

Curriculum Policy Document (Statutory)

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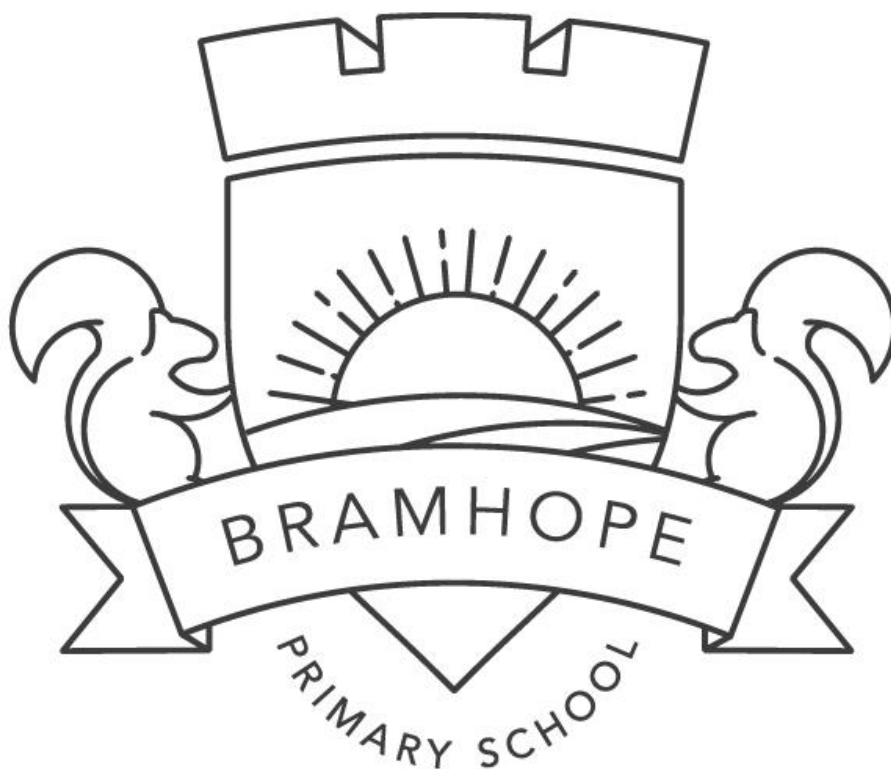
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Foundation Stage Policy



THIS POLICY IS CURRENTLY UNDER REVIEW 2019

1. Introduction

- The Foundation Stage applies to children from three years of age to the end of the Reception year. At Bramhope Primary School (BPS), all children join us at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right and has its own curriculum, which builds the foundations for later schooling. The Early Learning Goals set out in the Early Years Foundation Stage (EYFS) document are what is expected of most children to be working towards or near completed by the end of the Foundation Stage.
- The Early Years education we offer our children is based on the following principles:
 - it celebrates what our children already know and can do and uses this as a basis for future teaching and learning;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a child-friendly, inclusive learning environment which is based around the varying abilities of children where activities provide opportunities for continuous learning and progression;
 - it provides a richly diverse and stimulating hands-on environment to engage children in their learning, both indoors and outdoors;

2. Aims of the Foundation Stage

- The EYFS curriculum provides personalised learning that enhance the development of children, supporting them to make progress at their own pace. The principles which guide Early Years practice are grouped into four themes:
 - A unique child
 - Positive relationships
 - Enabling environment
 - Learning and development

- The EYFS underpins all future learning by supporting, fostering, promoting and developing children's:
 - personal, social and emotional development
 - communication and language
 - physical development
 - literacy
 - mathematics
 - understanding of the world;
 - expressive arts and design.

3. Teaching and learning style

- BPS's policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 1 and 2.
- The more general features of good practice in BPS that relate to the Foundation Stage are:
 - the partnership between staff and parents, so that our children feel secure at school and develop a sense of belonging, well-being and achievement;
 - the understanding that staff have of how children develop and learn, and how this affects their teaching;
 - the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
 - the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
 - the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
 - the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
 - the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
 - the continuous identification of the progress and future learning needs of children through planned lessons and observations, which are regularly shared with parents;

- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

4. Play in the Foundation Stage

'Well planned play, both indoors and outdoors is a key way in which young children learn with enjoyment and challenge.....

