

Foundation Stage Policy

March 2004, updated January 2011, October 2013, September 2016,
September 2019, September 2021



1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for The Foundation Stage.

It is a working document, which reflects the ethos and practice within the school in relation to The Foundation Stage. It has been written with due regard to the requirements of the Statutory Framework for the Early Years Foundation Stage and it will be monitored and evaluated according to changes within these documents as and when they arise

The Foundation Stage coordinator: Richard Atkinson

The role of the co-ordinator: See *Appendix 1- Job Description*

2. FUNDAMENTAL PRINCIPLES

At Molescroft Primary School we work hard to create a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. We provide every child with a happy, caring, learning environment in which he or she can develop and thrive in school and reach their full potential from their individual starting points. Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. Our children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.

Early Years Education has a crucial role in providing firm foundations that the rest of a child's education is successfully based. Our curriculum is broadly child led, based on the interests and fascinations of the children. Play is an essential and integral part of learning and is at the heart of our Early Years Curriculum.

Molescroft Primary School Foundation Stage follow the four themes as outlined in the Statutory Framework for the Early Years Foundation Stage (September 2021).

A Unique Child

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

- Children learn to be strong and independent through **positive relationships**.

Enabling Environments

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- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development

- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

3. CURRICULUM INTENT

The curriculum is centred on the Characteristics of Effective Learning (CoEL) and delivered through the seven areas of learning and development outlined in the Early Years Statutory Framework for the Early Years Foundation Stage, effective from September 2021.

The Characteristics of effective learning guide the interactions between the children and adults:

Playing and Exploring – *Engagement*

Finding out and exploring
Playing with what they know
Being Willing to 'have a go'

Active Learning – *Motivation*

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking – *Thinking*

Having their own ideas
Making links
Working with ideas

We actively safeguard and promote the welfare of all of our children and provide a rich curriculum that provides the learning and development requirements for the prime and specific areas of learning and maintains a broad, balanced and progressive learning environment.

Prime areas of learning

Communication and language
Physical Development

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Personal, social and emotional development

Specific areas of learning

Literacy

Mathematics

Understanding the World

Expressive arts and design

The curriculum is predominately focused on the interests and fascinations of the class, based on regular and thorough observations and quality interactions. All planning is flexible and responsive to children's needs and supported by quality key texts. We learn through a blend of whole-class, guided, adult directed play and child initiated play activities dependent on the needs of the class and individuals. Our knowledge of each child and formative assessments are essential to plan exciting and engaging activities that will move the children's learning forward. This may involve following individual children's interests in the moment (micro-teaching) or following a class theme where we take advantage of cross-curricular links in order to combine transferable skills and develop wide-ranging vocabulary.

The Foundation Year team work hard to ensure that children are surrounded by a kind, caring and happy environment which helps them to develop the skills needed for lifelong learning. It is a positive place where resilience, perseverance and successes are celebrated and every child feels valued and respected.

4. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to the Foundation Stage.

The Foundation Stage Leader should, in cooperation with the head teacher, ensure that the school's policy for the Foundation Stage is being delivered in Foundation Stage Area.

The Teaching Staff should, in cooperation with the head teacher and Foundation Stage Leader plan and deliver an effective curriculum which reflects the school policy.

The SENDCO should, in cooperation with the head teacher, Foundation Stage Leader and teaching staff provide, as required within the Foundation Stage, support and additional resources for children with special educational needs.

5. PRACTICE

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Children in the EYFS learn by playing and exploring, being active and thinking critically and creatively. This takes place both indoors and outdoors. Our children have free, continuous access to two indoor classrooms and two outdoor classrooms where the children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. Children make their own decisions about where they play and teachers and teaching assistants ensure that there are opportunities for all areas of learning.

The provision is separated into continuous provision areas, 'hot spots' or enhanced provision areas and guided learning activities directed by the adults. Planning is provided in each area, either continuous or enhanced.

Continuous areas include:

- Book area
- Mark-making and literacy area
- Role-play
- Workshop area
- Dough area
- Mathematics area
- Construction area
- Small world play
- Creative area
- Outdoor Areas

Enhanced areas include:

- Sand area
- Water area
- Investigation area
- Fine motor area
- Literacy challenge
- Mathematics challenge

Curriculum Planning

Literacy

All children in the Foundation Stage take part in Literacy focussed activities daily. Every day begins with a focussed session of phonics following the Floppy's Phonics programme. The children will take part in shared reading activities every day, guided by the teacher which focus on a love of reading, vocabulary, inference, prediction, explanation and retrieval. Guided reading sessions linked to the phonics that has been taught occur weekly and are supported by regular individual reading with the children's key worker and at home. Other opportunities for focussed Literacy activities possibly relating to the theme will appear on short term plans.

