



Early Years Policy Statement (Foundation Stage)

Purpose

- To outline the provision of Early Years (Foundation Stage) in Twineham C.E. School.
- To clarify the links between Reception and the rest of Buttercup Class.

Policy Development

We aim to extend the child's knowledge of themselves and the world they live in, by providing a caring, secure and supportive environment. We provide a carefully planned structured and monitored curriculum that will enable each child to develop maximum levels of self confidence and self-motivation, whilst playing and working in harmony with others.

Content of Early years (foundation Stage) curriculum

We follow the new Foundation stage Curriculum where children learn in **3 prime areas of learning**: communication and language, physical development, and personal social and emotional development and four **specific areas**: literacy, mathematics, understanding the world and expressive arts and design. The curriculum focuses on **three learning characteristics** – playing and exploring, active learning and creating and thinking critically.

Assessment is based primarily using the 17 Early Learning Goals in the Foundation Stage profile and this is through observations and staff follow the government, West Sussex and local guidance for good practice. We carry out a baseline after 6 weeks and then the children's progress is recorded termly and a statutory report sent to County at the end of each year.

Prime areas of Learning

Communication and language development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

Physical development involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific Areas of Learning

Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wider range of reading materials – books, poems, and other written materials, to ignite their interest.

Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

Teaching approach

We have a clear view of aims, purposes and intended outcomes of children's activities. Play and activity based learning is central to the balanced early years curriculum provision, while fitting into the structure for the rest of Buttercup Class, which includes Year one. We use a range of teaching approaches to support, extend and become actively involved in the children's learning. There is a range of direct teaching, independent activities and supported group work throughout the day and opportunities to work both indoors and outdoors.

Planning and Organisation

Medium Term Planning

The Reception/Year 1 Class teacher plans learning objectives which fit into the long term topic web and into the curriculum for the rest of the class. It is carefully planned so that the environment supports and reflects the terms topic and objectives.

Short Term Planning

Our planning objectives are broken down into activities to enable learning outcomes. Activities and the environment are planned weekly and daily to support learning and are delivered and supported by the class teacher and Early Years Teaching assistant.

Access and Entitlement

Every child will have equal access to the Early Years curriculum regardless of gender, race, disability or social background.

Safeguarding

The safeguarding of children is paramount at Twineham. Specific policies relating to this area are kept in a file in the School Office as well as in the general policies files. All staff are required to read these policies and commit to the high regard safeguarding has at the school and fulfil all safeguarding duties. To this end all visitors supporting the school curriculum will be CRB checked or never left alone with the children and will be supervised by a member of staff (who will be CRB checked as a matter of course). Children are to be reminded about safety and keeping themselves safe and opportunities provided in the curriculum to reinforce this will be taken.

Equal Opportunities

Twineham is committed to providing equality of opportunity and there is a separate Equalities Policy which should be read alongside this policy. Reasonable adjustments to the curriculum will be made to maximise opportunities for all children to access learning and the curriculum. In school every opportunity will be taken to explore equality and the impact of discrimination.

Special Needs

Alongside observations and monitoring by staff, regular discussions take place and reviews are used in the early identification of children in need of learning support.

Assessment

Observation is the key to assessment in young children. Progress is observed, recorded and monitored using the Foundation Stage Profile and this links to the school assessment policy.

Progression

The new children are visited in their pre-school placements prior to joining Twineham and discussions take place with carers and providers. There is good communication to ensure that we build on the knowledge and understanding a child brings to school, on entry we establish our starting points for the individual child. A six week assessment is made using the foundation stage profile to establish a baseline and the records are continued throughout the year.

Starting School

Children are able to start school with us in the September following their 4th birthday. They are entitled to be full time from the start but we pride ourselves in our flexible approach and children are able to build from part-time to full time. Children legally have to be full time the term following their fifth birthday, and we adhere to this. Our normal practice is that Autumn born children are normally full time from September. Spring and summer born children are usually part time, mornings only, and build up to full time when the class teacher and parents agree they are ready throughout the year. The Reception/Year 1 Class teacher discusses each individual with their parents to arrange appropriate provision.

Parental Involvement

Parents are invited and welcomed into the classroom on a regular basis. We encourage parents to be an active part of their children's learning. We communicate by talking to parents and the class teacher is available daily to discuss problems, should they arise.

Monitoring and Evaluating

The headteacher and Reception/Year 1 Class teacher will monitor the development of this policy through planning.

January 16

Next review Jan 19