

Polehampton C. of E. Schools Federation

Foundation Stage Policy

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Review Period – As required

Document History

Version	Issue Date	Comments	Total pages	Signed by chair of committee
1	March 11	Formalised policy	11	
2	May 17	Policy review following statutory framework review	15	

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Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, April 2017

“Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.”

Development Matters in the Early Years Foundation Stage, 2012

At Polehampton C. of E. Infant School we are committed to providing a safe, happy, secure and stimulating learning environment for our Foundation Stage children. Our practice is based on the principles of the Early Years Foundation Stage (EYFS) and provides learning experiences that enhance, develop and extend children’s intellectual, social, emotional, cultural, moral, physical and creative development. Each child is nurtured as an individual. We work in partnership with parents/carers to provide a supportive and inclusive experience where everyone is valued and all achievements are celebrated.

Statutory Framework for the Early Years Foundation Stage:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTOR_Y_FRAMEWORK_2017.pdf

Starting School

We believe that the start of each child's school education makes a significant difference to how they settle in. We have a planned induction period, which allows children to slowly become familiar with the setting, the staff and their new friends. Children are offered a part-time place for a short period of time (approximately 2 weeks), with opportunities to stay for lunch, before we offer a full time place.

Parents are able to defer their child's start to school to the term after their child's 5th birthday. We can also offer a part-time place for children in their first term (mornings only). Deferring and/or part-time places are discussed with parents and the child's previous setting to support the decision making process.

- Parents are welcome to visit the school and meet the head teacher and staff before admission. Parents and children are also welcomed to school events such as the Spring Fair.
- An induction 'welcome booklet' for children is available on the school website so that children can become familiar with Blue Class teachers and staff at the school as well as their new learning environment.
- School staff visit each of our pre-school feeder settings to meet the new children and liaise with the pre-school staff.
- Parents are invited to a welcome session when they meet school staff and find out basic school information, ready for their children to visit.
- Children and parents are invited to a "stay and play" morning, which they spend in their class with their teacher and new friends.
- The children spend an induction morning in school before entry. During this session, parents are introduced to other relevant members of the school community; governors, PTA, admin staff and are given further information so they are ready to start school in September.
- During the summer holiday, before children start school, each child will receive a personalised postcard from Blue Class teachers and staff. As an exciting reminder that we are looking forward to seeing them soon.
- Records are received from feeder preschools.
- After an initial period of mornings only, the children are invited to stay until the end of lunch and then become full time. Some children may stay part-time, until October half term or Christmas.
- Early in the term parents are invited to a meeting about class routines and procedures. This is followed by a chance to attend an open morning in the classroom. We then also hold a curriculum parents meeting where we support parents with ideas of how to help their child at home.

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Early Years Foundation Stage (EYFS)

Our approach is guided by the four distinct yet complementary EYFS principles.

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

In accordance with the EYFS guidance, we organise our curriculum into the 7 interrelated areas of learning. Children access these areas of learning through a balance of child initiated and adult guided experiences both inside and outdoors.

- **Mathematics**
- **Literacy**
- **Communication and language**
- **Personal, Social and Emotional Development**
- **Understanding of the World**
- **Expressive Arts and Design**
- **Physical Development**

Details to be found at <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

A Unique Child

In our setting children are nurtured as individuals enabling them to become confident, independent learners.

Inclusion

We ensure that all children, parents and staff feel valued and included within a culture of mutual respect. Diversity is embraced and celebrated within our setting as part of our everyday interactions. Everyone is given a fair and equal chance to thrive and grow in self-esteem.

- We give our children every opportunity to be the best they can be; planning is adapted to meet the needs of each cohort, with individual plans in place where necessary.
- We plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- We use a wide range of teaching strategies based on children's learning needs.
- We monitor each child's progress and development regularly. More frequent meetings are in place to review children who are making less than expected progress. Interventions may be put in place to support learning or behaviour as appropriate.
- We work closely with parents, carers and outside agencies to ensure all children's needs are met and to enable them all to access the curriculum to make good progress.

