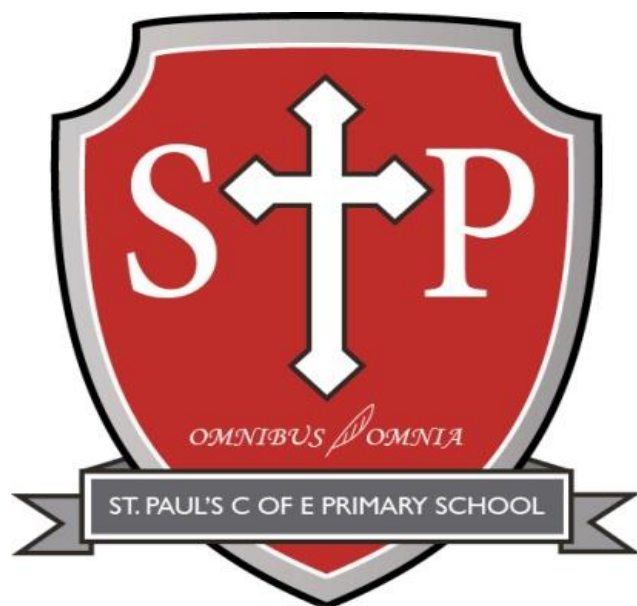


St Paul's C of E Primary School



Early Years Foundation stage Policy

Revised and adopted by the Governing Body

Review Date: January 2025

Next Review- January 2027

SignedMark Gaunt Chair of Governors

Date.....

Signed.....Joanne Rowley Headteacher

Date.....

Contents

- Aims
- Implementation: Teaching and learning
- Curriculum Overview
- Assessment and recording
- Working with Parents and Carers
- Inclusion
- Transition
- Health and safety
- Resources
- Monitoring and Review.

The Foundation stage applies to children from three years of age to the end of Reception year. At St Paul's, children join the Nursery during the September following their third birthday, they enter Reception in the September after their fourth birthday.

They are admitted according to Salford's Admissions Criteria.

Aims

We believe that the Curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards learning
- Social skills
- Attention and persistence
- Communication and Language (Listening and attention, Understanding and speaking)
- Physical development
- Reading
- Writing
- Mathematics
- Understanding the World
- Expressive Arts and Design

Implementation: Teaching and Learning

At St Paul's we use a variety of teaching and learning styles to meet the 'statutory framework for the Early Years Foundation Stage' using the curriculum guidance of 'Development Matters'.

Our Policy of teaching and Learning defines the features of effective teaching and learning in our School. We ensure the four overarching principles of the statutory framework shape our Early Years practise. These are:

- 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-children learn and develop well through enabling environments with teaching and support from adults, who respond to their individual interests and need to help them to build their learning over time
- Learning and Development- the importance of understanding learning and development. Children develop and learn at different rates.

The more general features of good practise in our school that relate to the foundation stage are:

- The partnership between teachers and parents, so that children feel secure at school and develop a sense of well-being and achievement
- The understanding that the Foundation Stage 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 the children to become Year 1 ready 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 independence and self-management
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- Regular communication between all foundation Stage staff to encourage continuity and progression between nursery and Reception and Reception and Year 1.

Curriculum Overview

The foundation stage Curriculum at St Paul's is guided primarily by the department of education document Development Matters. The national guidance identifies what children should achieve across seven areas of learning and provides a development pathway for each area.

The areas of learning and development are:

Prime Areas:

Communication and Language

Personal, Social and Emotional Development

Physical Development

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

All areas of the Foundation Stage Curriculum are developed across a wide range of continuous provision areas across our indoor and outdoor space. We are passionate about children learning with an active, hands-on approach and using outdoor spaces as much as our indoor spaces.

Indoors

- Writing Areas
- Maths area
- Reading area
- Malleable area
- Construction and Small World area
- Creative/ painting area
- Home corner
- Phonics area
- Fine motor area
- Sand / water area

Outdoors

- Physical area
- Water area
- Mark making area
- Gardening area
- Mud kitchen
- Den making
- Construction area
- Story telling/ phonics shed
- Sand shed
- Stage
- Maths shed
- Role play area
- Games area

As part of our EYFS curriculum we instil a passion and curiosity for learning that the children can develop and use throughout their lives. We believe that each child is unique and we welcome and celebrate the differences within our school community.

Our school aims to develop a growth mind set through the characteristics of Early Learning within our pupils and so we encourage our children to be resilient and resourceful, to take risks in their play and celebrate learning from any mistakes. We provide opportunities for children to develop their ability to regulate their emotions and feelings so that they feel equipped with the tools they need to develop Executive Functioning Skills. We are passionate about the relationships we build up with our children and use these as a foundation to building up the specific areas of the Early Years Curriculum. We always ensure that our PSED foundations are laid as a priority when children join

our setting. This is something we continue to work on with the children throughout their time in Nursery and Reception.

