



MEYNELL
NURSERY & PRIMARY SCHOOL

Foundation Stage Policy

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Committee:	-
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Aspire . Believe . Explore . Achieve

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.

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 are considered and respected.

In the EYFS at Meynell 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 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.

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 Meynell School the planning is based on the ages 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, development and welfare.

Standards to be achieved

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

Prime areas

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 areas

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 suggesting when the children should be working at each level. These statements are called development matters and can be linked to the age suggested at which they should be achieved.

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 is structured to provide opportunities for Child Initiated activities as well as Adult Initiated and Adult Led activities. Adults will lead structured activities in small and large groups to suit the needs of the children.

Teaching Strategies

Foundation Stage staff work as teachers, facilitators, demonstrators, scribes, questioners, and assessors with the children during both Child Initiated and Adult Initiated activities. Staff intervene to stimulate, develop and stretch individuals and small groups. Good social skills are encouraged at all times.

Staff child interaction are key to successful learning and our staff are skilled at modelling language, extending language etc. Children are provided with opportunities to have free flow access to both indoor and outdoor learning environments to develop their own ideas and learning. During this time, they initiate their own activities using available resources. Staff extend, stimulate and challenge this play to broaden the learning experiences.

The daily routine provides opportunities to teach and practise social skills in short focused sessions. The routine also offers opportunities for small group work where activities are initiated and led by an adult.

The staff work towards using the whole environment indoors and outdoors to cover the curriculum, so children can experiment, investigate, interact, socialise and develop individually.

Assessment, Recording and Reporting

Each child's development is recorded against 7 assessment scales in the age bands and 17 areas for the early learning goals. Judgements against these scales are made from observations, photographs and discussions of consistent and independent behaviour, predominantly from children's self-initiated activities.

Assessment and observations inform planning, enabling teachers to complete the profiles at the end of FS2 and to deliver a curriculum that is specific to the children's needs. This starts with transition visits and taster sessions where staff liaise with parents to gain a complete picture of each child.

Foundation Stage staff maintain on-going records for each child which are a reflection of what they are achieving. The staff knowledge of each child is key to inform assessments.

These on-going assessments are used to inform the Foundation Stage Tracker for both Foundation 1 and 2. They also inform future planning and help in identification of children who may have learning or behaviour difficulties, or may be gifted & talented.

Foundation Stage staff share children's achievements with their parents or carers informally at the end of sessions and on Seesaw. Feedback is given formally at parents meetings in the autumn, spring and summer term. A report is provided for parents in the summer term and a 2 year old check where appropriate.

Pastoral care

We believe the key to a child's success is for them to feel safe, secure and happy. Therefore, each child will have a key person to help them settle in the setting, build relationships and also form secure attachments.

Attachment provides a sense of security so that children can become confident, independent and capable young learners; therefore, we have adopted a practice that encompasses a nurturing approach.

Carefully planned transition arrangements are in place for children as they move from each area of the EYFS.

Curriculum Planning

As a Foundation Stage we plan from the children's interests.

Medium Term Plans - these include which activities will be available on a weekly and daily basis taken from the children's interests. They include Child and adult Initiated activities.

The inside and outside areas are planned for on a daily basis to ensure they reflect the children's interests.

The plans are continually evaluated and modified to inform future planning for the next day or next week.

Special Educational Needs

Children's additional needs may be identified when they first enter Foundation Stage or at any time after, as appropriate. The provision provides an inclusive learning environment for all children, with additional support and interventions offered as needed.

Each child identified as having additional needs will be assessed by the appropriate professional such as speech and language therapy, with parents permission. All children on the SEND register have a review with class teacher, SENCO and parents termly. All staff working with that child will be aware of their targets, recording developments regularly.

In the case of children being identified with having a Special Educational Need the FS staff and SENCO will support the child and parents in getting extra help from outside agencies as appropriate. Support and scaffolding is made explicit in planning to cater for the needs of SEN children.

Gifted and talented children

Children who are identified as Gifted and Talented require planned opportunities for learning, which offer extra possibilities for them to use their unique abilities and deepen their learning.

Equal opportunities

Foundation Stage operates an equal opportunities policy. As we live in a multiracial, multicultural community, all children have equal opportunities regardless of gender, race, religion, or ability. They all have equal access to the curriculum and equipment. Foundation Stage staff strive to enable all children to develop to their full potential and be fostered as individuals.

Often Foundation Stage staff will seek the help and support of outside agencies and other resources to enable this to happen.

Induction procedures

Meynell Primary School values the importance of a smooth transition from home/nursery into Foundation Stage. For this reason, all children are started in nursery as individuals and staff liaise with parents for what is right for their child. The FS1 children join the Foundation Stage by a system of staggered entry enabling the staff to welcome each child and family individually.

It is equally important parents are comfortable with their child starting school as it is for the child to have a settled start. For this reason, parents are invited to a meeting where they have the opportunity to look around the setting, meet the members of staff and ask any questions. This provides an opportunity to establish the vital partnership between parents and school. Children are taken on visits to FS2 by the nursery staff.

Parents

Staff in FS work hard to ensure positive relationships are made with parents, they run workshops and taster sessions throughout the year such as phonics sessions, maths and literacy workshops and nursery stay and play for parents.

Community links

Staff endeavour to maintain and build up links within the local community by liaising with health visitors, play workers (portage), midwives for the benefit of the children. Visits from the emergency services and other people in our community will be arranged as appropriate to 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.