



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

Aims and Objectives

We aim to support children as they “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. (Statutory Framework for the EYFS 2014).

St Mary’s recognise and value the Foundation Stage as an important stage in its own right, particularly for fostering positive attitudes and approaches essential for life-long learning. Our Foundation Stage Policy and Curriculum plans, build upon and extend the children’s pre-school experiences and are concerned with the development of the whole child. The Foundation Stage Curriculum is delivered in a stimulating, structured and exciting learning environment within which children can recognise and achieve their full potential whilst feeling safe and secure. Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum effectively with the knowledge of each child’s development as an individual.

Using the EYFS guidance and objectives we plan and review carefully, Nursery and Reception Teachers meet regularly to ensure the Foundation Stage at St Mary’s meets the needs of our children, to develop to their full potential and evolves for the best possible future.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes.
- At least good progress, so no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed 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 is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents / carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

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 / sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children’s learning needs.



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

Inclusion / Special Educational Needs (SEN)

All children and their families are valued at St Mary's Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents / carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEN policy.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy.)

"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." (Statutory Framework for the EYFS 2014.)

At St Mary's 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 2014. We understand that we are required to:

- Promote the welfare and safeguarding 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 is 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 setting and to meet the needs of the children.



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

Positive Relationships

At St Mary's School we recognise that children learn to be strong 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 do this through:

- Home Visits.
- Talking to parents about their child before their child starts in our school.
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions.
- Support children through the transition from pre-school to Reception with the children attending part time during our staggered entry. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the 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.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies, school visits.
- Providing parents an opportunity to celebrate their child's learning and development by completing 'proud clouds' to share "wow" moments which inform planning and provision.
- Written contact through home school diary as well as the acknowledgement that parents can ring school to contact staff.
- Ensuring all parents know their child's teacher and teaching assistant.
- By providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 30 children.



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas are:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

The specific areas are:

- Literacy.
- Mathematics.
- Understanding of the world.
- Expressive arts and design.

The Letters and Sounds Scheme is used in Reception to teach children Phonics and the early foundations for reading and writing.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and / or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

At St Marys:

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1. (Statutory Framework for EYFS 2014.)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At St Mary's we support children in using the three characteristics of effective teaching and learning.

These are:

- **Playing and exploring** – children investigate and experience things, and 'have a go'.
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2012.)

Religious Education is also taught in the reception classes in accordance with Surrey guidelines.



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

The Nursery operates a two year rolling program which is adapted to suit the needs of the current children. Each topic covers a half term.

Year A (2019-2020)

Autumn Term	Spring Term	Summer Term
All about me /Nursery Rhymes	Traditional tales	Wild animals
Light and dark/ Christmas	People who help us	Colours and senses

Year B (2018-2019)

Autumn Term	Spring Term	Summer Term
Superheroes	Traditional tales	Animals
Weather/ Christmas	People who help us	Journeys and transport

In Reception

Autumn Term	Spring Term	Summer Term
Blast off!	Be afraid! Dinosaurs	In the garden plants and minibeads
Festivals of light	On the Farm	At the seaside

*visitors are invited for Nursery and Reception (eg Police Officers, Fire fighters etc).

Long term plans provide an overview of the academic year, ensuring all seven areas of learning are given emphasis and that all aspects of learning are covered.

Medium term plans focus on the particular needs of the children, using the Early Years Foundation Stage curriculum and include consolidation activities alongside sequences of new learning and development.

Weekly plans take into account the needs of individuals and groups, using ongoing assessment. These plans are flexible, to take into account the interests and needs of the children and to capitalise on unplanned events, particularly those initiated by the children.

Teaching Methods and Approaches

We follow objective led planning in Nursery and Reception. In the Summer term in Reception we have more Maths and Literacy focussed groups with a teacher to prepare them for Year 1. Teaching methods vary according to the focus of the activity. Nursery and Reception plan carefully into weekly timetables with a variety of whole class, group, paired and individual activities; with planned structured play and opportunities for child-initiated exploration, in all areas of the curriculum. Activities are planned indoors and out. In Nursery, children have free flow between the indoor and outdoor environment for the majority of the session. Adults are used effectively to carry out activities, support children to extend their learning and make observations for assessment, which informs planning. Although often grouped for teacher led tasks, the children are at liberty to work at their own pace and therefore interact with children of different ages and abilities, within the class. A visual timetable is provided to the children can identify the routines of the day. Learning through play is highly valued and we have incorporated it into the timetable; allowing time to give the children some autonomy and independence in their learning. We use the 'Simple To Build a Profile' to record and track observations with the use of iPods.

