

Redbourn Primary School



Foundation Stage Policy

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Introduction

The Foundation Stage (Nursey and Reception) is vital for 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 teach 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 pupils 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 pupils already know and can do by providing a carefully structured curriculum that allows for children's different starting points.*
- *Celebrate pupil's achievements and embrace new challenges;*
- *Ensure that pupil's value themselves and others in the whole community;*
- *Teach the knowledge to be healthy and stay safe;*
- *Be independent, self confident and motivated learners;*
- *Ensure pupils understand their responsibility for themselves and their friends.*
- *Use ICT to support the teaching and learning.*

Planning for Foundation Stage

In the Foundation Stage, adults plan to give children the opportunity to develop their communication and language skills by providing an engaging learning environment. 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. Open ended challenges are planned to enable children of all attainment levels to reach their full potential. Planning for children with Special Educational

needs, disabilities or who have English as an additional language also takes place to enable all learners to achieve.

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 activities and appropriate intervention by practitioners will support children in the learning process and help them make progress in their learning.

We enable children to learn through:

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

The school uses a variety of teaching and learning styles. Our principal aim is to develop children's Communication and language, physical development and personal, social and emotional development through high quality learning experiences. 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 able to select from a variety of 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 supporting children to use language effectively and develop their social skills. Through play, children are able to develop core skills of communication and language, personal, social and emotional skills and a range of physical skills. In turn, this leads to children being able to develop further skills including, but not limited to, problem solving, investigation and turn taking. Staff become involved in Learning Through Play, as they model language and new vocabulary, support development of the school Thrive values and Golden Rules. In addition, staff assess pupil's understanding and knowledge and are able to plan their next steps accordingly.

Assessment

Staff make assessments of the pupil'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.

Pupils 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 environment and mark-making books, and to comment on these. At the end of the year, parents receive a written report and, in Reception, notification of their child's attainment in relation to the Early Learning Goals. Staff indicate whether each pupil has 'achieved', or is 'working towards' national expectations. Comments are also made on the child's characteristics of learning. Samples of children's recorded work in Literacy are kept each term and handed on to the child's next class teacher at the end of the year.

Recording

In EYFS learning is recorded in a range of ways, for example, photographs, speech bubbles of what children have said, drawings and learning in mark-making books (in Reception) Learning is displayed on the wall and then stored in a floor book for children to access and refer to in Learning Through Play. Feedback given to children during Learning Through Play is verbal and written learning is marked in accordance to our Feedback and Marking Policy. (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.

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 their children. We do this through:

- talking with parents about their child before their child starts in our school
- visiting all children and their parents, in their own home, prior to the start of Nursery
- 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 a one-to-one meeting between parents and the teacher during the first week of the Autumn Term of Reception
- inviting all parents to an information session after the start of the Autumn Term
- offering parents regular opportunities to talk about their child's progress in our Reception and Nursery class and to see their child's learning
- 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 report, to inform them of their child's attainment and progress at the end of the school year;

- organising a range of activities throughout the year that encourage collaboration between child, school and parents;
- providing a termly newsletter and Curriculum Map 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: it must be applied for, for the year, but parents can select specific days, rather than attending every day from Monday to Friday. Treetops Club places are allocated on a first come, first served basis. Early Years Practitioners and Teaching Assistants work alongside the Nursery teacher during the morning and afternoon sessions. An appropriate number 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.