



# Glenmere Langmoor Academy Trust



## EYFS - Foundation Stage Policy

### Contextual statement

This policy outlines the purpose, nature and management of the Foundation Stage at Glenmere Langmoor Academy Trust.

The Early Years Foundation Stage applies to children from birth to the end of the academic year in which the child has their fifth birthday. In our school, all children join us at the beginning of the school year in which they are five and are full time. (Compulsory schooling begins at the start of the term after a child's fifth birthday.)

The Foundation Stage is important in its own right and in preparing children for later schooling. The early learning goals set out what is expected of most children by the end of the Foundation Stage.

At Glenmere Langmoor Academy Trust, early years education is about providing the children with the best possible start to their school career. It is about building upon what they already know and the natural curiosity that children bring with them into school and developing the knowledge, understanding and skills which will lay the foundations for future learning.

The early years education we provide is based upon the principles of the Statutory Framework for the Early Years Foundation Stage. The framework is grouped into four distinct but complementary themes:

- **A Unique Child** - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- **Positive Relationships** - children learn to be strong and independent through positive relationships;
- **Enabling Environments** - 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;
- **Learning and Development** - children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## **Aims of the Foundation Stage**

The knowledge, skills and understanding children acquire from the curriculum for the Foundation Stage 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;
- attention skills and persistence;
- social skills;
- physical development;
- language and communication;
- reading and writing;
- mathematics;
- understanding of the world;
- creativity in expressive arts and design.

## **Organisation and Staffing**

We have two register groups in the Foundation Stage each led by a class teacher. We organise the curriculum so that all seven areas of learning are ongoing everyday. We do not see these areas as distinct or separate subjects. Staff will take responsibility for one of the following areas each day:

- Adult led, focused activities (2 members of staff, 1 for each class)
- Early Learning Facilitator (ELF) - to observe and encourage learning through play
- Outdoor learning

Some areas of the curriculum are taught as specific, timetabled sessions such as Letters & Sounds, P.E, ICT and SEAL. All adults are responsible for PSED which is ongoing through everything we do.

## **Staff**

Full time teacher/ Foundation Stage leader (Mrs Muddimer, Miss Payne, Miss Bromell)

Part time teacher - Mrs. A. Hill

Full time nursery nurse - Miss. A. Burnett

Full time nursery nurse - Mrs. T. Burrows

Full time nursery nurse - Miss. James

Learning support assistant - Mrs. L. Peake

## **Accommodation**

The Foundation Stage is a purpose built early years unit. It is open plan with two closed quiet rooms and a conservatory. We have our own cloakroom and toilets which we share with Acorn pre-school. The area is organised into the following areas:

- Maths area
- Construction area
- KUW/Water play area
- Playdough area
- Reading Corner
- Sand area
- Writing area
- Creative area
- ICT mini-suite
- Outdoor area
- Challenge area

There are two role play areas, one is designed as a home corner and the second area is planned and set up with the children to link to our themes. E.g. Builders Yard, Post Office, Farm.

We have our own playground which we use as an outdoor classroom so that the children can free flow between indoors and outdoors. We also make use of the school field, pond area, two school halls, ICT suite and the school kitchen located in the Foundation Stage.

## **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

### **Teaching and learning styles**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 1 or 2. The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how the unique child develops and learns, their next steps and how this affects their teaching;
- the range of approaches used to provide first-hand experiences, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the early learning goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

## **Play in the Foundation Stage**

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise 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. They express fears or re-live anxious experiences in controlled and safe situations.

## **Inclusion in the Foundation Stage**

All children are given 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, so that most achieve the early learning goals by the end of the Foundation Stage. Some children progress beyond this point. 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. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

## **The Foundation Stage curriculum**

The EYFS principles and early learning goals for the seven areas provide the basis for our planning.

### Long term curriculum plan

Refer to Foundation Stage overview of curriculum themes.

### Medium term curriculum plans

Medium-term plans are completed every half term. However, we acknowledge that the curriculum is everything from which children learn and therefore plans are adapted to include ideas initiated by the children's interests and experiences as they arise.

### Short term curriculum plans

Foundation Stage staff meet once a week to share ideas and plan teaching activities for the following week. It is also an opportunity to evaluate previous sessions, plan next steps and discuss individual needs, staff concerns and any other issues arising.

### National Literacy and Numeracy Strategies

We follow the objectives for the reception year from the Primary National Literacy Strategy and Primary National Numeracy Strategy. At the beginning of the year we address these requirements in a flexible way in the form of daily 20 minute focused sessions each for Problem solving, reasoning and numeracy, Communication, language and literacy and Letters and Sounds. By the end of the Foundation Stage, as part of the smooth transition to Key Stage 1, the children will begin to experience more structured Literacy and Numeracy sessions.

## Assessment

The EYFS Profile is the nationally employed assessment tool that enables practitioners to summarise pupils' progress towards the early learning goals. At our school we record children's progress using Assessment Manager.

When children start at Glenmere Langmoor Academy Trust we use the Progress from the Start records completed by the pre-schools to assess individual attainment on entry and decide each child's next steps. Progress is then tracked throughout the year using tracking based on Development Matters.

Assessment in the Foundation Stage mostly takes the form of observation. This involves all adults and is ongoing and part of our daily practice. Parents are also very much encouraged to contribute observations of what their child can do through observations at home. At the end of each term the class teacher will assess each child's progress in relation to developmental stages in Development Matters on the basis of our accumulating observations and knowledge of the whole child. This information is then analysed to ensure that future planning reflects identified cohort, group or individual needs.

At the end of the final term in the Foundation Stage we complete the EYFS Profile and send this to the LA for analysis which can then be compared with results for Leicestershire overall.

Information from the Development Matters tracking is shared at our parental consultation meetings at the beginning of the year and then again in the spring term.

At the end of the year parents will receive an annual report that comments on their child's progress in each area of learning.

## Induction

New children are introduced to our school through a variety of activities in the two terms before they start school. It is hoped that early contact with the setting will ensure a smooth and happy start to their school career. We do this through:

- a member of the Foundation Stage team will visit parents and children in their home setting;
- inviting children and their families to spend some time in the Foundation Stage before they start school;
- staff attending local Foundation Stage Support Group meetings which provide an opportunity to meet with local pre-schools on a termly basis;
- staff visiting local pre-schools;
- in the summer term children from Acorn pre-school (on site) visit the Foundation Stage;
- in July we have an induction day which is an opportunity for children and their families to meet the Head teacher and all Foundation Stage staff to go over any final issues before the new term;
- children start school in the autumn term depending on where their birthday falls. Children with summer birthdays start first. Two days later the spring birthdays start and then two days after that the autumn born children start.



## **The role of parents**

As a school we acknowledge the rich background of knowledge acquired at home. We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. In addition to our procedures for induction we do this through:

- encouraging parents to contribute to their child's Learning Journey. For example, providing observations, completing a VIP sheet with their child at home and providing photographs;
- daily communication with parents at the beginning and end of the school day;
- in addition to the two parent consultation meetings, parents are encouraged to see staff to discuss progress and concerns;
- holding book nights held every term
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents; E.g. Diwali Day, Decorations Day, Creativity Week etc.

## **Transition to Year 1**

Children in the Foundation Stage take part in most whole school routines and activities throughout the year. In the summer term, the Year 1 teachers visit the children in the Foundation Stage and small groups of children will spend time in the Year 1 areas. There is very good liaison between Foundation Stage staff and the Year 1 teachers which continues once the children have moved into their new classes.