Through structured play our children:

Explore and develop learning experiences, which help them make sense of the world

Practise and build up ideas

Learn how to control themselves and understand the needs for rules

Have the opportunity to think creatively alongside other children as well as on their own

Communicate with others as they investigate and solve problems

As a foundation stage we do not make a distinction between play and work, Throughout the week children will experience a balance of opportunities to learn through their own initiated play in provision areas continuously available to them through adult lead class or group activities. This balance will change over the two-year period with children changing learning needs as they mature and develop.

We enrich and enhance our learning through carefully planned experiences linked to our topics, cultural events and philosophy for children. As well as pre-planned topics, we have scope to follow children's interests and develop their understanding and learning of topics. We live in Salford, Greater Manchester, a city rich with history and culture. We feel pupils should gain an understanding of how to contribute to their community and surroundings. Some of our topics are also linked to those studied in Key Stage One. This allows children time to immerse themselves in play and activities around those topics so that they already have the foundation knowledge and familiarity with some of the key themes taught in Year 1 and 2. Where topics may not be repeated, the skills we equip our children with ensure that they are more than ready to embrace the learning required of them in Year 1.

We carry out our curriculum planning in the foundation stage in three phases (long-term, Medium term and short term). We ensure that all key objectives are covered and all outcomes are met. We use high quality key texts being supported by a number of fiction, non-fiction and poetry texts.

Assessment and recording

We make regular assessments of children's learning, and use this information to ensure that future planning reflects individual needs. All staff need to be involved in the assessment process to ensure a full picture is produced for each child. Throughout the Foundation Stage a Learning Journey is completed for each child using Seesaw. A child's learning journey contains; Observations, photographic/video evidence and termly assessments against the development matters statements. We also use floor books to record information that the children learn during the topics and this allows the children to refer back to information they have learnt. Information is shared with parents during parents meeting. Parents receive an annual report that offers comments on their child's progress in each area of learning.

The impact of our curriculum can be monitored through both formative and summative assessments, based on teacher knowledge, photographic evidence and written work. We assess children throughout a topic and take a point in time assessment to see whether children are on track

or not. Those children who are not on track are supported within interventions and scaffolding in class to help them make the necessary progress. We monitor this using our intensive interactions boards.

Working with Parents and Carers

We believe that all parents have an important role to play in the education of their child. Parents are made to feel welcome and valued in their dealings with all members of staff. The parents are invited to attend a number of open morning sessions throughout the child's time in the Foundation Stage. We feel it is vital our parents are well informed of the end of year goals at the beginning of the year so they can support as much as possible at home. Observations are shared with parents using the online 'seesaw' programme to ensure parents and carers are kept well informed of their children learning journey in the early years. We also have phonics, reading and maths workshops for children to attend.

Inclusion

At St Paul's C of E we believe that the equality of opportunity is important for all pupils irrespective of gender, ethnicity, social circumstances, religion or belief. Within the Foundation Stage we strive to reflect and respect this diversity in our choice of resources and in the model we set for children. We strive to plan an environment for a child that is free from stereotypical images and discriminatory practices. We strive hard to meet the needs of those pupils with special educational needs and those pupils with disabilities, those with special gifts and talents and those with English as an additional language. We aim to meet the needs of all our children by:

- Using resources which reflect diversity and free from discrimination and stereotyping
Planning opportunities that build upon and extend children's knowledge and experience and interest
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Providing specialist interventions to address some additional needs, e.g. Elklan

We pride ourselves on supporting all pupils to reach their full potential.

To overcome potential barriers to learning in EYFS, we utilise the following within our practice:

- Visual timetables
- Object references for key points in the day
- Pictorial representation cards
- Visual reminders
- Now and Next language and cards
- Dyslexia friendly writing implements
- Calm areas and boxes

Additional needs are discussed with the SENCo, alongside parents and external agencies.

Challenges/Opportunities to deepen learning

We provide plenty of open-ended resources and loose parts within our Early Years department which allow children to push their own learning and thinking. Teaching staff work alongside children

to develop their learning through questioning and building vocabulary. Children can access challenges within class, differentiated to appropriate levels.

ELKLAN, Speech and Language and Wellcomm

We have highlighted that a high percentage of our children need extra support with early speech and language skills, therefore a number of staff have been trained and deliver weekly intense speech and language interventions.

Transition

All documentation relating to the children is passed up to the next teacher. Each class spends time with their new teacher in the summer term, to become familiar with the new staff and surroundings. A meeting also takes place with the next teacher to share information.

Health and Safety

The Foundation Stage follows the whole school Health and Safety Policy. Various outside agencies make routine health checks for Vision and Heights and weight. Parents are asked to inform the school of any medical condition their child may have, so that it may be dealt with accordingly.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and the development of basic literacy and maths skills. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of activities on offer, as we believe that this encourages independent learning. It is the responsibility of all staff to ensure that resources are cared for and returned to the appropriate place. All maintenance needs should be reported to the Foundation Stage leader.

Monitoring and Review

It is the responsibility of SLT to monitor the standards of children's work, learning and the quality of teaching across the Foundation Stage. The Phase One leader is responsible for supporting colleagues in their teaching, for being informed about current developments in the subject and for providing a strategic lead and direction for the Foundation Stage in the school. The leader gives feedback as and when needed to senior leaders to indicate areas for further development.