

Kingsteignton School



FOUNDATION STAGE POLICY

There are four main purposes to this policy:

- To establish expectations for all staff working with children in the Early Years Foundation Stage (EYFS).
- To state the school's approach to establish a holistic, stimulating and child-centred curriculum for children to experience in their first year of Primary School.
- To explain how we as a EYFS promote excellent relationships with parents and carers, enabling a strong partnership that supports the children.

Introduction

Children in Reception follow the EYFS curriculum. This curriculum starts from birth and follows the children until the end of Reception. The curriculum is divided into birth-three, three and four year olds, children in Reception and Early Learning Goals.

The EYFS curriculum is organised into seven areas of learning:

Prime Areas:

- Personal, social and emotional development (PSED)
- Communication and language (C+L)
- Physical development (PD)

Specific areas:

- Literacy (L)
- Mathematics (M)
- Understanding of the world (UtW)
- Expressive arts and design (EAD)

The EYFS curriculum also focuses on the Characteristics of Effective Teaching and Learning. These are the ways in which children approach their learning through their play.

- Playing and exploring - children have the opportunity to experience and investigate things and 'have a go'.
- Active learning - children enjoy their learning, keep their concentration and keep on trying if they encounter difficulties.
- Creating and thinking critically - children make links between their ideas and develop their own strategies in problem solving.

Expectations

For most children, the end of the Reception year will be the end of the EYFS, when the expectation is that most children will achieve a 'good level of development' (GLD). A GLD is attainment of all the Early Learning Goals (ELG) in Personal, Social and Emotional development, Communication and Language, Physical Development, Literacy and Mathematics (12 ELG). Although the Early Learning Goals are intended for children at the end of Reception, if required (e.g. SEND, lower ability) children are provided with experiences which will support them in reaching the goals at the developmentally appropriate time.

Aims

The curriculum for the EYFS underpins all future learning by supporting, fostering, promoting and developing children's:

- Listening, attention and understanding.
- Speaking skills.
- Understanding the world including past and present and people, culture and communities.
- Understanding of self-regulation, managing self and building relationships.
- Literacy (comprehension, word reading and writing).
- Mathematics (number and numerical patterns).
- Physical development (gross and fine motor skills).
- Expressive art and design.
- Characteristics of education which are enhanced by our school values.

Strategy for implementation

Entitlement and curriculum provision

All children have access to a broad range of relevant, rich, diverse opportunities and experiences, which are planned in line with the early years curriculum and working towards the Early Learning Goals. We adopt a holistic approach to enable the children to make sense of their learning. We follow the statutory framework for the Early Years Foundation Stage. We agree that the principles laid out in this document underpin young children's learning and put the unique child at the heart of everything we do.

Learning and Teaching

In order to promote effective learning, we provide opportunities and experiences, both inside and out, for children to:

- Explore, investigate, discover, create, practise, rehearse, repeat and consolidate their knowledge, skills and understanding.
- Observe modelled activities that promote learning and support them in learning from one another.
- Have time to explore ideas and their interests in depth through independent learning.
- Feel secure in order to become confident learners.
- Develop a healthy mindset through our school values.
- Become independent learners who can problem solve.
- Make links to other learning experiences.
- Take part in creative and imaginative play activities that promote the development and use of language.
- Develop their gross motor skills through coached lessons.
- Develop their PSED through a whole-school scheme.

- Encourage and enhance reading for pleasure through approaches such as weekly visits to the school library and a Snuggle and Read Bag.
- Engage in enrichment activities such as weekly cooking, visitors, trips etc.

Much of the learning seen within the Reception classes is through Independent Learning. Independent learning jobs allow for all children to access and enable challenge (low entry - high ceiling activities). Teaching inputs are differentiated to ensure that all children are supported and challenged.

The staff:

- Work in partnership with parents and carers
- Promote children's learning through exciting experiences and activities that are challenging but achievable.
- Teach skills and knowledge set out in EYFS curriculum.
- Understand that every child is unique and children learn in different ways and at different paces.
- Provide controlled risk that enables children to problem solve.
- Use rich and varied language to help children develop their ever-growing vocabulary.
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.