Through play, in a secure environment with effective adult support, children can:

- *explore, develop and represent learning experiences that help them make sense of the world;*
- *practise and build up ideas, concepts and skills;*
- *learn how to control impulses and understand the need for rules;*
- *be alone, alongside others or co-operate as they talk or rehearse their feelings;*
- *take risks and make mistakes;*
- *think creatively and imaginatively;*
- *communicate with others as they investigate or solve problems;*
- *express fears or relive anxious experiences in controlled and safe situations."*

DfE Curriculum Guidance

- Play underpins all development and learning. Through play, which should be a balance of self-initiated and adult-supported, children develop intellectually, creatively, physically, socially and emotionally. Opportunities for children to engage in both indoor and outdoor play are scaffolded and take place in a secure but challenging environment. Providing well planned experiences based upon children's play supports children's enjoyment and challenges.

5. The Foundation Stage Curriculum

- The EYFS curriculum provides a learning journey for children which enables them to develop various skills, concepts and competencies whilst working towards the Early Learning Goals.
- The EYFS curriculum is organised into **Seven Areas of Learning**. These are

split into three **Prime Areas** and four **Specific Areas**. The Prime Areas are the main focus of teaching and learning leading up to Reception, which are built upon with an equal weighting from all seven areas of learning when a child enters Reception. Each area includes several aspects of learning, which are taught cross-curricular. A mix of self-initiated and adult led activities will provide opportunities for children to develop a number of skills across several areas of learning.

PRIME AREAS:

Personal, Social and Emotional Development (PSED)

Sub-divided into: making relationships, self-confidence and self-awareness, managing feelings and behaviour.

PSED covers all aspects of children's lives and unlocks opportunities to success in other areas of learning. PSED promotes positive relationships with peers and adults, modeling positive role models and also promotes and values children's emotional, moral, spiritual and social development.

In addition to PSED running through everyday activities, learning and understanding, it is also taught formally through Circle Time, using the Seal strategy which is followed on into Key Stage 1 and 2.

Physical Development (PD)

Sub-divided into: moving and handling, health and self-care

PD improves children's skills of coordination, control, manipulation and movement which takes place in large and small scale activities. Developing an increased control of children's own bodies enables children to feel benefits of leading a positively active and healthy lifestyle.

Communication and Language (C&L)

Sub-divided into: Listening and attention, understanding, speaking

C&L develops key skills which children use to become effective speakers and listeners in different situations. Children develop understanding of information which is contextual which aids comprehension skills.

SPECIFIC AREAS:

Literacy

Sub-divided into: Reading, writing

Reception children are taught basic understanding and skills for communicating through reading and writing. Regular phonic lessons are taught from the outset in the form of short, discreet sessions. These sessions develop reading and writing skills, and are continued in Key Stage 1.

Communication, Language and Literacy links directly into the English National Curriculum. Therefore, Reception teachers work alongside year 1 teachers to ensure children sustain focus and attention for longer periods of time in preparation for the transition into KS1.

Mathematics

Sub-divided into: Numbers, shape, space and measure

Key mathematical skills and concepts are developed through stories, songs, games, everyday activities, small group focus sessions and imaginative play, so that children enjoy experimenting and become confident, comfortable and curious about numbers, shapes, patterns and measures.

Mathematical Development links directly into the Maths National Curriculum. Therefore, Reception teachers work alongside year 1 teachers to ensure children sustain focus and attention for longer periods of time in preparation for the transition into KS1.

Understanding of the World (UofW)

UofW develops crucial knowledge, skills and understanding that help children make sense of the world. First hand, practical experiences develop children's observation, problem solving, prediction, decision making and discussion skills. Reception children have regular access to technology and computers which develops basic skills which are built upon in Key Stage 1.

Understanding of the world forms the **foundation** for later work in Science, Design and Technology, History, Geography and Information and Communication Technology.

Expressive Arts and Design (ExA&D)

ExA&D is an important part of successful learning; it enables children to make connections between experiences and helps them to solve problems and be inventive. Imaginative play opportunities are provided for children to express themselves through methods of art, music, dance and drama. This area of learning also supports early literacy development in narrative (story language and character development).

ExA&D leads into the National Curriculum for Art and Design, Physical Education, Music and Design and Technology.

6. Planning and Approaches to teaching and learning in the Foundation Stage

Reception teachers plan a carefully structured curriculum that provides rich, varied and stimulating experiences. A curriculum that is flexible enough to allow for unexpected and unforeseen opportunities for children's learning that arises from everyday situations and children's own experiences and fascinations. We have structured a curriculum that allows children to become involved in experiences which are mostly based on real life situations. We believe that activities should always be hands-on, relevant, imaginative, motivating, enjoyable and challenging.

