



# Early Years Foundation Stage Policy

<b>Name of Policy</b>	Early Years Foundation Stage Policy
<b>Date ratified</b>	November 2018
<b>Committee Responsible for Policy</b>	Standards, Teaching and Learning
<b>Date to be updated</b>	November 2021
<b>Headteacher Signature</b>	
<b>Chair of Governors/ Committee Signature</b>	

## 1. Introduction

- 1.1 The Foundation Stage extends from the age of three to the end of the reception year. Entry into Reception at Holy Trinity is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 The Foundation Stage is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation.
- 1.3 At Holy Trinity we believe it is important to provide an Early Years education that aims to meet the individual needs of every child in our care. Children are made to feel safe and secure and are valued as individuals. Independence is fostered as are positive attitudes to learning and each child is encouraged to reach their full potential regardless of their ethnic and socio-economic background, race, gender, creed or ability.
- 1.4 This Policy is written in conjunction with The Statutory Framework for the Early Years Foundation Stage.

## 2. Aims

- 2.1 The Foundation Stage Curriculum at Holy Trinity provides a high quality teaching programme which promotes children's learning.

During a child's time in Nursery and Reception years he or she will work towards achieving and where appropriate, exceeding the "early learning goals", which is a statutory requirement for all 3, 4 and 5 year olds who attend school. The early learning goals set high expectations for the end of the foundation stage, but expectations that are achievable for most children. This will help to give children secure foundations on which future learning can be built.

- 2.2 This policy should be read in conjunction with the following school policies: Admissions, Behaviour, SEN policy, Child Protection, Equality and Home School Agreement

## 3. Teaching and Learning Style

- 3.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.
- 3.2 The more general features of good practice in our school that relate to the Foundation Stage are:
  - the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
  - the understanding that teachers have of how children develop and learn, and how this affects their teaching;
  - the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
  - the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;

- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

When helping young children learn there are three main characteristics of effective teaching and learning which 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## 4 Play in the Early Years Foundation Stage

- 4.1 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 how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations. Within the foundation years there is a mix of adult led and child-initiated play.

## 5 Inclusion in the Early Years Foundation Stage

- 5.1 At Holy Trinity we believe that all our children are unique. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).
- 5.2 In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- 5.3 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;
  - 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.

5.4 Early SEN identification – Through our observations and assessments of each we are able to begin to identify if the child requires further support within school. This could be small group catch up interventions in all of the prime or specific areas (depending on age). If there are concerns with a child's progress parents will be informed and targets will be set. If these continue there may be a need to contact outside agencies such as speech and language or the Early Support Team at Merton.

## 6. The Early Years Foundation Stage Curriculum

6.1 Our curriculum for the Foundation Stage reflects the areas of learning identified in the new EYFS framework. There are seven areas of learning, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas of learning are called the prime areas which are:-

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

There are four other areas which are called the specific areas, these are:

- literacy
- mathematics
- understanding the world; and
- expressive arts and design

### **Communication and language**

Involves giving children opportunities to experience a rich environment of language, develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

### **Physical development**

Involves giving children opportunities to develop their control, coordination and movement. Being active and interactive using a range of different resources inside and outside. Including controlling and holding a pencil. This includes establishing positive attitudes towards a healthy and active way of life including making healthy choices in regards to food.

### **Personal, social and emotional development**

This area of learning incorporates attitudes, skills and understanding and is a pre-condition for children's success in all other learning. The child's personal, social, emotional, moral and spiritual development is targeted and good attitudes towards all aspects of school life are promoted.

The children in the Foundation Stage work towards the Early Learning Goals through a variety of topics.

## 7. Assessment

7.1 Throughout the Foundation stage, as part of the learning and teaching process, we assess each child's development in relation to the development matters statements and at the end of the year the Early

Learning Goals. These assessments are made on the basis of our accumulating observations and knowledge of the whole child. By the end of the final year of the Foundation Stage, the Foundation Stage profile sums up that knowledge. In Reception, the profile is completed throughout the year to track individual achievements and set future targets in the autumn, spring and summer terms.

- 7.2 Children's assessment levels are now inputted into SIMS, which is in line with the rest of the school and with the majority of Merton schools. The Foundation Stage staff input the scores for every child in all curriculum areas at the end of each term. This data is then analysed jointly by the teachers, Foundation Stage leader and assessment co-ordinator.
- 7.3 Final assessments are made during the summer term and these are levels are reported to the local borough through SIMS.
- 7.4 The Foundation Stage profile forms the basis for reports to parents, and is given out at the end of the year

## 8. Safety

- 8.1 Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies on Health and Safety, Child Protection, Behaviour and Supporting Children with Medical Conditions.

## 9. The Role of Parents

- 9.1 We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:
- talking to parents about their child before their child starts in our school;
  - the teacher visits children in their home setting prior to their starting nursery;
  - 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 the Foundation Stage;
  - encouraging parents to talk to the child's teacher if there are any concerns.
  - having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
  - arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
  - offering a range of activities that support the involvement of parents. There is regular communication with home through the child's contact book;
  - Encouraging parents to make observations at home which are included within the children's profile.
- 9.2 There is a formal meeting for Reception parents in the Autumn and Spring terms 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.

- 9.3 If your child is due to start our Nursery the Nursery staff will carry out a home visit in September to meet you and your child and then ease the transition into Nursery. The Nursery teacher will have an informal meeting in the Spring term to discuss your child's progress you will receive a report at the end of the year.

## 10. Resources

### 10.1 Accommodation

The Nursery class has its own entrance with the Reception classes situated adjoining the Nursery. The classrooms are large and bright with direct access to cloakroom and toilet facilities. Each room has the appropriate size furniture, which is adaptable and mobile. We also have secure outdoor areas specifically for the Foundation stage (Nursery and Reception).

#### **Staff**

The Nursery classes and Reception classes each have a full time teaching assistant/nursery nurse who works alongside the teacher. Appropriate training is given to all support staff ensuring that the children benefit from having two adults in the classroom.

#### **Resources**

A specific budget is designated for the Foundation Stage to ensure that the children have adequate and appropriate resources. Resources within the classrooms are well ordered, clearly visible and accessible to all children, helping to lead towards independence and the children taking responsibility for their own learning.

## 11. Monitoring and Review

- 11.1 This policy is monitored by the governing body, and will be reviewed every three years.