Examples include

- Every child has a 'Brilliant book' in which practitioners and parents can record any special moments which are shared and celebrated on a regular basis.
- Each child's learning journey record book details their achievements throughout the year. Children and parents love to look at their books which are readily available. They reflect on their learning and feel proud of their skills and work.
- Every week, each class has a "person of the week". The whole class discusses this child, gathering lots of positive thoughts about them which are written up and displayed for all to see. This child takes home the "special box", returning with the box filled with their special things from home.
- Home-learning frequently involves opportunities for the children to follow their own interests, taking open-ended tasks in their preferred direction, i.e. special celebrations.
- Children with additional needs might have a personalised timetable/supported learning environment, i.e. planned sessions in the Rainbow or Sunshine room, a work station, different equipment, additional adult time.
- We adhere to the schools' **Inclusion Policy** which is available on our website.

Positive Relationships

Children build positive identities through collaborative, caring relationships with peers and adults. Our ethos engenders a culture of respect for one another.

We aim to develop caring, respectful, professional relationships with the children and their families; we want our children to feel reassured by calm, consistent and positive adults.

Supporting Learning

Adults have a crucial role in stimulating and supporting children to reach beyond their current limits by inspiring learning and supporting development through active interaction, guidance and support which challenges and extends their thinking. This may include:

- Use of open ended and probing questions
- Modelling
- Extending vocabulary by describing
- Supporting children in conflict resolution
- Building confidence through praise and encouragement

All practitioners know and work with all the children; however each child will have a key person assigned to them. This will be their class teacher. This key person has responsibility for detailed assessment and record keeping for a specific group of children.

Parents as Partners

We believe that when parents and practitioners work together the results have a positive impact on children's development and learning. We welcome parental contributions regarding children's development and their brilliant moments.

We encourage parental involvement through:

- A thorough induction period – see above
- An open door policy
- Open mornings for parents
- Curriculum and organisational meetings/workshops, i.e. writing workshop
- Assemblies, sports day
- Parent, teacher consultations termly – more frequent when requested by staff or parent
- Interim reports termly with one full annual report
- Parental questionnaires, i.e. "Tell us about your child" for first parents evening
- Welcoming parent volunteers in class or on trips
- Contributions to learning records
- Home learning, i.e. personalised learning packs for child making less than expected progress, tailored to their interests
- Brilliant books
- Newsletters

Working Together

- We work closely and communicate with colleagues from other professional backgrounds to ensure we support and meet the needs of each child for example speech therapists and the school nurse.
- We encourage links with individuals and groups in the community who can share interests and expertise to enrich the children's experiences. We also involve children in learning which takes them into the local community such as a village walk or visit to the church

Enabling Environments

The Learning Environment

Our rich and varied environment supports every child's learning and development through experiences and planned activities that are challenging but achievable. It gives children the confidence to explore and learn in a secure and safe space.

Our setting offers a range of stimulating, open ended and readily accessible resources both indoors and out which children can use and combine in their own way to meet their own purposes.

The indoor and outdoor learning environments are viewed as one combined and integrated environment where well planned and well-resourced play experiences allow for progression in children's thinking and understanding across all seven areas of learning.

Observation, Assessment and Planning

The children's learning, in adult and child led activities, is continually observed to check their progress.

These observations are recorded and used to inform future planning

The records are based on observation and assessment of each child's individual learning and needs.

Evidence of progress is kept in the form of notes, photos and examples of work which are kept in an individual learning journey which can be accessed by parents at any time.

- Planning is based on a flexible framework with scope for encompassing children's interests.
- Children are involved in creating the environment, i.e. organising resources for a role play area. This builds engagement and motivation as well as encouraging children to value the space as they feel more ownership.
- Observations and assessments inform planning.
- The children's learning journey is a working document which includes parental and child contributions and helps inform the next steps in learning.
- Termly tracking meetings with SLT, ½ termly SEN tracking meeting with SENCo.
- Children are involved in setting their own targets, so they begin to understand the process of learning.

At the end of the year, children are assessed against the **Early Learning Goals**. The school monitors the number of pupils achieving a **"good level of development"**, which means they have achieved "Expected" in all the Prime areas as well as Literacy and Maths.

For the details of our assessments, see page 12/13 below and the school's **Assessment Policy** for more details.

Learning and Development

The EYFS curriculum – our curriculum reflects the areas of learning identified in the **Early Learning Goals**, which summarises the knowledge, skills and understanding all young children should have gained by the end of the reception year.

