



Corngreaves Academy
Together we learn to succeed
Part of United Learning

Foundation Stage Policy

January 2014

Introduction

Early childhood is the foundation on which children build the rest of their lives. At Corngreaves Academy we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and as preparation for life.

The Early Years Foundation Stage extends from birth to five years of age. The final year of the EYFS is referred to as the Reception year.

Early Years Foundation Stage (EYFS) covers children's education in all childcare settings. The new framework incorporates three previous documents:

- ☛ Development Matters
- ☛ Birth to Three Matters framework and
- ☛ Statutory Framework for the Early Years Foundation Stage.

The EYFS is important in its own right, and also in preparing children for later schooling. The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- ☛ A Unique Child- every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- ☛ Positive Relationships- how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. He commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- ☛ Enabling Environments- states that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context –transitions, continuity, and multi-agency working.
- ☛ Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Children joining our school will have come from a range of different backgrounds. The early years education we offer our children is based on the principles and seeks to

- ☛ Build on what children already know
- ☛ Ensure that no child is excluded or disadvantaged
- ☛ Offers a structure for learning that has a range of starting points, content that matches the need of young children, and activities that provide opportunities for learning both indoors and outdoors
- ☛ Provide a rich and stimulating environment
- ☛ Partnership with parents and multi-agency working

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Corngreaves Academy we aim to provide a broad, balanced, rich and stimulating curriculum and environment which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Corngreaves Academy we aim to:

- ☞ Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- ☞ Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- ☞ Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- ☞ Use and value what each child can do, assessing their individual needs and helping each child to progress
- ☞ Enable choice and decision-making, fostering independence and self confidence
- ☞ Work in partnership with parents/guardians and value their contributions
- ☞ Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development
- ☞ Provide experiences for all children, whatever their needs, which are inclusive

Learning and Development

The Early Learning Goals (the knowledge, skills and understanding which young children should acquire by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the "Statutory Framework for the Early Years Foundation Stage".

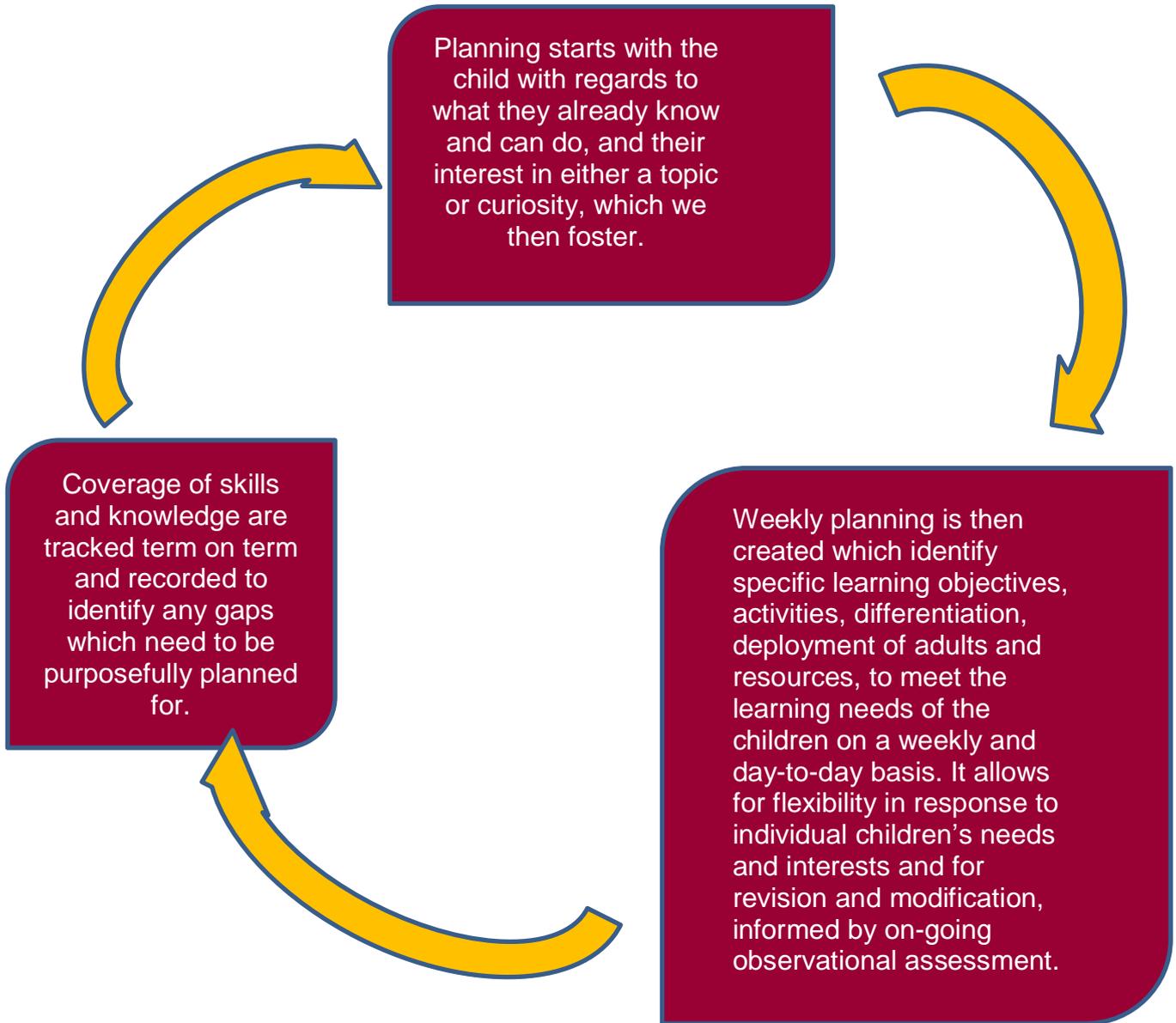
The seven areas of learning and development are:

