equal opportunities regardless of background or ability. Access to curriculum and equipment is equitable. Outside agencies support inclusion when needed.

Induction procedures

- Home visits
 - Nursery visits
 - Taster sessions (parents may stay–Covid allowing)
 - Parent meeting and unit tour
 - Opportunity to ask questions and build school-parent partnerships
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Community links

Staff maintain links with health visitors, play workers, speech therapists, educational psychologists, and other specialists. Visits from emergency services or community members enrich the curriculum.

Safeguarding Statement

Our first priority is your child's welfare and therefore there may be a rare occasion when our concern about your child may mean we have to consult other agencies even before we contact you. The procedures which we follow have been laid down by the Local Safeguarding board, and the school has adopted a Child Protection Policy in line with this for the safety of all.