There are 7 areas of learning and development that must shape the educational provision in early years settings. All areas are important and inter-connected. None of the areas can be delivered in isolation from the others. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

The **three Prime areas** are:

- Personal, social and emotional development
- Communication and language
- Physical development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied

The **four Specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Foundation Stage curriculum is firmly based on play and independent learning, a framework which has proved to be the most beneficial and supportive way for young children to learn at this vital stage of their education. It helps them to develop a positive attitude towards learning that encourages them to take initiatives.

Characteristics of Effective Learning

The EYFS also includes the Characteristics of Effective Learning. These are regularly assessed through observations and planned for throughout the EYFS.

The three characteristics are:

- **Playing and Exploring** – children investigate and experience things and events around them and 'have a go'
- **Active Learning** – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between different experiences and develop strategies for doing things

Our Foundation Stage introduces the children to our "**Super Learner**" profile; these are animals (i.e. Amicable Ants) who embody the **characteristics of effective learning** – see page 14/15. We want our children to develop all of these behaviours to support their learning and development.

Play and Exploration

Children's play reflects their wide ranging and varied interests. In play children learn at their deepest level. Through play, children learn to interact with others, experience and manage feelings and to be in control of themselves and their abilities. When children initiate their own learning, they are intrinsically motivated and experiences are more meaningful.

In child initiated learning, it is the role of the practitioner to further challenge their understanding and learning, through questioning, scaffolding, prompting and making suggestions.

Our setting inspires children to express themselves creatively and enables them to make discoveries through their play. It allows children to try things out, be inventive, practise ideas and skills and take risks. Practitioners support and challenge children's thinking to enable them to make connections in their thinking and extend their understanding.

Children are encouraged to be independent, to plan and make decisions about their own learning. Children actively review and share their learning experiences with peers and practitioners.

Teaching and Learning

Alongside child initiated activities where adults have a key role in supporting learning, there is an important place for activities initiated by adults. Adult led activities provide opportunities for introducing new knowledge or ideas and for developing and practising new skills. The activities can provide a new stimulus or opportunity to revisit or further develop learning. Adult led activities:

- Provide open ended opportunities.
- Have clear specified learning objectives aimed at extending or consolidating what a child already knows.

Organisation

Once children have had a chance to settle in and teachers have assessed all children's needs they will be organised into groups. Teaching groups will vary in size and composition depending on the task.

- Reading groups are based on attainment and will consist of 4 -6 children.
- Phonics and maths are taught in larger attainment based groups.
- Other adult led activities are organised in mixed attainment groups.

All requirements for Learning and Development are listed in the Statutory Framework for the Early Years Foundation Stage.

Safeguarding and Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.”

Statutory Framework for the Early Years Foundation Stage, April 2017

Safeguarding

We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Our foundation stage classes also comply with our Safeguarding Policy; the designated officer for safeguarding is the Headteacher, Miss Ball or the Deputy Headteacher, Miss Snellgrove, in her absence.

Welfare

It is important to us that all the children in the setting are safe. We create a safe and secure learning environment in which learners are stimulated and feel confident taking risks and engaging in challenging activities. We aim to protect the physical and psychological wellbeing of all children.

- We involve children in discussions about our expectations and set clear boundaries and rules to ensure everyone is safe and happy.
- The learning environment and resources are checked regularly to ensure that they are fit and safe for purpose.
- We have a Healthy Schools policy which is embedded into our everyday curriculum which encourages and promotes health, hygiene and exercise.
- Children readily have access to water and healthy snacks are available at playtime.
- Children receive a free carton of milk every day until their fifth birthday after which parents are able to sign up and pay for their child to continue receiving daily milk.
- We meet the statutory requirement of adult to child ratio.
- At the end of the school day great care is taken to ensure children are released into the care of a named adult who has parental permission to collect the child.
- A trained paediatric first-aider is available at all times.

See the school's **Safeguarding Policy** and **Health and Safety Policy** for more information.

Continuing the Learning Journey

We are committed to ensuring that children experience a smooth transition from the Foundation Stage into Key Stage One. We aim to secure continuity throughout so that the pace and quality of learning are maintained and children continue to make excellent progress. The year one curriculum builds on and extends the experiences children have had during the Early Years Foundation Stage.

We understand that all children are unique and therefore their transition experience will be unique. Parents are informed of what is happening in the transition process so that they feel comfortable to support their child through it.

