



Broadway Infant School

Early Years Foundation Stage Policy 2019-22

Signed (chair of CSI):	Name: Jennifer Norris	Date: 7/10/19
Signed (Head):	Name: Jodie Tumelty	Date: 7/10/19
Date of review	Reviewed by:	Next Review:
Date of review	Reviewed by:	Next Review:
Date of review	Reviewed by:	Next Review:
Date of review	Reviewed by:	Next Review:
Date of review	Reviewed by:	Next Review:



Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



Early Years Foundation Stage Policy

To be read in conjunction with all other policies plus:-
Accessibility Scheme

The Foundation Stage extends from birth to age five. Entry into our Infant school happens at the beginning of the school year in which children are five (although legally compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Foundation Stage is important in its own right, preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

We recognise that children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, and content that matches the needs of young children, through activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

Aims of the Foundation Stage

The Foundation Stage underpins all future learning. The Statutory Framework for the Early Years Foundation Stage is mandatory for all early years providers and this includes maintained schools. It sets out the learning and development requirements which our school must deliver so that children become effective and motivated learners.

The 'Early Years Outcomes' published in 2013 provides the school with non-statutory guidance to support the planning of experiences that we as practitioners will provide so that children can successfully develop and thrive. Teachers can also draw on other published material if they so wish.

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



Skills are taught through 3 prime areas of learning and 4 specific areas of learning

Prime –

- Communication and Language
- Physical development
- Personal, social and emotional development

Specific-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Teaching and learning style

The features of effective teaching and learning at Broadway are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1.

The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- The carefully planned curriculum that helps children to 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 space, facilities and equipment, both indoors and outdoors.
- The identification of children's progress and future learning needs, which are regularly shared with parents.
- The relationships between our school and the other educational settings in which the children have been learning before joining our school.

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



- The clear aims of our teaching and learning, and the regular monitoring and evaluating to help improve it.
- The regular identification of training needs for all adults working at the Foundation Stage.

Play in the Foundation Stage

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

Inclusion at the Foundation Stage

We believe that all children at Broadway matter. We give our children every opportunity to achieve their best. We do this by taking account of the range of life experiences when we are planning for children's learning (see our policy on SEND).

In the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve success within the Early Learning Goals by the end of the Foundation stage, with some children progressing beyond this point. We help all children to achieve their full potential by planning to meet the needs of:

- Both boys and girls,
- Children with special educational needs,
- Children who are more able,
- Children from all social and cultural backgrounds,
- Children from different ethnic groups,
- Children from diverse linguistic backgrounds,
- Children from vulnerable groups such as Pupil Premium children,
- Children with different birth dates and age related expectations.

We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a variety of teaching strategies and styles that are based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively.

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



- Offering a safe and supportive learning environment, in which the contribution of all children is valued.
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress, and seeking support from outside agencies (such as speech therapy) as necessary.

The Foundation Stage curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the statutory Early Learning Goals for 2012-13. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. Teachers address these requirements in a flexible way at first, but by the end of the Reception year, our children have a daily mathematics and literacy lesson as part of the smooth transition to Key Stage 1.

The Early Years Outcomes provides the basis for planning throughout the Foundation Stage. Our medium-term planning is completed half-termly, and identifies the intended learning, and activities, for children working towards the Early Learning Goals, and also for those working beyond the Foundation Stage Curriculum.

Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, work samples and talking to children. This involves both the teacher and teaching assistants, as appropriate.

During the first term in the Reception class an On Entry Assessment is completed to assess the ability of each child, using the developmental age maps following the 'Early Years Outcomes'. Using Target Tracker, the schools assessment and monitoring system, these assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information obtained at our parental consultation meetings.

The teacher completes assessments on entry, in December, midyear and at the end of the EYFS. At the end of the final term in Reception we send a summary of these assessments to the LEA for analysis. This information is available and explained to the child's next teacher as part of our transition arrangements so that we can promote good progress.

Each child has an electronic learning diary, with a supplementary paper journal, that records examples of each child's work. These diaries contain a variety of samples of evidence e.g.

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



example – photographs, observation notes, learning stories, observations from parents or carers, children's work, comments from children as well as achievements out of school. These learning diaries form part of the end of EYFS report to parents.

Parents receive an annual report that offers brief comments on each child's progress in each area of learning and shows how they have scored at the end of the EYFS. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

The role of parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about any concerns they may have before their child starts at Broadway.
- Opportunities given to the children to spend time with their teacher before starting school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress in our reception class.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Having flexible induction arrangements, and allowing time to discuss each child's circumstances, if required.
- Working with parents if there are problems with the child's induction to school.
- Offering a range of activities, throughout the year, that encourages collaboration between child, school and parents e.g stay and play, stay and share.
- Wow cheques
- Parents emailing observations from home for inclusion in their child's electronic diary

There are two formal meetings for parents each academic year at which the parents discuss the child's progress. In addition the electronic learning diary is shared with parents up to 6 times a year giving parents access to a rich source of information about their child's learning.

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. 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 the activities on offer, as we believe that this encourages independent learning.

The responsibility for this policy has been delegated to the Headteacher and it will be reviewed at least every three years.

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.