



Early Years' & Foundation Stage Policy

Doc reference:	Issue:	Pages:	Author:	Status:
CP/0003	1	6	Joanne Garside	Approved

Approved:		Date:
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Reviewed:	(Signatures)	March 2012

Contents List

1	Introduction	3
2	Aims.....	3
3	Teaching and learning.	3
4	Context of learning.	4
5	Planning	4
6	Assessment, Recording and Reporting	5
7	Parent/Carer meetings.....	6
8	Letters and sounds.....	6

Document history

Issue 1:

Issue 2: This is a re-write based on the existing policy.

1 Introduction

This policy refers to the provision of education for children within the Early Years' Foundation Stage (EYFS). It will apply for a minimum of three terms in the Nursery and a guaranteed three terms in the Reception class. The EYFS is a discrete stage of learning. This policy has been developed to reflect the changes to the organisation and implementation of our Early Years unit in light of the 'Early Years Foundation Stage Statutory Framework.'

2 Aims

The curriculum of the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's:

Personal, social and emotional wellbeing
Communication, language and literacy
Reading and writing
Problem solving, reasoning and number
Knowledge and understanding of the world
Physical development
Creative development

3 Teaching and learning.

"It is crucial to their future success that children's earliest experiences help to build a secure foundation for learning throughout their school years and beyond. Practitioners must be sensitive to the individual development of each child to ensure that the activities they undertake are suitable for the stage that they have reached. Children need to be stretched, but not pushed beyond their capabilities, so that they can continue to enjoy learning."

(The Early Years Foundation Stage Statutory Framework p10)

The features of good practice in our school that relate to the foundation stage are based on a firm foundation of partnership between staff and parent/carers, so that our children feel secure and develop. We aim to provide a secure and welcoming environment where children, parents/carers can feel comfortable in the knowledge that their needs will be met.

- We aim to provide a challenging, exciting environment where the children can grow and develop in all areas.
- We aim to provide a broad, balanced curriculum within the national and whole school frameworks, based on first hand experience with context embedded.
- We aim to involve parents/carers in their child's education, at whatever level of support they are reasonably able to offer, because we know that this is a well documented essential to the child's progress in school.
- We aim to provide experiences, which encourage all children to develop to their full potential.

4 Context of learning.

The Foundation stage unit is large with access to cloakroom and toilets. We have a secure outdoor play area. The layout of the unit is designed to encourage children to make choices and develop independence by having equipment and materials readily available and well organised. The unit also gives children the space they need for activities whilst encouraging them to initiate their own learning.

Children have free access to the indoor and outdoor area during each session. The use of the outdoor play areas are planned for. Children have regular opportunities to ride bikes in the school playground as well as enjoying the garden area. Labels for each of the continuous provision areas are displayed. Children's names are on coat hooks and trays and children are encouraged to find their own name.

The foundation stage unit has a full time class teacher, and full time teaching assistant for Reception and a part-time teacher and teaching assistant for Nursery.

5 Planning

Based on the four principles of the 'Early Years' Foundation Stage Statutory framework', (A Unique child, positive Relationships, Enabling Environments, Learning and Development), planning is carefully structured to provide rich, varied and stimulating experiences. We have a curriculum that is flexible enough to allow for unexpected and unforeseen opportunities for children's learning that arise from everyday situations. We have a structured 2 year rolling programme of themes to deliver the six areas of learning. Topics have been organised to take into account the changing seasons.

YEAR 1	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
SEASONS	AUTUMN		WINTER		SUMMER	
THEMES	Ourselves	Celebrations and festivals	Toys	The world around us	Minibeasts	Transport
RE	The story of Noah's Ark	Christmas	Friends of Jesus	The Easter story	Simple stories of Jesus and the disciples	Special places
SEALS	New Beginnings	Getting on and falling out; Say no to bullying	Going for goals	Good to be me	Relationships	Changes

YEAR 2	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
SEASONS	AUTUMN		WINTER		SUMMER	
THEMES	Ourselves	Night and day	People who help us	The world around us. Growth and new life.	Animals	Special places
RE	The story of	Christmas	Friends of Jesus	The Easter story	Simple stories of Jesus and the	Special places

	Noah's Ark				disciples	
SEALs	New Beginnings	Getting on and falling out Say no to bullying	Going for goals	Good to be me	Relationships	Changes

Planning includes long term, continuous, ongoing provision, for example: computer area, water area, workstation etc. Detailed learning opportunities are displayed in each area to inform good practice.

The planned curriculum is based on the "Early Years' Foundation Stage Guidance' but allows flexibility to include the children's own interests. Plans incorporate provision for Special Educational needs and multicultural experiences. The planning offers support and continuity of learning and are developmentally appropriate, differentiating between children's abilities and understanding to cater for the needs of every child. Planning recognises the importance of child initiated learning, together with adult initiated learning. Short term plans allow room for change based on ongoing observations. Outdoor play is planned to further extend the children's learning experiences.

A weekly timetable is displayed in the unit so that all Practitioners are aware of their responsibilities and placement in terms of indoor or outdoor at any time in the day.

Class targets, relevant to the cohort, are set at the medium term planning stage and displayed in the classroom for all to see.

We recognise that parents/carers are the child's first educators and aim to work in partnership with them to include the children's learning at home. Parents/ Carers are given information about the Foundation Stage, topics we are covering and targets each half term. They are invited to share the child's experiences at home with our unit and attend open door sessions.

6 Assessment, Recording and Reporting

An on entry record booklet is completed with each child in the first 4 weeks of entry to our Early Years unit. Early Years staff will arrange home visits where possible to families in the term preceding the start date. This provides us with information about what each child can do and is used to inform our planning and monitor progress. The information for the whole cohort is then transferred on to an Early Years' tracker.

Children's achievements, interests and learning styles are systematically observed and recorded by all staff. All Practitioners work alongside one another with the Early Years' teacher to ensure a consistent and moderated approach to assessment. The observations cover all aspects of development and are used to identify learning priorities and plan relevant learning experiences. These observations are available to share with children and parents/carers at any time and are stored in individual record files. Information may take the form of:

- Focused assessment sheets
- On going skills assessments in provision areas
- Planned observation

- Spontaneous observation
- Photos
- Information from home (records)
- Contact with parents/carers
- Home school logs
- Termly reflections and discussions with parents/carers.

In Reception children's progress is recorded against the profile each half term. For Nursery children, observations and assessments are used to update the tracker on entry and in December, March and July. All of this information is used to further inform planning and provision and track children's progress. The tracker enables us to clearly show the progress that children have made whilst in the EYFS.

At the end of the Reception year, EYFS Data is sent to the LA for analysis and a meeting is held with the year 1 teacher to discuss transition arrangements.

7 Parent/Carer meetings

Meetings are held in October, March and July to discuss a child's progress. Meetings are usually organised with the child's key worker. However, parent/ carers have the opportunity to request a meeting with their EYFS teacher.

8 Letters and sounds

Nursery and Reception children are assessed and tracked each half term to assess their knowledge of letters and sounds. Daily phonics sessions are planned and delivered to four differentiated groups to match the differing needs of all the children in the unit.