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Mathematics

All children in the Foundation Stage take part in mathematical focussed activities daily. In addition to this, every afternoon begins with a guided mathematics session following the NCETM's Mastering Number project. This follows a mastery approach and looks at key number skills in a coherent journey through early mathematical skills and concepts. Other opportunities for focussed Mathematics activities possibly relating to the theme will appear on short term plans.

Themed Activities

Following observation of the children playing and gathering information on their particular interests a Learning Journey will be planned with the children on a particular theme that interests them.

The children are first asked what they already know about the theme, it is very important to gain an understanding of the children's prior knowledge. Secondly, the children are asked what they would like to learn/find out about relating to the chosen theme.

Following the creation of the medium term learning journey with the children; the Foundation Stage teaching team use this to guide the planning of short term weekly/daily activities. The theme usually lasts for between 2-4 weeks.

Following completion of the theme the children are asked to evaluate their Learning Journey and discuss what they have found out.

The Foundation Stage also complete Learning Journeys relating to whole school special weeks; eg Health Week, International Week, Science Week
Examples of, Learning Journeys and short term planning is displayed within the classroom area.

Observation, Assessment and Moderation

Observation and assessment are an integral part of the teaching and learning process in the Foundation Stage in which the role of the adult is crucial to ensure the success of the Observation, Assessment and Planning cycle.

“Adults have a crucial role in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development. It is through the active intervention, guidance and support of a skilled adult that children make the most progress in their learning.”

Learning, Playing and Interacting-Good Practice in the Early Years Foundation Stage-DCSF 2009

Every adult working in the Foundation Stage is the key worker for a group of children and is responsible for recording and summarising the achievements of the children within their group.



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Observation involves, looking, listening and noting accurately what a child does and says. These observations may take the form of formal tracking observations, informal written or mental notes. **Assessment**, the adult then reflects upon the observations made to make an informed judgement about the child's learning. The observations may then be included in the child's personal Learning Journey and progress summarised using the Development Matters Statements. **Planning** then involves deciding what to do next. How best to provide support for the child's next steps in learning in response to the observations and assessments made. **Moderation** meetings are held regularly each term between all the Foundation Stage staff and the progress summaries for each child relating to Development Matters are agreed. These judgements are then used as the evidence towards the achievement of specific early learning goals which are reported at the end of the academic year.

6. A SUMMARY OF THE LEGISLATIVE FRAMEWORK

Development Matters: Non-statutory curriculum guidance for the early years foundation stage	Revised July 2021
Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five	Effective 1 September 2021
Early Years Foundation Stage profile: 2021 handbook	9 September 2021
Reception baseline assessment and reporting arrangements	6 May 2021

7. EYFS DOCUMENTATION

- Learning, Playing and Interacting-Good Practice in the Early Years Foundation Stage-DCSF-October 2009
- Letters and Sounds-Principles and practice of high quality phonics-February 2008
- Numbers and Patterns: laying foundations in Mathematics-DCSF January 2010
- Finding and exploring young children's fascinations-DCSF March 2010
- Bold beginnings: The Reception curriculum a sample of good and outstanding primary schools November 2017
- Teaching and play in the early years – a balancing act? July 2015
- Working with the revised Early Years Foundation Stage Principles into Practice – Julian Grenier 2020

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8. BASELINE

From the academic year 2021/2022 the reception baseline assessment (RBA) is a statutory requirement of all maintained primary schools. It is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

In conjunction with this, our own thorough in-house baseline procedures will be completed by all staff working with the children. This includes observational assessment, getting to know the children, ensuring that they are comfortable and happy to play and learn in the environment and information gathered from our feeder nurseries and settings. Development matters check points will form a part of the process too. This information is then used to enable teaching staff to be with the level of development the children are at. To help them to access the curriculum so that they make progress and acknowledging that some children will need more scaffolding and support than others.

Foundation staff take part in half termly meetings to discuss the progress of the children.

9. INSET

The Foundation Stage Leader, Lead Teacher and other Foundation Stage staff will attend courses organised by the Early Years adviser and Teaching and Learning Consultants for Early Years within the LA. The Foundation Stage coordinator will deliver INSET on changes to National and East Riding policy.

10. LIAISON WITH OTHER SETTINGS

The Foundation Stage staff have close liaison with all feeder nursery settings which feed the school. The Foundation Stage staff visit all relevant feeder settings each term before children transfer to school.

Learning Journeys and transfer reports are forwarded to school by all feeder settings when children transfer to school.

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11. TARGETS For DEVELOPMENT

In liaison with the LA Early Years Advisor to develop cluster moderation meetings, with other schools and settings in our group.

12. APPENDICES

1. Example of a Learning Journey
2. Example of short term planning
3. Example of Mathematics planning