



Buckstones Community Primary School

Policy for the Foundation Stage

Written and agreed by staff: Monday 31st January 2022

Adopted by Governors: 3.5.22

Review: January 2025

1. Key Requirements

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, DfE 2021

The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- quality and consistency , so that every child makes good progress and no child gets left behind;
- a secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews;
- partnership working between practitioners, parents and carers
- equality of opportunity, ensuring that there is no discrimination and that every child is included and supported.

The guiding principles which shape our practice are grouped into four distinct, but complementary, themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

2. Curriculum

At Buckstones Primary School we recognise and value that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners; encouraging the children to adapt their work, think critically and take risks with their learning.

The Reception class follows the Early Years Foundation Stage curriculum (2021).

The EYFS framework includes seven areas of learning and development, all of which are important and fully included in the curriculum taught. There are three prime areas,

which are seen to underpin all of the basics and support the other, more specific, areas of the curriculum.

The Prime Areas of Learning and Development:

- **Personal, Social and Emotional Development**

This area focuses on making relationships, self-confidence and self-awareness, and managing feelings and behaviour. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

- **Communication and Language**

This area encourages developing competence in listening and attention, and in understanding and speaking.

- **Physical Development**

This area focuses on the child's developing physical control, moving and handling, and health and self-care.

The Specific Areas of Learning and Development:

- **Literacy**

This focuses on reading and writing. Children are taught phonics throughout the EYFS.

- **Mathematics**

This area focuses on learning through practical activities and on using numbers and understanding shape, space and measure.

- **Understanding of the World**

This area focuses on children's developing knowledge and understanding of their own environment, through learning about people and communities, the world and technology. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and Computing.

- **Expressive Arts and Design**

This area focuses on the development of the child's imagination and her/his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning.

Characteristics of Effective Learning

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parents their children's individual dispositions and attitudes to learning. This will be assessed using the Characteristics of Effective Learning which are:

- Playing and exploring - engagement

Children investigate and experience things and events around them and 'have a go'.

- Active learning - motivation

Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

- Creating and thinking critically - thinking

Children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

3. Planning

Through careful planning, teachers ensure that there is a balance of adult led and child initiated activities across the day. During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to understand and build upon the children's current understanding and therefore guides next steps and new learning.

4. Direct Teaching

At specific times in the day the children will take part in an activity that is adult led. Such sessions include daily phonics lessons, daily literacy and maths/counting experiences, as well as teaching new skills to support their learning within the classroom environment. Children also have the opportunity to explore the outside space through 'Forest Fun' sessions. All direct taught sessions are carefully planned and tailored for each class using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

5. Learning Through Play

Children's play reflects their wide ranging and varied interests and preoccupations. It is our belief that children learn best from activities and experiences that they have initiated and play with peers is essential for children's development. We carefully plan the environment and provide opportunities within this environment to reflect these interests to inspire them further, whilst also making sure that children also have the opportunity to extend and practise the skills they have learned through direct teaching.

Through play children explore and develop learning experiences, helping them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections and come to new and better understandings and ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults can support them in making connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

6. Assessment, Recording and Reporting of Progress

Assessment is an essential and important part of the Early Years for children's learning and development. Assessment takes a variety of forms in order to gain an understanding of each child's level of understanding. In addition to the statutory assessments, these can be through observations, photographic evidence, examples of work and parental conversations. Assessment occurs throughout any taught session as well as during free flow times when children are embedding and extending any previous learning. These assessments will then be used to shape and alter any future learning.

On entry to Reception the statutory baseline assessment is carried out for each child and adults track how well the children are progressing. Parents' evenings are held in the Autumn and Spring terms to provide information about children's progress and to discuss the children's learning, talk about children's strengths, achievements, interests and next steps. These form the basis for the monitoring of pupil progress as the children progress through school. On-going teacher assessments are undertaken in line with the Foundation Stage Profile and these form the basis for the end of year report to parents.

7. Year 1 Ready

In addition to the children being assessed against the Foundation stage profile, the Reception class teacher and adults within the class will prepare the children for Year 1 by:

- Transition sessions in the Summer term which involve the children spending time in the Year 1 classroom and with the Year 1 staff.
- Increasing the amount of directed learning time towards the end of the Reception year, to ease the transition to the Year 1.
- Allowing the new Year 1 children access to the continuous provision resources and outdoor area, during their 'settling in' process.
- Regular, informal visits from the Reception teacher during the 'settling in' period of Year 1.
- Transition meeting between the Reception teacher and Year 1 teachers to discuss each individual child, to inform them not only of their academic abilities, but also their interests, friendship groups and family life too.

8. Special Educational Needs and Inclusion

At Buckstones Primary School we value the diversity of all children our school. Every child matters. 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.

Assessments and teacher observations are used to identify children who may have specific needs within the first half term following admission. Results of assessments are used to ensure that a differentiated curriculum is offered to such children to meet their needs.

For more information, we have a very clear set out Special Educational Needs and Inclusion Policy, which is available on the school's website.

9. Safeguarding and Children's Welfare

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. Our school has rigorous Safeguarding policy and procedures that are used to identify anyone at risk or harm of radicalisation that sets out clear procedures for reporting any concerns. See our Schools Safeguarding Children Policy and Child Protection Procedures available on the schools website.

It is important to us that all children in the school are 'safe'. We aim to teach children that, in society as in a classroom, there is a need for boundaries, rules and limits which we all need to adhere to help us to stay safe. We aim to teach children to be consciously aware of their feelings and the feelings of others and how to manage their own behaviour by identifying behavioural issues and using them as a teaching moment. We also aim to teach our children to take risks whilst learning how to recognise and avoid hazards. Should accidents occur an emergency contact form is completed for all children on entry into school, which includes medical, personal and social details. Other than minor cuts and bruises, all accidents on school premises are recorded in the School Accident Book and parents are informed.

10. Induction

Parents of children who are offered a place in Reception are invited to an induction meeting in the Summer term.

Children are invited to visit for two sessions before the summer holidays. For these sessions, the children are split into two groups, based upon which pre-school setting they currently attend (if applicable), to make the transition process easier for them.

Children entering Reception in September will start by doing part time to begin with. After two weeks all children will stay for full days. They will also then stay for lunch, which is provided free of charge (unless they wish to bring a packed lunch).

11. Partnership with Parents and Carers

The school recognises the importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Staff ensure that parents are well informed about the curriculum their child is experiencing through regular updates, notes home and observations of their children on our virtual learning platform, Tapestry. Parents also receive half-termly whole school newsletters.

During the Autumn term, parents are invited to a Phonics/reading meeting to explain how/what their children will be learning and how they can best support them at home.

12. Equal Opportunities

Staff ensure that all children have equal access to the curriculum. They will be encouraged to respect similarities and differences within cultures other than their own. The school seeks to develop respect for others at all times.

13. Monitoring

The Early Years Leader is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Reviewed every 3 years.