Dickleburgh C of E Primary Academy

EARLY YEARS FOUNDATION STAGE POLICY

Living and learning together, celebrating life at its fullest

E. Boon June 2023 Vii



Young children entering formal education have many years ahead of them in school. It is therefore important to begin this process in a sensitive and caring manner. To settle into school with eagerness and enjoyment can develop the beginning of a love for learning.

The Foundation Stage is concerned with physical, social, emotional, aesthetic and intellectual development of the individual child.





Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by aiming:

- To provide a secure and caring environment in which the children are happy and eager to learn, both indoors and outdoors.
- To develop a working partnership between home and school.
- To support children with special educational needs (SEN)
- To enable children to develop confidence and increasing independence.
- To value each child as an individual.
- To develop the child as a whole, encouraging him/her in every aspect of learning.

- To promote a sense of self-worth within each child.
- To build on the children's individual interests and experiences, providing a balance of direct teaching and child initiated activities.
- To encourage a positive and ambitious attitude to learning and to school life as a whole.
- To promote self-sufficiency and independence.
- To offer opportunities and experiences for children to apply any new found knowledge.
- To prepare all children for their successful transition into their next Key Stage.



The Early Years Foundation Stage Curriculum

It is essential that every child is made to feel secure, happy and well-motivated. Their interaction with both peers and adults is crucial. They do not learn in a vacuum but from both stimuli and examples offered by others.

We follow the curriculum guidance for the Reception class in the Early Years Foundation Stage Statutory Framework (EYFS). Each child progresses individually and through different ages and stages of development. The seven areas of learning in the Foundation Stage are;

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We assess each child against their age appropriate stage of development. By the end of the Reception year children are ready to work within the Early Learning Goals.

Teaching & Learning Style

Our policy on this defines the features of effective teaching and learning in our school. These features apply to 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 our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have knowledge 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 identification of the progress and future learning needs of children through observations, which are regularly shared with parents;



Play in the Foundation Stage

Play is an integral part of the Early Years Foundation Stage. When a child is at play it is instinctively learning and discovering aspects concerning itself, others and the environment it finds itself in. Through play children learn to take risks, perfect skills, adopt attitudes,

engage in role play, practice new concepts, acquire knowledge, mimic, direct, explore, become socially and environmentally aware and so on.
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. At Dickleburgh School, the children will spend periods of time involved in activities planned by an adult, and periods of time doing activities they have chosen themselves.

Assessment

Children will be assessed in the first half term using a Baseline Assessment. Teacher assessments also provide a picture of the whole child during their first six weeks at school. Throughout the Foundation Stage, as part of the teaching and learning process, the children's development will be monitored in relation to the ages and stages of development in the EYFS. At the end of the Reception year each child is judged to be emerging or expected to meet the Early Learning Goals. This is subject to external peer moderation. These assessments are made on the basis of the teacher's accumulating observations and knowledge of the whole child and through all written and recorded work. The EYFS profile document is evidence of each child's progress through the Early Years Foundation Stage.

Dickleburgh Primary Academy has two formal parents' evenings. As the profiles are completed, the staff will arrange time to discuss each child's progress with their parents. We believe that an important feature of the Early Years Foundation Stage Assessment is the ongoing dialogue between parents/carers and staff.

Written reports are sent out at the end of the Summer Term.

Individual Needs

Early assessment and observations help with the identification of individual differences and needs of the children. These are met with differentiated tasks from the very beginning and extra adult support where appropriate. If necessary, following discussion with parents the child may be placed on the school's register of SEN. Following further advice and assessment, from other agencies, an Individual Education Plan may be drawn up in consultation with the SENDCO.

Any child identified with a particular gift or talent will be recognised and given opportunities to extend their individual talent as appropriate through teacher planning and extra-curricular activities.

Monitoring and Evaluation of Policy

It is the responsibility of the governing body to agree and then monitor the Early Years Foundation Stage policy.