



Hayes Meadow Primary School

Foundation Stage policy

Aim

At Hayes Meadow we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We pride ourselves on providing a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, families and other professionals to meet their individual needs and help every child to reach their full potential.

'Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Curriculum

In both our Nursery class and Reception class, we follow the Early Year's Foundation Stage Curriculum (EYFS). This curriculum is made up of seven areas of learning and development and three characteristics of effective teaching and learning.

The Prime Areas of Learning and Development are:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

The Specific Areas of Learning and Development are:

- Literacy (L)
- Mathematics (M)
- Understanding of the World (UW)
- Expressive Arts and Design (EAD)

The Characteristics of Effective Teaching and Learning are:

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

All these areas of learning and development depend on each other to support a rounded approach to child development. All the areas will be delivered through planned, purposeful play with a balance of adult led and child-initiated activities.

Teaching

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In both Nursery and Reception, we write medium term plans based on a series of topics each of which offers experiences in all seven areas. We also follow the children's interests where appropriate. These plans are reviewed by the Phase leader and Head teacher. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will move towards a more equal focus on all areas of learning as the children move through EYFS at Hayes Meadow and grow in confidence and ability within the three prime areas.

Children have whole class and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing. All children complete at least one piece of writing and one maths learning opportunity each week.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults.

During children's play, early years practitioners interact to question, stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out everyday. Children are asked to have wellington boots and coats in school at all times to enable them to use our outdoor areas in all weathers.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform their individual learning journeys and our future plans. We record our observations in a variety of ways. Everyone involved with the child is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their

own personal learning journey, which are shared with parents. We encourage parents to contribute their observations through our 'Wow' card system. Parents are invited to attend a parents evening in the autumn and spring term, an open evening in the summer term and reports are at the end of each academic year.

Transition

Parents are invited to induction meetings in the summer term for both the Nursery class and Reception class to prepare for transition into both classes. The children take part in many different transition activities during the summer term to ensure that all moves are as positive as possible. Also during the summer term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Safety

Children's safety and welfare is paramount to us at Hayes Meadow. We create a safe and secure environment and provide a curriculum, which teaches children how to be safe, make good choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety and Child Protection.

Inclusion

We value all our children as individuals at Hayes Meadow irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve

and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on SEND.

Use of Whole School Resources

The Reception and Nursery class use the hall for dance, drama, physical education and assemblies.

Use of outside field and playground.

The Forest School area and the rest of the Wild area.

The ICT suite, which also contains an IPad trolley for use in classrooms.

Musical instrument trolley.

Library area.

Monitoring and Review

This policy is reviewed annually by the governing body and the head teacher. Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Policy last updated February 19'