

# TRIANGLE C OF E PRIMARY SCHOOL

## POLICY FOR THE FOUNDATION STAGE

### MISSION STATEMENT

**'Stand firm in the faith; be courageous, be strong. Do everything in love.'**

### INTRODUCTION

Compulsory full time education begins the term after a child's fifth birthday. The period from age three to the end of the reception year is the foundation stage. It is distinct and important in its own right and in the preparation of children for later schooling. The early learning goals set out what is the expected attainment by most children by the end of the Early Years Foundation Stage.

We believe that the Early Years Foundation Stage is vitally important as it creates the basis for lifelong learning. At Triangle Primary School we provide a nurturing, stimulating and rich learning environment. Children experience a varied and rich curriculum that supports and extends the abilities of each child.

### AIMS OF THE FOUNDATION STAGE

The early-years education we offer our children;

- builds on what our children already know and can do
- ensures that no child is excluded or disadvantaged
- offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- provides a secure, safe and stimulating environment.

We are fully committed to the purpose, aims and intended outcomes of the statutory Early Years Foundation Stage framework (Department for Education 2021) and to the four guiding principles that shape practice within early years settings:

- **A unique child**

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured

- **Positive Relationships**

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

- **Enabling Environments**

The environment plays a key role in supporting and extending children's development and learning.

- **Learning and Development**

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

### THE QUALITY OF PRACTICE

Within the EYFS children are taught how to be resilient, finding out that skills are developed and embedded over time. Children are encouraged to have a go with everything and achievements are celebrated on a daily basis.

Effective practice in our early years setting is based upon a well-planned programme of learning (purposeful intentions) which reflect an understanding of how young children learn. Clear Aims for learning are established and shared by all staff, working together. Sound learning is supported by sensitive and timely intervention by adults to reinforce or extend children's responses. There is a balance between child-selected and adult-initiated or directed activities. The best possible use of space, materials and equipment is made in order to give children a varied, stimulating and interesting range of

activities. It is important that young children are given opportunities to work and play individually and in both small and large groups.

## **PLAY IN THE FOUNDATION STAGE**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build on 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. Children understand that they are playing and learning at the same time.

## **INCLUSION IN THE FOUNDATION STAGE**

All our children matter. 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 we are planning for their learning (see our policy on inclusion).

At the Foundation Stage we set realistic and challenging expectations to meet the needs of children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

Through observation, additional needs are identified early and support is put in place to assist where needed. When required, delivery of skills and the provision and enhancements provided are altered to meet the needs of the cohort and individuals with plans being flexible in order for children's interests to be followed.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a variety of teaching strategies that are based on children's learning needs
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively
- offering a safe and supportive learning environment, in which the contribution of all children is valued
- employing resources that reflect diversity, and that avoid 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 providing support where necessary. For example, speech therapy.

## **THE FOUNDATION STAGE CURRICULUM**

Opportunities are provided to enable children to investigate independently in order to develop skills which will allow them to reach their full potential across all areas of the curriculum.

- Our Foundation Stage curriculum reflects the seven areas of learning. Our children's learning experiences enable them to develop competency and skill across all areas of learning.
- We plan an exciting and challenging curriculum based on children's needs, interests and stages of development

All seven areas of learning and developing are important and inter-connected. Our curriculum is underpinned by well thought out and appropriate learning experiences. In order to ensure that our children are supported in their learning journey through the EYFS, we include careful sequencing of skills, with structured teaching where necessary to enable the children to build upon their learning over time. Repeated and enjoyable experience enable children to become confident and secure in

understanding key concepts. Time to practise skills in a range of different situations enables the children to become effective learners who are motivated to take part and to succeed.

We use the Development Matters non statutory guidance document to support the structure and organisation of our curriculum when determining a pathway of development and learning which we understand is not always linear.

### **The Prime Areas**

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.

- communication and language
- physical development
- personal, social and emotional development

### **The Specific Areas**

The specific areas include essential skills and knowledge. They provide important contexts for learning through which the three prime areas are strengthened and applied.

