

Cecil Gowing Infant School Early Years Foundation Stage Policy

1 Aims of the Foundation Stage

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our area. We aim to;

- build on what our children already know and can do
- ensure that no child is excluded or disadvantaged
- offer a structure for learning that accommodates all children's needs
- provide opportunities for learning both indoors and outdoors
- provide a rich and stimulating environment which encourages independent learning

2 Teaching and learning style

Features of practice in Foundation Stage are:

- positive relationships between families and school
- carefully planned curriculum that helps children progress towards the Early Learning Goals and beyond
- child initiated provision for children to take part in activities that build on and extend their interests
- a balance between adult guided and child initiated activities
- encouragement for children to communicate and talk about their learning
- children's progress and future learning needs are identified through observations and assessment
- good relationships between our school and other educational settings
- Year One and Reception teachers work together to ensure smooth transitions into Key Stage One

4 Play at the Foundation Stage

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn to manage their feelings and behaviour, and understand the need for rules. They have the opportunity to think creatively both alongside adults, children and on their own. They communicate with others as they investigate and solve problems. Children learn that they can take risks, in a controlled and safe environment.

5 Inclusion at the Foundation Stage

Cecil Gowing Infant School believes that all children in this school should be included, valued and supported. We encourage all children to strive towards reaching their full potential.

Wherever possible, children with special educational needs are integrated into every aspect of the Foundation Stage Curriculum. We deliver intervention discreetly to support and challenge children's learning. This may take the form of group activities, one to one support or in the moment opportunities.

The school recognises that it is important that resources and teaching approaches draw attention to, and celebrate, the multicultural nature of the wider world we live in. We are also aware of the need to recognise and affirm the different cultures represented within our school community and, where necessary, to provide support for children who speak English as an additional language. Children with EAL undergo a language assessment soon after entering Reception to establish any extra support needed.

The school has a ramp leading from one of its Reception classrooms to the outside area.

6 Challenging our children:

- in the moment opportunities
- individual writing targets after Christmas
- levelled reading books
- differentiated adult led tasks

7 The Early Years Foundation Stage Curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Years Foundation Stage document. Our children's learning experiences enable them to develop competency and skills across the following learning areas.

Three Prime Areas of Learning;

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development.

Specific Areas of Learning;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

7 Assessment

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes many forms and involves both the teacher and other adults, including parents and carers, as appropriate.

We use Tapestry to document observations of children's learning and families are able to contribute to their child's online learning journey. This assessment tool enables teachers to monitor progress towards and beyond the Early Learning Goals.

After an initial settling in period, the class teacher makes a best fit assessment of each child in all of the above areas of learning. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The teacher completes assessments each term, and then updates the Foundation Stage Profile. Information is passed onto the child's next teacher to inform their planning. We also share this information with parents/ carers at a consultation meeting during the Summer term.

In the Summer term parents/carers receive an annual written report that will include a personal statement, characteristics of learning and an assessment summary for all subject areas.

8 The role of parents and carers

We believe that all parents have a vital role to play in the education of their children. We recognise this through:

- inviting all parents to an induction meeting during the term before their child starts school
- offering parents regular opportunities to talk about their child's progress in our reception classes
- encouraging parents to talk to the child's teacher if there are any concerns
- parents, carers and other family members are encouraged to help in our school
- a formal meeting for parents each term at which parents discuss their child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year
- home visits during the week before a child starts school
- encouraging parents to make contributions to their child's online learning journey

9 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children live in and the wider world. We encourage the children (where possible) to make their own selection of the activities on offer, as we believe that this encourages independent learning. Children are to access resources across the whole of the reception area, classes have different learning zones for children to access and explore.

10 Monitoring and Review

This policy is monitored by the governing body, and will be reviewed every five years or earlier if necessary.

Signed:

Date: