



EARLY YEARS FOUNDATION STAGE POLICY

June 2022

Date of Last Review:

Reviewed by: Bev Williams – Early Years Phase Leader

Agreed by Governors:

Shared with all Staff:

Frequency of Review: 3 years

Date of Next Review: June 2025

Learning at Stivichall is a passport for life

Foundation Stage Policy

To ensure all children have a positive start to their school lives and develop a wide range of skills that will enable them to make rapid gains in their learning, the Foundation Stage classes will:

- Be practical and play based so that children have high levels of involvement and enjoyment in their learning.
- Have resources that encourage children to explore, be creative and use their imagination.
- Have the prime areas of learning underpinning all of the opportunities provided to ensure children develop the essential social and communication skills needed to be successful in school.
- Provide children with opportunities to take risks and develop a sense of their own safety and an awareness of others.
- Provide children with choice and independence in resourcing and initiating their own learning, developing the skills of self-control and responsibility.
- Have an environment designed to meet the needs of the learners whilst providing continuous challenge in all of the areas of learning.
- Have a stimulating outdoor learning environment that provides children with practical experiences, working on a larger scale with natural resources.
- Provide opportunities for children to work together developing the skills of co-operation and team work.
- Have adults who play and learn alongside the children, skilfully moving children's learning on through questioning and sustained shared thinking strategies.
- Have key adults who develop relationships with the children ensuring a good sense of well-being for all children.

Foundation stage at Stivichall

Reception (75 children) - 3 Teachers and 3 teaching assistants.

The Curriculum

Across the foundation stage we provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in the prime and specific areas

The prime areas being:

- Personal, Emotional and Social Development.
- Communication and Language.
- Physical development

The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS activities are planned to give children learning experiences and opportunities to work towards the Early Learning Goals. A Good level of Development at the end of the foundation stage is a child achieving the early learning goals in PSED, CAL, PD, Mathematics and Literacy.

Provision

Reception at Stivichall is 3 classes who have continuous provision both indoors and outdoors. Over the day a balance of adult led, adult supported and child initiated learning opportunities are planned, using data analysis, to meet the needs of the learner. The balance of activities changes over the year to meet the needs of the learners and prepare them for the next stage of their education.

Key Features of the Learning Environment

- Open ended resources that promote curiosity and creativity.
- Well organised with clearly defined areas.
- Resources are clearly labelled to ensure children can be independent in using them.
- Learning prompts and models are displayed.
- Children's work is displayed to be celebrated.
- Question prompts are displayed to challenge thinking.

Observation, Assessment and planning in the Foundation Stage

Observation

Children are observed as they play and learn in the Foundation Stage. The following forms of observation are carried out.

On entry to Reception, the Reception Baseline Assessment (RBA) which is a short assessment will be carried out within the first 6 weeks. Alongside assessment notes from the RBA and teacher assessment, data will be recorded on Educator. These baseline assessments can then be analysed and reported providing a picture of the cohort as a whole, different groups of children as well as individual children.

Teachers and teaching assistants will continuously observe the children while they play alongside them. Any **significant learning observations** will be captured with either a photograph, a summary of the learning observed, and language samples. This is linked to the development matters and characteristics of effective learning. Any appropriate next steps will be recorded on the observation.

Each week these observations and any work produced by the child will be collated in the child's individual learning journal. By looking at this wide range of evidence staff will **identify the next steps in a child's learning** to feed into the following week's planning.

Following analysis of observations if there are any children who need additional support in using the learning environment to make progress in their learning or to overcome any barriers to learning, the correct intervention internally or by external agencies will be identified and put in place.

All observations are used to:

- Carry out ongoing assessments of the children to ensure they are always being moved on and challenged in their learning.
- Inform future planning so it meets the children's needs and interests.
- Complete a termly judgement of children's achievements against the development matters.

Assessment

The children's learning journals are an ongoing form of assessment. A child's teacher is responsible for the updating of the learning journals. The photo observation sheets are filed in the journal along with any pictures, writing or other significant pieces of work. Parents and carers are encouraged to put in any photographs or work from home or other settings. Children, staff and parents can access the learning journals at any time.

Key features of learning journals are:

- Journals reflect the unique child by celebrating their achievements and showing their interests.
- All observations are learning focused and clearly comment on the skills the children are developing.
- Next steps are identified where appropriate.
- All work is dated.
- The level of support given is identified by marking work with S (supported) or I (independent)
- All pieces included will demonstrate the progress a child is making across the curriculum.
- All work is annotated to either explain the significance of the piece or to add the children's words and comments.
- Writing is marked following the school's policy.

During our Early Bird sessions parents are invited in to look at the learning journals and they are given the opportunity to add their own comments on our Parent feedback form.

Each term staff use the observations and knowledge of their children to summarise children's achievements and record them on Educator. A moderation session each term ensures consistent judgements across the classes.

Children in Reception have a termly phonics assessment and the children's progress is tracked as they move through the phonic phases.

Every term there is a detailed **data analysis** to ensure all children are making good progress. It is used to look at the trends of the cohort and different groups to ensure future planning meets the needs of all groups. Termly data is shared across the whole team so that all staff are aware of the levels of development the children are working at to target support appropriately.

If assessments show children are not making progress in a particular area or are working significantly below their expected age they will be discussed with the SENCO and may have an individual education plan written for them which will identify additional support or be referred to outside agencies. Children's assessments and achievements are shared at termly parents meetings and all children receive an end of year report.

Planning

Planning is produced from the observations and assessments of the children and supports the next steps in their learning and development.

Long term planning ensures that all the commitments and principles of the EYFS are addressed and met through the provision and organisation. Each area of provision has **continuous provision** plans written that identify resources, development matters and possible learning in child initiated activity and include sustained shared thinking prompts and questions to support staff interactions.

Medium term Medium term plans are written by the Reception team and are based on the knowledge and assessments of the children; they provide possible activities and skills to be developed across the areas of learning. Planning may change if children take the theme in a different direction.

Short term planning is a weekly plan of activities and resources to support the children's development. The weekly planning includes the identified next steps activities from the previous week's observations. All planning is adapted and evaluated from the observations of the children. Short term planning consists of:

- A continuous provision plan that identifies development matters, a key learning focus, key vocabulary, questions and adult input prompts.
- An adult led plan with development matters, key vocabulary, questions, differentiation and opportunities for SMSC development.
- Phonics plan for daily sessions.

A weekly planning meeting is held to ensure all staff are fully aware of the learning opportunities and how best to support children's progress.

Meeting the needs of all children

Each child in the foundation stage is observed, assessed and planned for as an individual. Through pupil progress meetings and ongoing staff discussions, all members of the team are aware of children's needs and levels of ability. Activities are planned for children to choose independently although particular children may also be identified to take part in activities that are going to support or extend them in an area of their learning such as turn taking games for children who need support with their personal, social and emotional skills or language based activities that will support our EAL learners. At times, specific intervention programmes will be run to support particular needs that have been identified.

Engaging Parents

We always aim to work in partnership with parents and keep them informed of their child's learning and how they can best support at home. Workshops are held to inform parents of key areas of learning such as reading, phonics and maths. In addition to termly parents evening, all parents are invited in half termly to share their child's learning journals.

Transition

In the summer term, teachers prepare the children for the next step in school. The children have the opportunity to visit the Year 1 classes and teachers to ensure they develop positive relationships. Staff will discuss the children who are moving into Year 1, sharing journals and development matters information ensuring a smooth transition into the new class.

Starting School

Before the children start school they are given the opportunity to visit the Reception classes to get to know the environment and the adults they will be working with. The Early Years Phase Leader visits nursery settings to speak to keyworkers and observe the children in a familiar setting.

First Aid and Health

Three members of the team hold a current paediatric first aid certificate and at least one person is always available and accompanies children on outings. Training is renewed every three years.

Good health is promoted within the Foundation Stage and all staff follow the school policies for Health and Safety, First Aid procedures and Medicines. As with all our policies, these are available to parents/carers on request.