Before the children move from the foundation stage into KS1, the child's current and future teachers meet to discuss individual's progress and achievements using the EYFS Profile. The future teacher will also be informed about any special educational needs as well as any other information relevant to their well-being and development. Children will be involved in a transition morning during the summer term prior to starting in year one where they are introduced to their new teacher and classroom environment.

Parents are invited to a Year 1 Parents Meeting to find out about the curriculum, organisation and routines of their child's new class.

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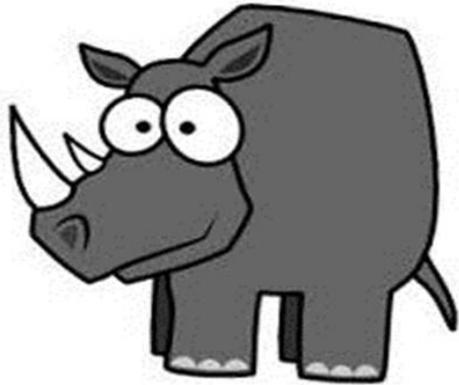
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<p>A baseline assessment is carried out within 6 weeks of the children starting school. Teachers will make a judgement on each individual's baseline attainment against the Development Matters age bands for reading, writing, and all elements of PSED. Children attaining within 40-60 months are considered in line with ARE (Age Related Expectations), 30-50 months are considered below ARE and those assessed within any other lower age band is considered significantly below ARE.</p> <p>Children's attainment and progress against the age bands is reviewed half termly and tracked on Target Tracker. Evidence used to inform these judgements includes observations of children engaged in self chosen activities, demonstrating they can be successful consistently and independently as well as some summative assessments. This central data enables the teachers to identify which areas individuals, groups and the cohort need extra support or challenge in order to meet or exceed the end of year expectation.</p> <p>In the Foundation Stage children's attainment and progress is shared with parents in the Autumn and Spring term through at Parents' Evenings. Parents are given an interim report: the report states where their child is currently working in each area of the curriculum against age related expectation for all 7 areas of the curriculum. The interim report also includes targets, any intervention support a child has been receiving, as well as any areas for concern regarding behaviour and attendance.</p> <p>An end of year report details the child's attainment against the Early Learning Goals (ELGs). National expectations are that children should achieve 'Expected' when judged against the ELGs. This is not an age related judgement; therefore a young child could be making good progress and working within their age related expectation across the year, yet might not achieve the expected standard at the end of Foundation Stage.</p>		
Emerging (1)	Expected (2)	Exceeding (3)
Your child is working on elements of the ELG.	Your child consistently and independently demonstrates this ELG.	Your child is working beyond what is expected at the end of Foundation Stage.
Day-to-Day Formative Assessment	Summative Assessment	National standardised summative assessment
<p>Reading</p> <ul style="list-style-type: none"> • Individual reading trackers used regularly to note and date significant attainment against age expected criteria (40-60months/ELG/ Exceeding statements). <p>Writing</p> <ul style="list-style-type: none"> • Individual writing trackers used regularly to note and date significant attainment against age expected criteria (40-60months/ELG/Exceeding statements). <p>Maths</p> <ul style="list-style-type: none"> • Whole cohort tracker spread sheet used regularly to highlight individual's attainment of key objectives. 	<p>Reading</p> <ul style="list-style-type: none"> • Half termly RWI phonics assessment. <p>Writing</p> <ul style="list-style-type: none"> • Half termly adult directed unaided piece of writing <p>Maths</p> <ul style="list-style-type: none"> • Assessment at the end of each block of teaching. 	<p>End of year EYFS Profile.</p> <p>At the end of the year all children are assessed against the 'Early Learning Goals' and a judgement is given as to whether they are 'Emerging' 'Expected' or 'Exceeding' in each area of the 17 areas of learning. These groups are identified on Target Tracker so that their progress and attainment can be continually monitored in KS1.</p> <p>Children's starting point to their final judgement is used to measure progress. This will be considered 'Not Enough' 'Typical' or 'Rapid'. This information is shared with Year 1 staff.</p>

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<p>Children are given oral and written feedback which includes pink (highlighting areas of success) and green (highlighting development/improvement areas) marking.</p> <p>Target stamps or teacher comments give clear feedback; they children are then given time to reflect upon and respond to these.</p> <p>All FS staff makes observations against age related curriculum criteria, noting when children can demonstrate something consistently and independently.</p> <p>Other evidence used to support judgements includes parental feedback to questionnaires, comments in children's home learning and Brilliant Books.</p>		
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We are all super learners!