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

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. We plan a curriculum that encompasses three characteristics of effective teaching and learning:

- playing and exploring
- active learning
- creating and thinking critically

Children have whole class and small group teaching times throughout the day. These increase as they progress through EYFS. Children learn Phonics daily all year round, using the ELS (Essential Letters & Sounds) scheme.

## **ASSESSMENT, RECORD KEEPING AND REPORTING**

The assessment of children's learning and development takes a variety of forms including:

- observations
- photographs
- annotated and dated examples of children's work

Teachers use observations as formative assessment to feed into future planning, however accurate assessment is a way to support learning, not an end in itself. We do not use checklists but instead ensure that purposeful, careful observations and dialogues with children about what they are doing are used in order to reflect upon their achievements and understand the next steps they are making and how these can be scaffolded to best support each individual. Evidence is gathered through practitioner knowledge of each child using play based and playful approaches to learning. This allows us to really focus on the children by being with them and using judgements as to when and how to support them across the educational programme.

### **Reception Baseline Assessment**

Entry into our primary schools is full time. It 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).

We complete the statutory Reception Baseline Assessment (RBA) in the first six weeks of the Autumn term.

### **Reporting EYFS Profile outcomes**

Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It provides a short narrative based on the characteristics of learning of the child. The report highlights the child's strengths and development needs.

Parents of Reception children also receive a written summary of their child's attainment against the 17 early learning goals.

In line with statutory requirements, the EYFS Profile results are submitted to the local authority. The child's next teacher will also use this information to plan for each child's learning and development in year 1.

### **LINKS WITH PARENTS/CARERS AND OTHER AGENCIES**

Transitions between settings are carefully planned and carried out in a way that enables the child and parents/carers to move positively from one to the other.

Parents/carers are made to feel welcome, valued and be encouraged to contribute to work with staff. Prior to admission all parents/carers will:

- have clear information about the 'setting'
- be able to give information about their child
- be able to visit with their child prior to admission
- have all the legally specified information i.e. session hours

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have already played and their future role, in educating the children. We do this through:

- working co-operatively with other agencies to enhance provision.
- encouraging parents to talk to the members of staff if there are any concerns
- offering a range of activities, throughout the year, to encourage collaboration between child, school and parents

During the school year we hold formal meetings for parents with the opportunity to discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

## **ADMISSION**

The policy on admissions is determined by the nature of provision. In Triangle School under fives will be admitted on a full time basis, from September of the academic year in which they turn five.

## **ADULT/CHILD RATIO**

The ratio of adults and children is in accordance with our recommended guidelines.

## **ACCOMMODATION**

Accommodation is reviewed annually to ensure that it meets the statutory requirement.

Indoors should be:

- attractive, orderly and well ventilated;
- have areas with furniture which offer children the opportunity to be quiet, comfortable and relaxed as well as more boisterous;
- provide for the whole curriculum.

In addition an outside play space is provided which children can access.

## **RESOURCES**

Resources for both indoors and outdoors are reviewed annually to ensure that they are:

- adequate to match the needs of the children
- in a safe and clean condition for use
- appropriate to all areas of learning

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 come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **SAFEGUARDING**

Only the school iPads and laptops assigned to teaching staff will be used to record and store photographs of pupils as evidence for learning journey assessments. The school iPad will remain in school. If laptops are taken out of school, they are password protected. We ask parents to give permission for any photos to be uploaded to the school website or distributed external to the school e.g. photo from the school nativity play for the local paper. A paediatric first aider will be in EYFS at all times including on any trips out of school. Supervision rates will be adhered to at all times.

## **REVIEW AND EVALUATION**

The policy will be reviewed in line with the policy review timetable. Evaluation is part of an on-going and continuous process of improvement.

**Signed:**..... **(Headteacher)** **Date:**.....

**Signed:**..... **(Governor)** **Date:**.....