

CLIFFORD CHURCH OF ENGLAND
INFANT SCHOOL

POLICY STATEMENT FOR THE FOUNDATION STAGE

To be Reviewed : June 2016

Reviewed by : K.Mould

Our Aims:

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

Planning

We plan learning experiences from the children's interests and believe they should play an active role in generating ideas for the curriculum. The children contribute to plans for continuous provision inside and outside. The Literacy and Mathematics plans focus on whole class teaching and adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well-resourced and equipped for the children to learn, practise, transfer and develop skills independently.

The Early Years Foundation Stage is based around:

- Four Key Themes

- Three Prime areas of Learning
- Four Specific Areas of Learning

The themes:

- **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 areas of learning and development support, foster, promote and develop children's development:

Prime Areas of Learning

1. **Personal, Social and Emotional Development** - Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. Involves making relationships, developing self-confidence and self-awareness and managing own feelings and behaviour.
2. **Physical Development** - Developing skills involved with moving and handling. Will improve coordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being, and knowledge of health and self-care.
3. **Communication and Language** - Children will develop confidence in listening and attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. **Literacy** - Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which can be read by themselves and others.

2. **Mathematics** - Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.

3. **Understanding the World** - Knowledge of people and communities, skills, problem solving, exploring and understanding will help them to make sense of the world.

Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.

4. **Expressive Arts and Design** - Exploring and using media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

Assessment

- Children entering school are observed during their first weeks, to provide baseline information.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment. All self-initiated activities are collected and collated in each child's Rainbow File, which parents are welcome to contribute to.
- The Early Years Foundation Stage Profile is updated at the end of each full term. At the end of the year the E.Y.F.S. profile results are sent to the L.A.
- An end of year a report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

Assessment through observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and it is primarily by observing children that judgements are made to inform records and planning. Specific time for planned observations is allocated each week, which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child or on one of the targets from the Early Years Foundation Stage Profile. These observations are recorded in a variety of ways e.g. photographs, post it's, annotations on work, longer observation sheets and sharing books.

Transition

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim for each child to visit their new setting in the summer term through regular story sessions before they start school as well as organising times for the children to visit us at DCIS.

Partnership with Parents

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. Formal meetings which are offered to parents include

- A summer visit for the child and parents to visit the current class - **June/July.**
- New starter picnic for parents and new children - **June/July**
- An admission meeting to explain school and class routines - **June/ July.**
- Autumn term: parents consultations to discuss settling and any initial language or behavioural needs - **October.**
- A helping your child at home meeting to inform parents how phonics and reading is taught and how they can support at home - **October.**
- Family Learning Workshops for parents to learn with their children in a practical way giving parents ideas of ways to learn together with their child in and around the home - **Throughout the year.**
- Spring term: parents consultation to discuss progress, Foundation Stage Profile achievements and settling into year one as appropriate - **February/ March.**
- Summer term: parents receive school report, reporting targets already being met and next steps on the Early Years Foundation Stage Profile (EYFSP) - **July.**

Links with External Agencies

The Foundation Stage maintains links with a range of external agencies if necessary. The Reception teacher may visit some feeder nurseries before the children start school, and attends transition meetings where Nursery and Reception class staff get together to share information.

Equal Opportunities

In line with the school's Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture religion, home language, family background, special educational needs, disability, gender or ability.

Special Needs

The Foundation Stage follows the school's policy document on all Special Needs issues.