Parents and carers

- Inviting children into school for transition sessions.
- Arranging home visits where the teacher and teaching assistant visit the children's homes.
- Providing a hand book, 'Reception Welcome Booklet', for parents and carers to read with their children that outlines information, routines, pictures and the curriculum.
- Outlining the expectations of Kingsteignton School in a home-school agreement.
- Parents curriculum meeting to discuss early reading, maths, Tapestry and routines/expectations. Parents can ask any questions.
- Open door policy, where parents are able to talk to the teacher about their child.
- Parents Evenings.
- Sharing Tapestry with parents that shows the children learning from school and enables parents to upload learning for us to share at school.
- Blogs are uploaded for the parents to see what their children have been learning in the classroom.
- Family members invited in at different points of the year to share classroom activities (e.g. Grandparents Afternoon at Christmas).
- Parents attend events throughout the school year such as Christmas performances and our own Sports Day.

Transition

Existing links with the local pre-schools continue to be developed. Close links with the on-site nursery/pre-school ensure that the majority of children transitioning into Reception do so seamlessly and Reception ready. We meet with pre-school staff where possible to discuss children entering school in order to plan appropriately for the new children. The children visit school several transition afternoons/days in the term before they enter school and they may also visit

school for story times. We encourage all parents and carers to allow the staff to visit them and their child at home at the beginning of the Autumn term, in order for the child to meet their teacher in a one-to-one situation.

We continue to work with Year 1 colleagues to provide a smooth transition from the EYFS to Key Stage 1.

Inclusion

We plan to meet the needs of children with:

- Special educational needs and disability (SEND).
- Children from all social, cultural and religious backgrounds.
- Children from different ethnic groups including travellers and refugees.
- Children from diverse linguistic backgrounds.

With all needs in mind, we provide a safe, secure learning environment in which all children feel valued.

Organisation

The learning environment in and out of doors is planned effectively to meet the requirements of all areas of learning. It is well organised and readily accessible to both children and adults.

The areas include:

- An attractive and cosy place to read.
- Sand with a range of equipment.
- Water with equipment.
- Mathematical and scientific equipment.
- A writing area with a variety of paper and tools to mark-make or write.
- An imaginative play area.
- A variety of creative media such as paint and junk materials.
- Growing things.
- Small and large construction materials.
- Collections of natural materials to observe and explore.
- A variety of outdoor play equipment.
- A range of equipment and outdoor space to develop gross and fine motor skills.

All areas are attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.

The resources are organised in such a way that children are able to make informed choices, select independently what they need and take responsibility for clearing away.

Children are able to relate personally to the resources provided so that they reflect the children's varied home and community experiences, they avoid gender stereotyping and they reflect the multi-cultural nature of the UK.

Learning outdoors

We place great emphasis on the purpose of the outdoor learning environment. Children have free access to the total learning environment, in and out of doors, for a substantial part of each session. The resources outdoors enable children to retain their independence and responsibility. Children have suitable outdoor clothing at school that ensures all children can access this space at any time.

Assessment

A range of assessment strategies are used to ensure that the next steps in children's learning are appropriately planned in order to help the children make progress. Assessment opportunities are identified in the planning and provide opportunities for:

- An understanding of their starting point when they begin school (Baseline Assessment)
- Observations of children's learning.
- Informal assessments (e.g. reading, language link, fun fit, maths etc.).
- Working in partnership with parents.
- Evaluating the quality of provision and practitioners' training needs.
- Ensuring the EYFS profile is informed by observation, discussion and evaluation, and in line with our curriculum.

Leadership and management

Priorities relating to the Foundation Stage are identified in the School Improvement Plan. Management roles and responsibilities are reviewed in line with Appraisal procedures. Relevant staff training and development needs are outlined in the School Improvement Plan.

It is expected that all staff and Trustees are aware of the requirements of the Foundation Stage and the importance of the key stage in relation to the children's learning.

December 2023

To review December 2025; Kingsteignton School will review the policy every two years.