

**CLIFFORD ALL SAINTS CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**

**POLICY STATEMENT FOR THE FOUNDATION STAGE**

**To be Reviewed** : June 2021

**Reviewed by** : Sue Preston following new EYFS curriculum

**Our Aims:**

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

**How do we do this?**

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

**Planning**

We plan activities related to the whole schools long term objectives. Other learning experiences that arise from the children's interests are planned where possible. The Literacy and Mathematics plans focus on whole class teaching and adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well-resourced and equipped for the children to learn, practise, transfer and develop skills independently.

The Early Years Foundation Stage is based around:

- Four Key Themes
- Three Prime areas of Learning
- Four Specific Areas of Learning

## The themes:

- **A Unique Child** - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent from a base of loving and secure relationships with parents and adults and other children.
- **Enabling Environments** - The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** - Children develop and learn in different ways and at different rates. All the areas of learning and development are equally important and inter-connected.

The areas of learning and development support, foster, promote and develop children's development:

### Prime Areas of Learning

1. **Personal, Social and Emotional Development** - This is crucial for all aspects of life and gives the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. This involves making positive relationships, developing self-confidence and self-awareness and managing their own feelings and behaviour.
2. **Physical Development** - This area develops the skills involved with moving and handling. Will improve co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being, an understanding of keeping healthy and self-care.
3. **Communication and Language** - Children will develop confidence in listening and attention, understanding and speaking in a variety of settings and for different purposes.

### Specific Areas of Learning

1. **Literacy** - Children will learn to read, using a range of strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which can be read by themselves and others.
2. **Mathematics** - Children develop confidence and competence with basic mathematical concepts and learning key skills. They learn to count, sort, match and

make connections through mathematical concepts. Children are encouraged to notice patterns with numbers, shapes, space and measures.

**3. Understanding the World** - Children develop knowledge of people and communities. They develop the skills of problem solving, exploring and understanding which help them to make sense of the world. The foundations of Science, Design and Technology, History, Geography and I.C.T. are learnt.

**4. Expressive Arts and Design** - Encouraging children to explore and use media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding of the world around them. It includes art, music, dance, role-play and imaginative activities.

### **Assessment**

- Children entering school are observed during their first weeks, to provide baseline information.
- Monitoring of each child will take place through daily observations, discussions, photographs, and planned assessment. Evidence of independent literacy and numeracy work, and assessments are collated in an individual file. This provides a clear picture of progress in different areas. Evidence of other work, both supported and independent is kept in folders. Assessment of a child's 'next steps' for learning are ongoing and planned for on a weekly basis. The Early Years Foundation Stage Profile is updated at the end of each half term. At the end of the year the E.Y.F.S. profile results are sent to the L.A.
- An end of year a report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

### **Assessment through observation**

Children give indications of their learning through what they say, what they do and how they approach activities. It is primarily by observing children that judgements are made to inform records and planning. These observations are recorded in a variety of ways; on 'Evidence Me' an electronic assessment tool, through observation sheets, photographs and annotations on work.

### **Transition**

Changing from a pre-school setting or within school or moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals within school and other settings ensuring the children have visits so

they become comfortable within their new environment. We have regular dialogue with parents and professionals, to ensure we gain a full overview of the child and their needs. We aim for each child to visit Clifford in the summer term.

### **Partnership with Parents**

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. Formal meetings which are offered to parents include

- A summer visit for the child and parents to visit the current class - **June/July**.
- A 'Ready, Steady, Clifford' playgroup is run for parents and new children - **June/July**
- An admission meeting to explain school and class routines - **June/ July**.
- A 'Helping your Child at Home' meeting, phonics meeting and maths workshop are held to inform parents how phonics and reading is taught and how they can support their child at home - **September**.
- Autumn term: parents consultations to discuss settling and any initial language or behavioural needs - **October**.
- Spring term: parents consultation to discuss progress, Foundation Stage Profile achievements and settling into year one as appropriate - **February/ March**.
- Summer term: parents receive a school report, reporting targets already met and next steps on the Early Years Foundation Stage Profile (EYFSP) - **July**.

### **Links with External Agencies**

The Foundation Stage maintains links with a range of external agencies where necessary. The Reception teacher may visit some feeder nurseries before the children start school, and attend transition meetings. This is so that Nursery and Reception staff can share important information such as SEND details.

### **Equal Opportunities**

In line with the school's Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture religion, home language, family background, special educational needs, disability, gender or ability.

### **Special Needs**

The Foundation Stage follows the school's policy document on all Special Needs issues.