



Love to Learn

**MALCOLM SARGENT PRIMARY SCHOOL
EARLY YEARS FOUNDATION STAGE POLICY**

APPROVED: JULY 2018

REVIEW DATE: MARCH 2021

Malcolm Sargent Primary School

Empingham Road

STAMFORD PE9 2SR

Engage & Inspire *

Nurture & Growth *

Pride & Joy

Foundation Stage – Core Philosophy and Guiding Principles

The first year of school is a unique and special time in every child's life and needs to be valued as such. At Malcolm Sargent Primary School we believe that high quality Early Years education makes a positive contribution to children's early development enabling them to build on this foundation throughout their time in primary school and provide a sound basis for lifelong learning.

We acknowledge the guidance offered through the EYFS (Early Years Foundation Stage) as a framework for the planning and provision of our Foundation Stage. Therefore, the four guiding themes which provide a context for learning, development and care at this academy are:

A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focussed around development, inclusion, safety and health and well-being

Positive Relationships describe how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focussed around respect, partnership with parents, supporting learning and the role of the key person.

Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focussed around observation, assessment and planning, support for every child, the learning environment and the wider context – transition, continuity and multi-agency working.

Learning and development focuses on how children learn and develop in different ways.

Our foundation stage has four Foundation classrooms and a large outdoor classroom (this is also accessed by the onsite nursery). All our learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

Areas of Learning

There are seven areas of learning and development that shape the way we work in our Early Years setting. All areas of learning are important and inter-

connected. The three prime areas are the basis for successful learning in the other four specific areas. They reflect the key skills and capacities all children need to develop and learn effectively. The balance shifts towards a more equal focus on all areas as children grow in confidence and ability within the three prime areas.

3 Prime Areas	4 Specific Areas
<ul style="list-style-type: none"> • Personal, Social and Emotional Development • Communication and Language • Physical Development 	<ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the World • Expressive Arts and Design
<p>Time -sensitive- in place by 5</p> <p>Important foundations</p>	<p>Not time sensitive</p> <p>Dependent on prime areas</p>

At Malcolm Sargent School all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. We follow a half termly topic based approach which allows flexibility to ensure that both children's needs and interests are taken into account.

Play

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding

and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and Foundation teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

Playing and Exploring – children investigate and experience things, and 'have a go'

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Inclusion

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs

We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and

understanding are advanced. We will monitor children's progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies. We adhere to the Equal Opportunity and Inclusion policies of the school.

Early Years Pupil Premium – we will endeavour to identify our least advantaged pupils. All extra funding we receive will be used to support areas in which we identify that the child will best benefit. We will track children's progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

The Role of the Practitioner

We recognise that the practitioner, and especially the quality of their practise, is key in ensuring that this framework is effective.

We therefore believe that:

- Care and education are inseparable – quality care is educational and quality education is caring
- Practitioners need to work in partnership with parents and carers who are their child's first educators
- Effective education requires practitioners who have a secure understanding of child development and the ability to plan, deliver and evaluate a broad, balanced and relevant curriculum
- How children are encouraged to learn is as important as what they learn
- Practitioners should support and extend children's learning through purposeful observation, evaluating activities and by appropriate interaction
- Practitioners need to have shared purposes, expectations and consistency of practice. They should work and communicate as a team and be prepared to be learners themselves

The Learning Environment

We also recognise that the quality of learning in the foundation stage is dependent on the quality and organisation of physical resources. At Malcolm Sargent Primary School we therefore ensure that the learning environment:

- Offers resources of good quality which are appropriate to the task

- Offers resources which reflect diversity and are free from discrimination and stereotyping
- Is designed to reflect the best use of physical space so that resources are maximised and groups are able to access a range of learning opportunities
- Ensures that children are able to experience outdoor as well as indoor learning experiences
- Reflects visual examples of good foundation stage practice

The Curriculum

The provision and development of a quality curriculum will be dependent on:

- The understanding that practitioners have of how children develop and learn, and how this affects their teaching
- Building on what children already know and can do
- A range of approaches that provide first-hand experiences, clear explanations and appropriate interventions which extend and develop play and talk or other means of communication
- Activities which build on and extend children's interests and develop their physical, intellectual, social and emotional abilities
- Encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- The identification of the progress and future learning needs of children through observations which are regularly shared with parents

Planning

Aims:

- To provide a broad and balanced curriculum
- To plan according to the 7 areas of learning
- To have sound learning objectives using the EYFS
- To have thorough planning as a guide, while also being mindful of opportunities as they arise

Planning is structured, using long term, medium term and short term formats.

Long term planning is derived from the EYFS curriculum. Planning is divided into 6 topic areas.

Medium term planning is structured using a weekly focus and suggested parts of the topic to be covered from each area of learning. Each area of learning has resources provided for continuous provision that can be accessed by the children at appropriate times. This is highlighted on a weekly basis to indicate coverage.

Detailed short term planning is undertaken weekly. This covers both child-initiated and adult-led activities. Formats used are:

- Structured planning, which are activities led by the teacher and that all children have to complete.
- Continuous provision which enables children to have access to developmental learning activities at any time
- Enriched provision for child-initiated activities in each learning zone linked to the topic

Assessment

During the child's first few weeks, formal assessments are carried out using the Foundation Stage Profile. These assessments provide a firm baseline against which children's progress can be measured. The assessments also give staff information about the children at an early stage, which is then used to inform planning. After initial assessments have been made, the child's strengths, interests and needs are discussed during the first parents evening. Ongoing assessments are used throughout the year to monitor children's progress against the Foundation Stage Profile. This progress is recorded in children's individual Tapestry Journal and electronically. This enables teachers to identify strengths, weaknesses and trends across cohorts to inform future planning.

The Foundation Stage assess in the following ways:

- Observations of child-initiated learning
- Assessments related to specific learning objectives

Each child has an electronic learning journal (Tapestry) and both a STEM and Learning Journals , where evidence of their progress is collected (e.g. work samples, observation notes).

Assessments can be carried out by any member of the foundation stage team.

Partnership with Parents

'Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence.'

(DfES Curriculum Guidance to the Foundation Stagep.11)

At Malcolm Sargent School we feel that establishing a positive partnership with the Foundation Stage parents and carers is very important. We aim to do this in several ways:

- Home visits
- Open door policy – good dialogue – share concerns early
- Parent's evenings
- Parents encouraged to help children in the class
- Home/school diaries
- Half termly 'Open afternoons'
- Drop in sessions for prospective Foundation pupils in the term before they start school
- Curriculum information meetings e.g. reading, acquisition of writing skills, early maths etc.
- Tapestry
- School Website / Facebook
- Parent Mail

Signed by:

Principal

Date:

Chair of _____
governors Date:
