



Waterhouses CE  
Primary Academy

# Early Years Foundation Stage Policy

Committee	Curriculum & Attainment
Date Last Approved by Governing Body	14-2-18
Review Date by Committee	January 2021
Next Review Date by Committee	January 2024

*'Celebrate Learning, Achievement and Friendship in God's Love'*  
*Core Christian Values: Love, Trust, Hope, Respect*

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.

## Introduction

The Foundation Stage makes a positive contribution to children's early learning and here at Waterhouses we are committed to providing a safe, secure and exciting environment, in which our Nursery and Reception children can thrive and prosper. Children develop rapidly during this time - they grow and improve physically, intellectually, emotionally and socially. Our Foundation Stage is about your child developing key skills such as listening, speaking, concentration and persistence. They learn to work and play together and cooperate with each other in activities. It is also about the development of communication, literacy and numeracy skills which will help to prepare your children for the transition from the Foundation Stage into Key Stage 1 and the rest of their school lives.

The Early Years Foundation Stage is based upon four principles

- **A Unique Child:** We recognise that every child is a competent learner who can become resilient, capable, confident and self-assured, we recognize that all children develop in individual ways and over varying periods of time. Children's attitudes towards learning are influenced by others both at home and at school.  
At school we use praise and encouragement as well as celebrating all children's learning which promotes a positive attitude towards learning.
- **Positive Relationships:** We recognise that young children learn to become strong and independent from secure and positive relationships with our staff. We aim to develop caring, respectful children within the Foundation Stage and build positive relationships with all children and their families.
- **Enabling Environments:** The environment in which children grow and mature plays a key role in supporting and extending their development. The adults in the Foundation Stage observe and assess children's interests and development and plan challenging and achievable experiences to extend their learning.

- **Learning and Development:** The Foundation Stage is organised to allow children to explore and learn within a safe environment, there are areas where children can be active and move freely and other areas where children can be quiet and reflective. Children are encouraged to find resources independently to support their learning.

The Early Years is the foundation on which children build the rest of their lives. At Waterhouses CE Primary Academy we greatly value the importance that the EYFS plays in laying secure foundations for children's future learning and development, we also view the EYFS as preparing young children as citizens of the future focusing on skills involving personal and social skills.

The Foundation Stage is for children aged from birth to five years of age.

Children joining our school may have already learnt a great deal. Many have been to one of a range of settings that exist within the local community.

Children may join our Nursery provision at key dates during the academic year and admission periods for children entering our Nursery are:

If a child has their 3<sup>rd</sup> birthday between:

September - December they may join our setting in the spring term

January - March, they may join our setting in the summer term

April - August they may join our setting in the autumn term.

At Waterhouses CE Primary Academy and Nursery we are very proud to be able to offer "Wrap around care" for our Nursery pupils and parents.

Alongside offering the full 15 hours free entitlement, (either 3 hours every morning or afternoon for five days a week) we offer full days of Nursery provision from 8:45am - 3:20pm, five days a week, term time only (for information on 30 hours free entitlement please enquire at our school office).

Nursery aged pupils are able to access our before and after school club. Please see our website for more information.

In our school, all children move to the Reception year at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday).

Key Stage 1 starts at the beginning of Year 1. The Early Years Foundation Stage is fundamental in preparing children for later schooling.

## **Aims of the Foundation Stage**

The children joining our school come from a variety of backgrounds and have already learnt a great deal. The education we offer our children in the Foundation Stage aims to:

- Build on what children already know and can do.
- Ensure that no child is excluded or disadvantaged.
- Ensure that all children feel valued, included and secure.
- Offer a carefully structured curriculum which includes a range of starting points to develop and extend children's learning and activities which match the individual needs of our young children.

We aim to provide a well-planned, organised, rich and stimulating learning environment, which provides opportunities for children to engage in activities planned by the adults in our Foundation Stage and those initiated by themselves.

We plan purposeful activities which provide opportunities for learning both indoors and outdoors.

The Foundation Stage curriculum underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- mathematics;
- understanding the world;
- physical development;
- creative development.

The Foundation Stage curriculum is organised into three prime areas of learning, these are:

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

Additionally there are four specific areas of learning:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design.

Achieving of these prime and specific areas of learning is underpinned by the Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Play in the Foundation Stage**

Play is a key way in which young children learn. Whether it is planned by a practitioner, or initiated by the child, it should still be supported by the practitioner to develop and extend the children's learning, and language and communication skills.

Through play children can:

- explore;
- develop;
- represent learning experiences that help them to make sense of the world;
- practice and build up ideas, concepts and skills;
- learn how to behave themselves and to understand the need for rules.
- learn to be alone or work alongside others;
- learn to communicate with others as they investigate and solve problems;
- begin to think creatively and with imagination;
- take risks and make mistakes;
- express fears and relive various experiences in controlled and safe situations.

### **The Learning Environment**

The learning environment both indoor and outdoor which we provide, aims to stimulate and extend the natural curiosity and desire to learn. Practitioners will take on the roles of listener, advisor, observer and organiser. It is planned to encourage discussion, reflection and development. This gives the children the opportunity to reflect on their learning from past experiences and to store information for future development. We provide an environment that is rich in language, one that builds firm foundations for children to develop their vocabulary and a structure for their thinking.

### **Resources**

The materials, equipment, role - play and displays will be chosen to reflect the children's interests. Our environment will be free from stereotypical images and discriminatory practice, children will be encouraged to make choices and develop their independence by having equipment and materials readily available which inspire to initiate their own learning.

### **Observation, Assessment and Recording**

Regular assessments of children's learning are made and used to inform future planning to ensure that identified needs are addressed. Most assessment takes place through observation which can be formal and informal.

At Waterhouses CE Primary School we use the online Learning Journey 'Tapestry' which feeds into the end of the Reception year and each child's Foundation Stage Profile. The Profile summarises a child's achievements in relation to the Early Learning Goals and provides important information for parents and Year One teachers.

### **Key Person**

When your child starts in the Ladybird class, they will be assigned a Key Person. A Key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

### **Contributions to the assessments**

Accurate assessment will depend on contributions from a range of perspectives, including the child's. Practitioners should involve children fully in their own assessment by encouraging them to communicate about and review their own learning. Assessment should build on the insights of all adults who have significant interactions with the child. Adults with different roles will be able to make different contributions. Accurate assessment requires a two-way flow of information between school and home. A review of a child's achievements should include those demonstrated at home. Assessments which don't include the parents' contribution give an incomplete picture of a child's learning and development'. *'Early Years Foundation Stage Profile 2018 Handbook' December 2017.*

There are meetings for parents in the autumn and spring term where discussions about the child's progress take place.

Parents receive a report at the end of the school year that offers comments on their child's progress in each area of learning. It highlights the child's strengths and areas for development and gives details of the child's general progress.

### **Partnership with Parents and Carers**

We recognise that parents and carers are a child's first educators and we aim for the school and parents to work closely in our Foundation Stage.

All parents have an important role to play in the education of their child. We actively encourage partnership with parents and carers and develop their involvement by:

- Inviting parents to a welcome evening prior to their child starting school, where we encourage parents to talk to us about their child starting school.
- Having a strong and positive Open Door policy and approach for our children where at the beginning of each new day an opportunity is made available for staff and

parents to be able to discuss any issues involving their children. This brings our parents into the setting and helps them to feel secure and valued.

- Providing access to information about the curriculum and routines, and keeping parents informed about their child's progress and achievements.
- Arrange activities and visits throughout the school year which encourages positive collaboration between children, school and parents.

### Safeguarding

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers.

We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2017).

All staff are regularly trained in Safeguarding, which is updated on a regular basis. The school has rigorous checks when employing members of staff, ensuring that they have the relevant qualifications and DBS are checked. We have an e-safety policy which stipulates and advises how to keep children safe when online, which is available on our website. All staff are regularly made aware of how to keep safe online, and have training around this. This is also regularly promoted throughout the school during e-safety weeks.

As a Foundation Stage class, we ensure staff have a current paediatric first aid certificate which supports children as they use the local environment and accompany children on outings. For more information on first aid please view our First Aid Policy via our school website.

There is clear guidance on the use of Mobile Phones and hand held devices in our setting. Please view the Early Years Foundation Stage Mobile Phone and Camera Policy on our school website.

### Inclusion in the Foundation Stage

At Waterhouses CE Primary Academy we have a positive approach to the inclusion of all children as stated in all of our school policies. All children are valued and given the opportunity to achieve their full potential regardless of gender, ability, disability, special educational needs (SEN), ethnicity and cultural or social background. We aim to overcome any barriers that might exist and provide for particular needs and disabilities.

We also believe that early identification and early interaction are vitally important for children with SEN. This will enable the school staff and parents to provide the support children need during the Foundation Stage, which could minimise or prevent difficulties that may be experienced in Key Stage One and Two.