7. Organisation of the learning environment

- The indoor Reception area is organised with various Areas of Provision for children to access, which may be enhanced at any one time:

Mathematics / writing / reading / phonics / construction / ICT/ interactive activities / role-play /DT/ creative / sand / water / painting / small world / music / malleable.

- The areas of provision are designed to encourage children to make choices and develop independence by having equipment and materials readily available and well organised. The Reception layout also gives children the space they need for their activities while encouraging them to initiate their own learning.

- Children are encouraged to access areas of provision during the day. Enriched activities will take place in these areas of provision to promote their use

and accessibility. Children may be directed to an area of provision or they may be left to self-initiate their learning. Areas are clearly labeled for children to access their own education.

- The Foundation Stage also has a designated **Outside Area**. Children need opportunities for fresh air and exercise in a secure environment, in order to promote their physical development, health and general well-being. The Outdoor Area is used by small groups under the supervision of a member of staff. In the same way as indoor provision, this area has planned and purposeful activities, rich stimulating experiences and activities that ignite children's interest and curiosity. The outdoor environment allows for children to learn by working on a larger, more active scale, and can provide for a wide range of different experiences.

The range of opportunities that are provided include:

- role play (building site, fire fighter etc)
- clipboards to support observational drawing and emergent writing
- chalks, chalk board, paint brushes and water to support emergent writing
- story telling area/quiet area for looking at books
- circle games
- maths trails
- growing plants, investigating minibeasts, observing the weather
- sand and water play
- large construction
- large scale art work
- wheeled toys, climbing/balancing equipment
- small apparatus such as bean bags, hoops, skittles
- conservation areas for environmental education
- opportunities to follow maps or plans

8. Inclusion & Equal Opportunities

- At BPS children are valued. It is the responsibility of all staff to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress. 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 (see our policy on school inclusion).

- In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most are working within the Early Learning Goals (ELG) by the end of the Foundation Stage, however some children progress beyond this point. Children working towards the ELG are said to be 'Emerging', children achieving the ELG are said to be 'Expected' and children working beyond the ELG are said to be 'Exceeding'. In our planning we take account of gender, race, SEN, more able, disabilities, ethnicity, EAL, social and cultural backgrounds.
- At BPS, we meet the needs of all our children through:
 - facilitating equal access to activities by all children;
 - using resources which positively reflect diversity and are free from discrimination and stereotyping;
 - planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
 - monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children;
- Supporting children with special educational needs as appropriate e.g.
 - providing additional support from adults
 - adopting activities or environments
 - using specialist aids and equipment
 - using multi-sensory materials and experiences
 - adapting
 - accessing outside agencies where necessary
- Supporting children with English as an additional language as appropriate e.g.
 - valuing child's home language(s)
 - providing books, notices, tapes in child's home language(s)
 - providing a range of opportunities for child to engage in speaking and listening
 - activities in English with peers and adults

9. Assessment

- Assessment of children's learning is an ongoing, active process. Assessment information continuously feeds into future planning, reflecting children's identified needs. Assessment in the Foundation Stage takes the form of:
 - formative assessment – informs everyday planning, which is based on observation, photos, things children have demonstrated, said, made,

- drawn, information from parents and collected in their profiles;
- summative assessment – summary of formative assessment which is done over longer periods of time, making statements about children's achievements.
- The EYFS profile is the statutory assessment tool which must be completed at the end of the school year and submitted to the Local Authority. At BPS children are assessed on-entry using information received from their previous setting and teacher judgment, which is updated every half term. The summary of children's progress working within the EYFSP and towards the Early Learning Goals enables practitioners to inform and guide weekly, medium and long term planning. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage, which are broken down even further into 17 ELG's (see 5.2).
- In the Summer term, teachers report data to the Local Authority, which details the children's achievements in relation to the 17 ELG's. Within each ELG, a child may be 'Emerging' (1 point), 'Expected' (2 points) or 'Exceeding' (3 points). There are 17 ELG with a maximum of 3 points achieved if a child were 'Exceeding' in each ELG (51 points). The Government's guideline for a 'Good Level of Development' for a child measured against their attainment in the Prime Areas **plus** Literacy and Mathematics is for a child to be 'Expected' (i.e. achieved the ELG) across all areas and therefore receive 2 points.

Please note: a child working in any month band i.e. 8-20 months, 16-26months, 22-36months, 30-50months, 40-60months is still said to be 'Emerging'.