Play in the Foundation Stage

Children at this stage do not differentiate between work and play; well planned play is a key way in which children learn with enjoyment and challenge. It is important that children have the opportunity to initiate



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

their own play on a regular basis. They need time to become engrossed, work in depth and complete their activities.

Through play children explore and develop learning experiences, which help them 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. They express fears or relive anxious experiences in controlled and safe situations. They are able to take risks and learn from their own mistakes. It is our policy that children are given time for self initiated and child led play.

Progression through Foundation Stage

Starting Nursery

In Nursery, children are invited to start the term after their third birthday. Children are offered 15 free hours 2½ days at the start or end of the week, top up session may be available. Some families are eligible for 30 free hours and can be in the Nursery full time. Within Nursery individual 'learning journeys' are completed for each child which track their progress through the EYFS. On entry to Nursery and Reception children are assessed through liaison, observation and focused activities. Children new to Nursery or Reception have been offered a home visit to see the children in their home environment and have an informal chat with parents before the child starts.

From Nursery to Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition. Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express. During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning. Children complete a 'Chatterbox' to share about themselves and provide a baseline for Speaking and learning assessment which is filmed to monitor progress. The children are invited to visit their reception class. Members of staff from St Mary's make visits to Nurseries. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition. Home visits are offered to children starting Reception.

Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

Within Reception children are assessed through Development Matters documents assessing children against the age appropriate age bands.

These assessments are used to monitor the child's progress and inform effective planning with the aim of children achieving an Early Learning Goal to an expected or exceeded level. As a team, each Foundation Stage teacher moderates and shares class records to inform team planning and set targets.

Whole school assessments and some samples of children's work are kept in individual evidence folders. The Learning Journey Files will also contain the 'All About Me' admission booklet and 'Proud clouds' from parents.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Policy written by: Bronwen Drewery (Foundation Stage Leader)
Next review due: Autumn 2019



Appendix 1

The Learning Environment

- There are **3 – 4 main tables** for structured play and specific learning activities.
- **A maths table** and set of trays, where all relevant equipment is stored and labelled. This is at all times easily accessible and available to all pupils.
- **A writing / role play area.** Where imaginative role-play is enjoyed by the children. Telephones, pencils, crayons, papers and pads as well as various other stationary items are regularly changed in order to maintain interest and promote writing in play.
- **Book Corner.** Books of all types and kinds are displayed in this area. We are careful to ensure a good selection and choice of books of both fact and fiction.
- **Carpet.** Although most of the classrooms are carpeted, this area remains a specific gathering and meeting point within the room. Registration, individual / class / group reading, whole class teaching, initial explanation with regard to activities, singing – are all carried out in this area. During activity time various large / small construction, puzzles and imaginative role-play activities are set up here by the children.
- **The interactive white board.** This is situated next to the teacher's chair and is used primarily as a teaching aide where shared reading and writing and interactive teaching may take place.
- **Shelving.** In the class there is an area set aside for puzzles, jigsaws and other games and construction equipment which is within easy access to all children for free choice times, and when tidying equipment away. All equipment used by the children is labelled in a 'child friendly' way, whether in print or pictorially.
- **Creative / Art / Technology / Investigation Areas.** These areas are well labelled to promote independent use by the children. The Classroom Assistant tends to supervise and work with the children on various art, design, cooking and practical activities. Paintings and collages are left to dry on a low rack especially designed for this purpose and children are trained to return their own work to this area on its completion.

The Outdoor Classroom St Mary's: has large space outside in which the children have the opportunity to be physical and explore the outside environment.

- **Sandpits** which are covered when not in use. The children are encouraged to pick and choose their own equipment from trolleys nearby.
- **Water Tray** resources are made available to the children and these are changed to meet objectives and topics.
- **Climbing Frame** – the climbing frame is situated on a special surface, to protect the children if they fall. The children are encouraged to use this safely at all times.
- **Gazebo.** This covered area is used for provide shelter for various activities such as story telling, reading, musical instruments etc. These activities are rotated around the topics.
- **Planters and Pots** are kept outside and the children are encouraged to change and maintain this seasonally, with the Teacher's Aide.
- **Trikes and Vehicles** are available for the children to use in this area
- **Learning Areas** are set up with labelled resources for continuous provision and self selection by the children.



St Mary's C of E Primary School Foundation Stage Policy – Autumn 2018

ICT

All classes have interactive whiteboards which are used daily as a teaching tool. In Nursery and Reception a computer is available for children to access independently. Reception classes are timetabled to use the ICT suite. Use of other ICT equipment such as tape players, remote controlled or programmable toys and digital cameras available for the Children to access in the nursery. In Reception ICT equipment is carefully planned into the curriculum.