**BARTONS PRIMARY SCHOOL**
**EARLY YEARS FOUNDATION STAGE POLICY**

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| Governor Committee | Curriculum/FGB |
| Chair of Governors signature | |
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**Introduction**

This policy was developed through consultation with members of staff and Governors.

At Bartons we take into account the nature and needs of young children and how they learn, recognising that:
▪ children need to feel secure, valued and confident.
▪ children are active learners.
▪ each child is an individual and comes to us with a range of previous experiences to build upon.
We provide well-planned activities for all children regardless of social or cultural background, race, gender or ability. Provision is relevant, broad and balanced. Children's learning experiences can range from self-selected to adult-directed activities. We recognise the importance of careful adult involvement. We value the contribution made by parents and work closely in partnership with them. Our provision follows the recommendations in the DFE Early Years Foundation Stage (EYFS).

**Aims**

- To ensure that every child makes a happy and successful transition into reception.
- To enable every child to reach their physical, emotional, social and intellectual potential and follow the areas of learning through the DFE Early Years Foundation Stage.
- To develop a positive attitude towards school and a continuing enthusiasm for learning.
- To form effective partnerships with parents and good relationships with each other and with adults in school.

To achieve these aims we will ensure that:
- Learning is fun.
- We build on previous skills and interests of the children recognising differing starting points and levels of need.
- Children have access to a range of learning experiences from child initiated and adult directed.

- We provide a rich, stimulating environment that is well planned and organised and allows every area of learning to be accessible.
- Children are challenged and offered the opportunity to investigate.
- We celebrate each child's abilities and achievements.
- Children's confidence is developed, and they are encouraged to express their own opinions and value the opinions of others.
- Children are given opportunities to develop skills such as speaking, listening, discussing, co-operating and sharing.
- Parents feel valued and contribute to their children's learning.

**Procedures**

**Transition**

At Bartons, we understand that starting school can be very daunting for some children, so we ensure that there is time for children to become familiar with staff and the school prior to starting and that their first term allows them to settle in. We aim to provide continuity in teaching and learning from nursery into reception and this continues from reception into year 1. More details can be found in our Transition Policy.

**The Curriculum**

Three characteristics of effective teaching and learning 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The activities we plan and resources we use encourage children to develop abilities in these areas.

The foundation stage curriculum is organised into seven areas of learning.
The Prime Areas, which are:
▪ Communication and Language
▪ Personal, Social, Emotional development;
▪ Physical development
▪
The Specific Areas which are:
▪ Literacy
▪ Mathematics
▪ Understanding the World
▪ Expressive Arts and Design

The seven areas provide a framework for our Early Years curriculum and the organisation of the learning environment in our reception classes reflects this.

Within the curriculum, there are **development matters** and **early learning goals.** Whilst the early learning goals establish expectations for most children to reach before the end of the foundation

stage, the development matters section identifies developing knowledge, skills, understanding and attitudes that children need if they are to achieve the early learning goals by the end of the foundation stage.

The early learning goals are not a curriculum in themselves, but provide the basis for planning throughout the foundation stage.

**English as an additional language**

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home with the support of parents and carers.

We ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, so that they are ready to benefit from the opportunities available to them when they begin Year 1.

**Planning**

We use the seven areas of learning set out by the DFE as the basis for planning. The staff put in place long, medium and short term plans loosely based around a theme or topic over time. This planning is flexible and adapts to support the skills, understanding, needs and interests of the children.

During child-initiated play, no plans are written; each child's own experiences, skills and interests are supported, extended and enriched by all staff involved.

**The Learning Environment**

At Bartons the learning environment should:

- Be well planned and organised to allow children to access their environment and its resources with ease and in safety.
- Allow children to access both the indoor and outdoor environment; these should have areas to move freely, be quiet and reflective and support a variety of learning experiences and styles. It should also reflect the seven areas of learning.
- Have a variety of resources and experiences to support the seven areas of learning, which challenge, stimulate and develop skills, knowledge and understanding.
- Support the needs of every child.
- Allow children to take risks (with adult guidance).

**Assessment, Recording and Reporting**

A UNIQUE CHILD - at Bartons Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration, sharing circle times and reward stickers, to encourage children to develop a positive attitude to learning.

Assessment is made on a continual basis, through:

- Observations – mostly of child-initiated activity, but also of adult directed tasks and parent observations/ discussions.
- Summative assessment – phonics, number recognition, knowledge and use of numbers, high frequency word assessment.

This entire process informs our planning and is used to establish where children are in the developmental stages and what progress they are making towards the Early Learning Goals. We value parent's comments and discussions and these also contribute to the completion of the foundation stage profile.

**Baseline assessment**

Within the first 6 weeks of the Autumn term we will complete a baseline assessment for each child. This will only begin for each child when we feel they are settled and happy in the school. From this we will start to identify any particular needs the children may have and begin to support them where necessary.

**Ongoing Records and Observations**

Observations are made in each of the 7 areas of learning. We assess the children's writing, sounds and letters and number and continue to talk informally with parents. This information is used to determine at which developmental stage each child is and their 'Next steps' targets.

The children have individual personal Learning Journey books which record observations made, 'next step' targets. Individual next step targets, group and/or class targets are consistently shared with the children and we support them to help them assess their own learning. We will also record our observations electronically and this will form part of the record of achievement. This data will be used to inform our reports and planning.

The books are shared with the parents at each of our 3 parents' evenings and included in the end of year report. Parents can receive and send observations of their child's achievements throughout the year. We have introduced parent link to our 2Build a Profile system so that parents can contribute their observations towards their child's record.

Profiles are updated and moderated every term. All staff and where possible parents are involved in setting next step targets and contributing to each child's foundation stage profile.

**Home-school partnership**

At Bartons, we recognise that the home and family greatly influence young children's experiences and shape their development. Children's learning begins at home. If the children are to benefit form their experiences in their reception classes, then contacts between home and school are very important.

We develop open and friendly relationships, in a caring, informal atmosphere and environment, that helps parents and children to feel confident and at ease. We understand that these relationships are a two-way process and this begins with our transition process. (Please see our Transition Policy for further details)

At Bartons we also:

- Ensure that the staff are available daily to talk to parents.
- Keep parents informed of the curriculum, routines and other information which is sent home regularly.
- Ensure parents have opportunities to share and support class learning intentions through activities to try at home.
- Share and discuss children's targets, learning and achievements with parents in both formal and informal contexts.
- Produce a termly 'Stars and a Wish' report for each child, outlining their current achievements and next steps for learning.
- Hold a meeting in the Autumn term to help parents support children with Literacy and Numeracy and have three consultation evenings/afternoons per year.
- Hold open which provide opportunities for parents to find out about the activities and learning children do in school, and share their learning journals.
- Carry out a survey with parents on our induction process to help us ensure that it is as effective and sensitive for the children as possible.