Resilient Rhino

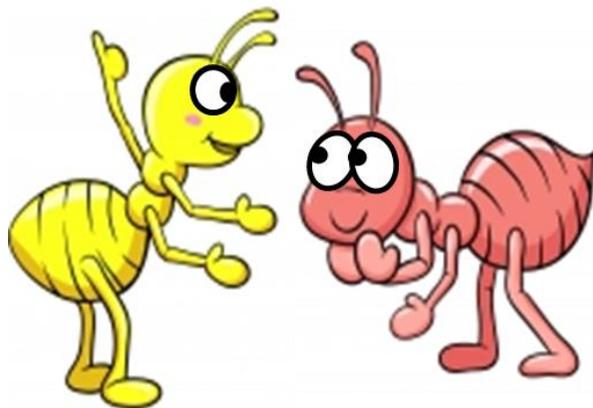


These animal characters help us to think about different learning behaviours and skills.

Playful Puppy

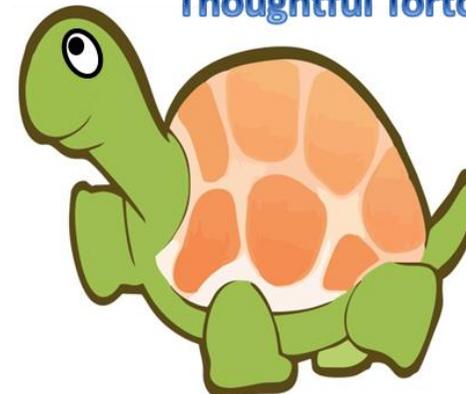


Busy Beaver



Amicable Ants

Thoughtful Tortoise



Super Learner Profile

The 'Super Learner Profile' builds on our existing good practice and enhances opportunities for the children to develop effective learning behaviours. Fun animal characters help the children to develop a variety of learning skills.

This is a whole school initiative which will provide a common language of learning, so that the children experience a coherent and consistent vocabulary as they move through the infant school.

 <p>Busy Beaver</p>	 <p>Playful Puppy</p>	 <p>Resilient Rhino</p>	 <p>Thoughtful Tortoise</p>	 <p>Amicable Amicable Ants</p>	 <p>Creative Chameleon</p>
<p>I am resourceful</p>	<p>I am inquisitive</p>	<p>I am resilient</p>	<p>I am a reflective thinker</p>	<p>I am a collaborator</p>	<p>I am creative</p>
<p>I can use things in my classroom dictionaries and number lines to help me learn.</p> <p>I can use resources from the wider world - other people, books, the internet and past experiences to help me learn.</p> <p>I can use what I know to make links in my learning.</p>	<p>I like to find things out by asking questions, researching and investigating.</p> <p>I am curious and explore my ideas in imaginative ways.</p> <p>I am excited about new opportunities and experiences.</p> <p>I am proud of how I do things (not just the end result).</p>	<p>I face challenges with a 'have-a-go' attitude.</p> <p>I can persevere and keep trying even when something is really challenging.</p> <p>I know that making a mistake is all part of learning.</p> <p>I have a clear idea of what I want to achieve and how I am going to achieve it.</p> <p>I am confident to ask for help.</p> <p>I concentrate and take care in what I am doing.</p> <p>I work through problems.</p>	<p>I think carefully about what I want to achieve and how I am going to achieve it.</p> <p>I can talk about what I am doing.</p> <p>I like to have my own ideas and find different ways to solve problems.</p> <p>I plan carefully, make predictions and test my thinking and ideas.</p> <p>I can talk about my learning including my strengths and challenges.</p> <p>I can make connections in my learning.</p>	<p>I can take turns.</p> <p>I can listen carefully to others.</p> <p>I can share my ideas with others.</p> <p>I respect and recognise other people's ideas as valuable.</p> <p>I can work as part of a team to achieve something.</p> <p>I can be confident in my own ideas when part of a group.</p>	<p>I can express myself in imaginative ways for example, through movement, dance, painting, imaginative play and language.</p> <p>I can adapt, modify and improve my ideas to enhance them.</p> <p>I can use what I already know to construct original solutions to problems.</p> <p>I carefully consider the uses and purposes of the things which I create.</p>