



Foxbridge Primary School

Early Years Foundation Stage Policy

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Signed: (Chair of Governors)

Date:

At Foxbridge we believe that each child deserves the best possible start to their education and the opportunity to achieve their full potential. Working alongside parents, carers and other professionals we aim to create a safe, secure and stimulating environment that enables us to understand the abilities and talents of our children and to provide a foundation for learning that will equip them for their primary school years and beyond. In our school, the Early Years Foundation Stage (EYFS) comprises of one Foundation Stage, or Reception, class.

Aims of policy

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the knowledge and skills needed for good progress through the school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Curriculum

At Foxbridge Primary School we follow the curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas of learning are:

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

These prime areas of learning are strengthened and applied through 4 specific areas:

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

There are four guiding principles shape our practice:

1. A Unique Child

At Foxbridge we recognise that the experiences and pre-school influences that our children have encountered have already begun to shape their personalities and attitudes to learning and that all of our children should be given the confidence and opportunities to achieve their best.

Our curriculum reflects the belief that all aspects of a child's development are important and so equal priority is given to all aspects of learning, social and emotional, spiritual, physical, cognitive and linguistic. Children are given the opportunity to achieve their best and, where necessary, extra support is given for children to access the curriculum. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support or extension as necessary.
- Ensuring that all children have access to a broad and balanced curriculum and that any barriers to learning are removed.

2. Positive Relationships

Establishing positive relationships is at the heart of all we do. At Foxbridge we recognise the importance of secure relationships with the children and their parents or carers. We work with local pre-school providers to enable smooth transition for the children from pre-school to school. We recognise that parents are children's first and most enduring educators and we value the contribution they make. We seek to promote this partnership through:

- Inviting parents and children to visit the school prior to their child starting school.
- Sharing information with parents at an induction evening.
- Parents are encouraged to share the interests and experiences of their child through parent chats prior to starting school.
- Encouraging our parents to contribute to their child's 'Learning Journey'.
- Inviting parents to workshops throughout the year to help them support their child with specific areas of learning.

- Encouraging parents to talk to their child's teacher if they have any concerns. There is a parent's meeting in the Autumn and Spring term and a written report at the end of the academic year.
- School community events such as class assemblies and sports day also encourage strong links between home and school.
- Ensure a thorough and smooth transition process into year 1.

All staff aim to develop excellent relationships with the children based on trust and respect. We understand that our role is to facilitate the children's learning by working alongside them and taking the time to listen to them.

3. Enabling Environments

At Foxbridge we seek to provide our children with a stimulating environment that reflects their interests and learning needs. Our classroom provides opportunities for children to try out, and develop, the new skills they are being taught. It is carefully planned to encourage the growth of the characteristics of effective teaching and learning. The characteristics of effective learning are:

- Playing and exploring - being willing to "have a go"
- Active learning- being involved and concentrating.
- Creative and critical thinking - having their own ideas.

The seven areas of learning are planned and resourced using the indoor and outdoor learning environments and provide for the different learning styles of all our children.

4. Learning and Development

We believe that through play and first hand experiences our children will be able to develop the skills and knowledge they need to make sense of the world around them. We strive to make learning in the Foundation Stage as active as possible and to encourage our children to explore, question and solve their own problems.

Adults guide children and provide them with the tools and resources that they need to become confident and creative learners. Children are observed closely to ensure that teaching styles and methods are adapted as required. We know that children learn and develop at different rates so constant reflection is needed to enable the needs of all children to be met.

Inclusion

We are committed to providing the highest quality of education for all of our pupils. Barriers to learning will be quickly identified and appropriate support put in place. When a special educational need has been identified before a child starts school, the SENDCo will liaise with parents and external agencies as appropriate to ensure a smooth transition into school.

Further information can be found in our Special Educational Needs and Disability Policy.

Planning

Our curriculum is designed to be engaging, challenging and fun! We develop the characteristics of effective learning by planning a broad range of activities that take into account individual needs, interests and stages of development. We believe that through play and first hand experiences our children will be able to develop the skills and knowledge to make sense of the world around them.

Activities are planned following a clear progression of skills in each area of learning, this ensures that skills are built upon and consolidated effectively.

Teaching and learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult - led and child initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm and positive interactions. As children grow older, and their development allows, the balance of activities shifts to more adult led tasks in readiness for year one.

Assessment

At Foxbridge Primary School, ongoing assessment is an integral part of the learning and development process. Staff observe children to identify their interests, learning styles and level of achievement. The observations are used to inform planning and next steps for children. We encourage parents to contribute to their child's "learning journey" to establish a picture of the whole child.

Within the first 6 weeks of a child starting in the reception class staff will administer the Reception Baseline Assessment (RBA). This is a short, practical assessment of each child's early literacy, communication, language and mathematics skills.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating if they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions, with parents and carers. The results of the profile are shared with parents/carers and the data is submitted to the local authority.

Safeguarding and welfare procedures

It is very important that all of our children are kept safe, both physically and emotionally. We work with our children to teach boundaries, rules and limits and to help them understand why these exist. We encourage the children to take controlled risks but teach

them to recognise and avoid hazards. Behaviour is managed effectively in a manner appropriate to the children's stage of development and individual needs.

We ensure that we promote the welfare of children and we are alert to any signs of concern. As a school we promote good health, including oral health, and prevent the spread of infection by taking appropriate action as required.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.