

Redbourn Primary School



Foundation Stage Policy

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Introduction

The Foundation Stage is important in its own right, and in preparing children for later schooling. The Statutory Framework 2021 for the Early Years Foundation Stage sets out the statutory requirements for children from birth to five.

At Redbourn Primary School, we promote a love of learning through fostering independence, providing a wide range of enriching activities to engage children in their learning and allowing opportunities for sustained concentration. We value Learning Through Play (child-initiated activities) to challenge all children and stimulate their own creativity within an exciting learning environment.

We encourage children to reflect on their learning, sharing 'Next Steps', objectives, and talking about and discussing their learning. Teachers, children, parents and governors are all working together to raise standards for all our children.

Aims

All our aims reflect our ethos and our approach to teaching and learning. They identify the aspects of our school community that we value highly and seek to promote to our children. In the foundation stage we aim to:

- *Develop a lifelong love of learning;*
- *To ensure that all children feel included, secure and valued, recognising that for some children this may be the first experience of separation from home for a prolonged period.*
- *To plan purposeful, relevant and appropriate activities, both indoors and outdoors, through the implementation of the Early Years Foundation Stage curriculum*
- *To provide experiences that build on what children already know and can do by providing a carefully structured curriculum that allows for children's different starting points.*
- *Celebrate their achievements and embrace new challenges;*
- *Value themselves and others in the whole community;*
- *Be healthy and stay safe;*
- *Be independent, self confident and motivated learners;*
- *Understand their responsibility for themselves and their friends.*
- *Use ICT to support the teaching and learning.*

Planning for Foundation Stage

In the Foundation Stage, planning refers to the objectives in the Development Matters 2021 guidance. Medium term plans for foundation stage ensure an appropriate balance and distribution of skills across each term and reflect the children's interests and fascinations. Weekly plans/activity plans for all adult directed activities have clear learning objectives based on the teacher's detailed knowledge of the needs of the class. Learning Through Play activities are planned for and include indoor and outdoor opportunities for all areas of the curriculum.

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is above the expected standard. They will also adjust their planning for children with Special Educational Needs or disability, or who have English as an additional language. Extra

resources and effective differentiation will support this, so that there are no barriers to every pupil achieving.

Teaching and learning

We use a variety of teaching approaches to provide a stimulating environment to enhance the children's learning. These include Learning Through Play, group activities, whole class teaching, focusing on individuals and working alongside children as they explore and interact with each other. Well planned, purposeful activity and appropriate intervention by practitioners will encourage children in the learning process and help them make progress in their learning.

We encourage children to learn through:

- Watching and integrating with others.
- Experiencing things first hand and exploring ideas in depth.
- Physical movement using all their senses.
- Imaginative play.
- New experiences.
- A secure, supportive and positive environment.
- Providing opportunities for extended play.

The school uses a variety of teaching and learning styles. Our principal aim is to develop children's questions, knowledge, skills and understanding and social skills. We do this through encouraging children to ask. They have the opportunity to use a wide range of resources including small apparatus to support their work.

Teachers and children use computing where it will enhance their learning. Wherever possible, we encourage the children to use and apply their learning in everyday situations and solve problems. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies as set out in the Teaching for Learning Policy.

A range of software is available to support work with the computers, I-pads and interactive CTOUCH boards.

Learning Through Play

Learning Through Play is a powerful motivating factor for learning; children are encouraged to engage in a variety of imaginative activities, which leads to an increased understanding of themselves, other people and their environment both indoors and outdoors. We aim to provide opportunities for play in a stimulating context encouraging children to use language effectively and develop their social skills. Through play, many skills are developed including investigating, problem solving, experiencing emotion, and extending learning through practical and physical situations, fantasy and imaginative play. Through play children have the security to take risks, revisit and consolidate skills without fear of getting it wrong. By staff becoming involved in Learning Through Play, they can model, encourage and praise good behaviour and assess children's understanding and previous knowledge. Through

observing children at play it is possible to identify and follow their own interests within the curriculum environment.

Assessment

Staff make assessments of the children's learning on a daily basis through observations, in Learning Through Play and adult directed tasks. They listen to the children, engage them in conversation about what they are doing, ask open-ended questions and check their understanding. These assessments are used to inform the teachers' planning enabling them to differentiate the curriculum. All plans are evaluated and the next step in learning is identified.

Children are assessed against the Early Years Outcomes statements and the EYFS Profile (at the end of the Reception year). Initial assessments against these statements are made and from these staff set targets for each child. These are reviewed termly with the Head teacher to monitor progress.

Parents have the opportunity to attend consultations with the teacher to discuss their child's progress against the EYFS outcomes. They are given regular opportunities to look at their child's Learning Journey and to comment on it. They also receive their child's Learning Journey at the end of Nursery, with a written statement to support this, and, at the end of Reception they receive their Learning Journey with a written annual report. This report highlights the child's strengths and development needs, and gives details of the child's general progress in each of the Early Learning Goals. Staff indicate whether children are achieving, or are attaining above or below, national expectations. Comments are also made on the child's characteristics of learning. Samples of children's recorded work in Literacy and Maths and are kept each term and handed on to the child's next class teacher at the end of the year.

Recording

We recognise children record their learning in a variety of ways and because most of the work in the Foundation Stage is practical in nature we keep photographic evidence for each area of learning and samples of the work produced in Learning Through Play. We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback in the Foundation Stage is mainly oral, as this is most appropriate to younger children. (See Feedback & Marking and Teaching for Learning Policies).

Monitoring and review

Our Foundation Stage Leader is responsible for monitoring the planning in EYFS and conducting work scrutiny to evaluate and track standards.

Regular, termly reports are made to the leadership team regarding the development of the EYFS and any issues arising. An annual review is carried out at the end of the academic year and an action plan developed for the following year. Observations are made of teaching and learning in Nursery and Reception.

The Foundation Stage Leader is responsible for investigating pupils' opinions in EYFS and also maintains links with subject leaders and Year 1 staff in order to develop and ensure continuity and progression where possible.

This policy should be reviewed every three years by the Foundation Stage Leader. At the end of the Foundation Stage, the children move into Year One which is the start of Key Stage One. The Foundation Stage and Key Stage one Staff will moderate outcomes. At this point not all children will be ready for the Key Stage One Curriculum, and this will be accounted for in the planning for the first term.

Partnership with Parents

At Redbourn Primary School 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 with parents about their child before their child starts in our school;
- the children having the opportunity to spend time with their teacher before starting school;
- 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 and nursery class and to see their child's learning journey.
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents at which the teacher and the parent discuss the child's progress in private. Parents receive their child's 'Learning Journey,' with an additional report to support this, to inform on their child's attainment and progress at the end of the school year;
- having flexible admission arrangements that enable children and parents to become secure, and allowing time to discuss each child's circumstances;
- arranging a staggered entry to start school, so that the teacher can welcome each child individually into our school;
- organising a range of activities throughout the year that encourage collaboration between child, school and parents;
- providing a termly newsletter and topic web for the class including curriculum information, dates and reminders.

Full-time Nursery Provision

A limited number of extended hours places are available at our Treetops club. This includes families qualifying for 30 hours free child care and an option for those wishing to self-fund. Treetops Club is not offered on a casual basis. Treetops Club places are allocated on a first come, first served basis. Two Early Years Practitioners work alongside the Nursery teacher during the morning and afternoon sessions. Two members of staff are present to supervise lunchtime for these children. Staff will ensure that the Nursery environment continues to include a place to relax and play quietly in accordance with the needs of the children.