- Staff liaise with the on-site private Nursery and receive records and profiles from feeder nurseries to ensure continuity and progression from Nursery to Reception. This, along with parents interviews, teacher assessment forms a Baseline Assessment at the start of the Reception Year.
- Observations are carried out while children are:
 - engaged in spontaneous play or well-planned independent activities, in order to gain an insight into children's interests and what they can do that demonstrates their own knowledge;
 - during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts.

Discussions with children about their interests and their learning also take place on a continual basis. Reception practitioners keep an individual profile, called a *Learning Journey*, on each child which contains observations and examples of children's work and photographs for further evidence. The profiles are readily available in the classroom to share with parents and children who are actively encouraged to contribute to build up a rounded picture of the child.

- The Foundation Stage Profile:
 - forms the basis for reports to parents: Two Parents' Evenings (October/

March) and an Annual Report (July) to parents which offers comments on their child's progress in each area of learning, highlighting the child's strengths and development needs, and giving details of the child's general progress.

- Provides a point score for parents to see how their child's attainment is measured against the ELG's
- Provides a dialogue regarding ways their child learns through 'Characteristics of Effective Learning'
- Point Scores, dialogue and Teacher Assessments (in line with National Curriculum Level descriptors where appropriate) are passed from Reception to Year 1 staff at the end of the Reception year. Year 1 teachers continue to assess progress against the ELGs until the child is working at NC Level 1 (unless children are identified as having Special Educational Needs in which case P scales apply)

10. The role of parents

'Parents are the first and most important teachers. Effective and meaningful partnerships are the best guarantees of children's successful learning'.

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

QCA / DfES Curriculum Guidance to the Foundation Stage, p.11

At BPS we believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. At Bramhope Primary we feel that establishing a positive partnership with Foundation Stage parents is important.

We aim to do this through:

- Providing information about the EYFS curriculum
- Informing parents of their child's key Worker and highlighting their role
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in October and March at which the teacher and the parent discuss the child's progress in private but we also operate an 'Open-door' policy;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. Topic assembly;
- offering a range of activities that support the involvement of parents e.g. weekly Numeracy and Literacy Games sessions
- regular communication with home through the child's Reading Record
- inviting parents to curriculum evenings and workshops to share the kind of work that the children undertake in the Reception/throughout their time at BPS e.g. Child's experience in Reception meeting, Reading Meeting, Problem Solving/ Celebrating Learning Evening
- Information Notice Board – Copies of newsletters, planning, homework and suggestions for how parents can become involved in their child's learning,

etc.

- Each half-term, parents are given a Curriculum Newsletter outlining topics and work to be covered.
- Fortnightly newsletters
- Website
- Learning platform where weekly updates of activities, news and photographs are uploaded
- parents encouraged to help in the classroom
- parents receive a report on their child's attainment and progress at the end of each school year;
- Parent Teacher Association
- We welcome the support of parents in the classroom, on educational visits and in extra curricular activities.

11. Induction

At BPS, we believe that a structured induction programme is a key part of helping both future children and parents establish a positive relationship with staff, establish links with other children and parents and familiarise themselves with the environment.

We do this through:

- conducting parent interviews and talking to parents about their child before their child starts in our school;
- children and parents have the opportunity to spend time with their teacher before starting school
- all children are invited to visit the Reception Area to familiarise themselves with staff, meet other children and stay for a school lunch;
- having a staggered admissions arrangement at the start of the Reception year so that the teacher can welcome each child individually to BPS.
- inviting parents to an 'Induction Meeting' at the start of the year - where staff explain routines and philosophy
- Reception Starter Pack with information about the Foundation Stage, BPS routines and advice on how to help their child at home e.g. a copy of BPS 'Pure Sounds CD', letter formation sheet
- children are gradually introduced to assemblies. At first the children will only attend KS1 assemblies. When confident with the routine and their surroundings, the children will then attend whole school assemblies.

12. Monitoring and Review

The Foundation Stage leader will report to the Head teacher on the strengths and areas to develop in Reception. The Head teacher will report to the Governing Body on the effectiveness of this policy.

Changes March 2015

- Section 4; removed ref to QCA/DfES and replaced with DfE
- Section 5; Literacy and Mathematics changes to wording – from ‘work for longer periods’ to ‘sustain focus and attention for longer periods’ (in relation to transition to KS1)
- Section 5; change in wording to emphasise mathematical skills development
- Section 5: Mathematics; addition of ‘small group focus activities’ in ref to ways mathematical skills are developed and taught
- Section 5; Expressive Arts and Design; addition to reference link to early literacy development
- Section 6; addition to ref child-led learning when planning for teaching and learning
- Section 10; addition in e.g. of ‘inviting parents’

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