- ☞ Personal, Social and Emotional Development
- ☞ Communication, and Language
- ☞ Physical Development
- ☞ Literacy
- ☞ Numeracy
- ☞ Understanding of the World
- ☞ Expressive Arts and Design

We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.



Assessment, recording and monitoring

At Corngreaves Academy we undertake assessment for learning. We analyse and review what we know about each child’s development and learning, and then make informed decisions about the child’s progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, narrative observations, videos or photographs including annotated examples of work, photographs, and information from parents. Each child has an individual Learning Journey which we add to regularly.

Summative assessment

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against 17 aspects across the Seven Areas of Learning. This is recorded on O Track and it summarises children's progress towards the early learning goals. All practitioners in the Foundation Stage contribute to the profile and the teacher attends the local cluster group and Academy Chain moderation meetings. Children are also tracked using the school tracking system which enables staff to set and monitor targets for each child's learning.

Home/School link

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role in educating their children.

We do this through:

- ☞ Talking to parents about their child before school starts
- ☞ Visits by the class teacher and teaching assistant to as many pre-school settings as possible.
- ☞ Inviting all parents to an induction meeting in the summer term prior to their child starting school outlining the reception curriculum to parents/guardians during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home.
- ☞ Offering parents regular opportunities to talk about their child's progress
- ☞ Involving parents in the school community through stay and play sessions through the year.
- ☞ Offering termly parent 1:1 sessions with their child's key worker to discuss their child's learning journey and to set new targets.
- ☞ Encouraging parents to be involved in their child's learning journey by contributing 'wow' moments through parent observations, including an email address to share photographs of work they are doing at home.
- ☞ Encouraging parents to talk to their child's teacher if there are any concerns.
- ☞ Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents
- ☞ Holding several parent/carer information sessions to outline the RML programme for reading and writing in reception, and to provide an opportunity for asking questions and sharing information
- ☞ Encouraging parents/guardians to listen to their child read each night and to comment on reading progress in a home/school reading diary
- ☞ Activities in the homework books provide support for parents to support their learning through activities to support the curriculum and ensuring that experiences at home are used to develop learning in school
- ☞ Providing an annual written report to parents/guardians in July summarising the child's progress against the early learning goals and EYFS assessment scales

Learning through play

At Corngreaves Academy we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through role modeling play, by getting involved in the play themselves and through sustained shared thinking and critical thinking opportunities.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experiences. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas: role play area, reading area, writing area, numeracy area, listening area, computer area, creative corner, malleable area, investigation area, sand, water, digging, music, stage or performing area, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Reception to Year 1 Transition

Reception and year 1 teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Corngreaves Academy

Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year

- ☞ Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- ☞ Reception children meet year 1 teachers during whole school activities during the reception year and through carefully planned sessions during the summer term, where they go and visit the year 1 classroom.
- ☞ Individual EYFS Profile folders are passed on to year 1 teachers
- ☞ An EYFS Profile end of year class summary sheet and assessment records are passed on to year 1 teachers
- ☞ Reception and year 1 teachers meet to discuss individual needs of children in July
- ☞ During autumn and spring terms elements of the EYFS are maintained for continuity and valuing the importance of a practical, play based curriculum.
- ☞ In year 1 Children are given choice in the activities they access. There are plenty of hands-on tasks and practical activities, as well as a role play area and use of the outdoor learning area.

Equal Opportunities

At Corngreaves Academy we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs, thus increasing the adult/pupil ratio.

Individual Provision Maps (IMP) identify targets in specific areas of learning for those children who require additional support, in line with the school's SEND Policy. Reception teachers discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed every term.

The school's SEND co-coordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.