

This policy should be read and understood in conjunction with the following policies:

- Teaching, Learning and Curriculum Policy
- Child Protection Policy
- Home Learning Policy
- SEND Policy
- Admissions Policy
- Online Safety Policy
- Behaviour for Learning Policy
- Statutory Framework for Early Years Foundation Stage 2017

### **Principles:**

At Christ Church Primary School our priorities are for children to explore, experiment and above all enjoy learning during their early years education. The learning experiences in the foundation Stage underpin all future learning in all areas of learning.

### **Aims:**

The Foundation Curriculum is grounded in active learning. Through first hand experiences, purposeful play and talk pupils develop an understanding of the world and are encouraged to make connections with their learning, both between different curriculum areas and real life situations. The Foundation Stage curriculum is carefully structured, recognising children's different starting points, and relevant to their different levels of need. We provide opportunities for the children to engage in outdoor and indoor activities planned by adults, as well as activities that they plan or initiate themselves. We will observe and respond appropriately to children, informed by our knowledge of how children develop and learn.

### **Our Foundation Team aims to:**

- provide a safe and secure environment to ensure that all children feel included, secure and valued
- value home and pre-school experiences and develop positive partnerships with parents and carers based on mutual respect and shared interest in the child
- celebrate each child's development and endorse a concept of continuity and progression in each child's learning by starting from what the child already knows
- value, respect and celebrate all differences.
- ensure the learning environment is attractive and well organised,
- encourage children to be independent and to take responsibility for their learning
- encourage the children to develop positive relationships with their peers and adults

### **The Foundation Stage of education aims to:**

- make a positive contribution to children's early development and learning
- develop the key learning skills of listening, speaking, concentration, persistence, learning to work together and cooperate with other children (in line with the ELLI principles)
- support all children in continuing to develop early communication literacy and mathematical skills that will prepare children for the Key Stage One of the National Curriculum

**Unique Child:**

At Christ Church we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning dispositions through the school's philosophy for learning ELLI – resilience, independence, curiosity, relationships, learnability, reflection, making connections.

**Areas of Learning:**

The EYFS is made up of seven areas of learning:

**Prime areas:**

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

**Specific areas of learning:**

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

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

**Characteristics of Effective Learning:**

The EYFS also include the characteristics of Effective Learning. In Foundation the teachers plan activities with these

in mind. They highlight the importance of a child's attitude towards their learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

### **Admissions:**

Our admissions procedure is managed and administered by the Local Authority. An admission application is made direct to the Local Authority. A copy of our Admissions Policy is available from our website or from the Local Authority. At present children are admitted during the academic year in which they are 5 years old. The Local Authority operates a cut-off date by which applications must be received for admission for the following academic year. Pupils are able to attend school full-time, from September, after an initial part-time settling in period.

### **Induction:**

Starting school is a very important time for both the child and their family, and we arrange valuable induction opportunities to ensure that the transition is smooth and rewarding

- There are two welcome meetings for parents/carers which are intended to inform parents/carers about the induction process and the whole range of activities available, give them useful information about the school in general and the Foundation Stage in particular and to give them the opportunity to begin to think about how to prepare their child for starting school.
- The children are offered several opportunities to visit the school in the summer term, both with and without their parents to help them become familiar with the surrounding and routines of school.
- Play packs are available to share at home. These are bags contain activities centered on a theme and can contain books, jigsaws and games.
- Foundation Stage staff visit to your child's pre-school and talk to key workers.
- There is a home or school meeting for parents/carers on an individual basis during the summer term for the Foundation Stage staff to find out more about each child and for the parents to ask any questions or queries.
- The Christ Church Group, which is arranged by parents/carers, provides opportunities to meet and make new friends at a variety of play locations both during the summer term and over the summer holidays.

### **Parents and carers as partners:**

We believe that parents and teachers should work together in an atmosphere of mutual respect within which children can have security and confidence. We try to develop a close working relationship between home and school, involving parents in their children's development as much as possible.

Some of the ways we encourage this are by:

- providing excellent induction opportunities detailed above
- implementing an 'open door policy' so that parents/carers and teachers have the chance to chat informally at the beginning or end of the school day
- involving parents and carers as helpers for regular classroom activities and for special events such as visits to the local area
- inviting parents and carers to formal consultations 3 times a year.
- providing a written report in term 4 and an opportunity to discuss final profile scores in July (a print out of which will be sent to parents)
- providing support and advice for parents of children with special needs
- sending home regular Foundation Team and Curriculum Newsletters
- learning journey display shares the children's learning with parents.

### **Planning**

In foundation there will be no set annual or termly topics. Topics will be planned based on children's interests and will support continuous provision. Individual Planning books in each class will show the objectives and pictures of the activities the children will do to complete these. These will be shared with the children and will show the outcomes of their learning.

Literacy and Mathematics subjects will be planned separately on a medium term planning document based on objectives.

### **Observations and Assessments:**

Each child is assessed against the Foundation Stage Profile during the first few weeks of term 1 as a baseline. We value all the observations and assessments we complete throughout the school year, and our aim is to observe and respond appropriately, whilst taking account of future steps in each child's development and learning. We actively engage in the valuable process of moderation to share our observations and ensure our practice is accurate. Observation and assessment takes place through:

- regular observations of children in the seven areas of learning
- formative and summative assessment tasks, the outcomes of which are used to celebrate each child's success in their learning and to plan appropriate next learning opportunities. The provisions for children with special educational needs are also reviewed and discussed in line with the SEND Policy.
- assessment against all areas of learning using our own assessment system (based on the Foundation Stage Profile) are carried out 3 times a year.

In addition, throughout the year records on each child are collected into individual profiles. These are then used as the basis for reporting to parents and informing the teachers for the following academic year. The learning journals in an electronic format, all staff will contribute to these using Ipads to record the assessments.

### **Special Educational Needs:**

Continual informal and formal assessments undertaken by staff provided opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, Inclusion team, and advice may be sought from other agencies e.g. Speech and Language Therapy Service. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.