



Buckden C of E Primary School

Early Years Foundation Stage Policy

“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.” Through enabling environments and with positive relationships each unique child can learn and develop individually. We are committed to a principle of Learning through Play whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended and all areas of learning and development are implemented.”

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, all children join us, full time, after a week’s period of staggered entry.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Buckden Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Buckden Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Buckden Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Buckden Primary School we:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Buckden Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school during a home visit and welcome meeting.
- Offering children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents. WOW vouchers and assertive mentoring provide opportunities for this.
- Offering two parent/teacher consultation evenings per year plus an additional open afternoon in the summer term.
- Sending half termly assertive mentoring and pupil progress reports home.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents. This includes weekly Book Share sessions.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have very strong links with our feeder Pre-schools and Nursery and liaise with any additional feeder settings as required. The Foundation Stage staff discuss with providers, each individual child and their transition process into school. Where possible a visit to the setting to observe the child is carried out.

Enabling Environments

At Buckden Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by

observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning.

These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children lead the short term activity planning and continuous provision.

This fostering of the children's interests develops a high level of motivation for the children's learning.

The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. 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 both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing

things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

“Children’s play reflects their wide ranging and varied interests and preoccupations.

In their play children learn at their highest level.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

British Values

The children in EYFS talk about British Values during circle times and Buckden Parliament briefings. Regular opportunities are provided for voting on ideas to recognise democracy. Daily discussion following on from independent learning, regularly address mutual respect and individual liberty. The Characteristics of Effective Learning form the basis for these discussions.

Dyslexic Friendly Schools

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.

- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.

- If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.

- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.

- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the

agreed strategies to help give the pupil access to the printed aspects of the curriculum.

- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).
- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.
- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.
- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.
- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.
- We are aware that pupils with dyslexia have experienced "failure" and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there

will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.

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