



**Cranham Church of England (VA)
Primary School**

Early Years Foundation Stage Policy

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Signed: _____ (Headteacher) **Date:** _____
_____ (Chair of Governors) **Date:** _____

Introduction

Early years education is the foundation upon which children build the rest of their education. It is concerned with their personal, emotional, social, physical, aesthetic and intellectual needs and development. These areas are of equal importance and are inter-related. It provides an opportunity to develop a partnership with parents in a complementary role. Early years education refers to the education of four and five year olds in the Reception year.

Principles

To provide an education which will:-

- Secure a broad and balanced curriculum which fosters the intellectual, emotional, creative, physical, spiritual, moral, social and cultural development of the children
- Ensure that all children have access to the curriculum and make progress commensurate with their developing abilities irrespective of their gender, ethnic or social background or special educational needs
- Enable children to learn and develop skills, attitudes and understanding to reach the early learning goals
- Prepare them for continuing education, in particular KS1 of the National Curriculum and the Renewed Frameworks for Literacy and Numeracy
- Enable children to make an effective transition from home to school
- Enable children to make an effective transition from nursery to school

Aims

This policy aims to enhance good practice in the early years and to allow for clear continuity and progression from nursery/playgroup to the Reception year and beyond. We have high expectations of our children in all areas of the curriculum and aim to provide for the needs of all children.

The children begin school with different experiences and learning. It is our responsibility to move them forward, promoting the development of the whole child.

Initially we focus on good introduction to school and on the child's social and emotional development. We aim to develop the confidence, initiative, security and enjoyment by building on their interests, abilities, ideas and experiences.

At Cranham Church of England School we aim to:-

- Encourage a positive attitude to School
- Provide a safe and caring environment in which children will learn and develop independence
- Provide a structured curriculum with a wide range of first hand experiences through which children will develop concepts
- Make each child feel secure and valued
- Encourage children to relate confidently to adults and to each other, and to work co-operatively
- Provide a wide degree of choice in order to respond to children's attention spans and interests, and ensure that this choice is monitored to provide a balance of learning



Implementation

The early years curriculum is concerned with the child and the context in which learning takes place as well as the content of learning. Activities are multi-purpose encouraging the development of skills across all curriculum areas. Children are involved in a range of first hand experiences leading to the acquisition of knowledge, skills and concepts. A real interest in learning and a wish to succeed are fostered, and concentration and perseverance encouraged. A balance between physical and quieter activities, and between challenging new experiences and secure familiar ones, are provided.

The Foundation Stage

The Foundation stage is a curriculum for 3-5 year olds, and is divided into 6 areas of learning. In each area, there are stepping stones leading to goals which most children should achieve by the end of the Reception year.

The areas of learning are as follows:-

Personal, Social and Emotional Development

This area of learning is vital to children's success in all other learning. It incorporates skills, attitudes and understanding and includes children's personal, social, moral and spiritual development. These establish a good attitude to learning and reinforcing a positive self-image.

Children are given opportunities to develop:

- dispositions and attitudes
- self confidence and self-esteem
- relationships
- behaviour and self-control
- self-care
- a sense of community

Communication, Language and Literacy

Language development and communication receive a high priority. We help children to enrich their vocabulary, speak clearly and listen attentively, take part in conversations and communicate with others. Children are encouraged to read and write when they have acquired the necessary skills.

Children are given opportunities to develop:

- language for communication
- language for thinking
- the link between sounds and letters



- reading skills
- writing skills
- handwriting

The objectives of the National Literacy Strategy are introduced during the Autumn term, and the use of 'Jolly Phonics' is used to teach the letters/sounds of the alphabet, and other commonly used phonemes supported with daily letters and sounds session. A wide range of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language is used to teach text, word and sentence level work. Simple non-fiction texts, including recounts are also introduced.

Problem solving, reasoning and number

Mathematical development depends on becoming confident and competent in learning and using key skills. Mathematical understanding is developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers.

Mainly through practice activities, children are given opportunities:

- to recognise and use numbers as labels and for counting
- to develop mathematical language and to calculate
- to develop understanding of shape, space and measures

The Renewed National Numeracy Strategy Framework is implemented during the Reception year, this is also mainly through practical activities.

Knowledge and Understanding of the World

Children are encouraged to develop their knowledge and understanding of their environment, other people and features of the natural and man-made world. This provides a foundation for their historical, geographical, scientific and technological learning.

Children are given opportunities:

- to explore and investigate
- to acquire designing and making skills
- to use information and communication technology
- to develop a sense of time
- to develop a sense of place
- to learning about their own cultures and beliefs and those of others



Physical Development

Children use a range of equipment, materials and tools to develop their physical control, mobility, manipulative skills and awareness of space, in indoor and outdoor environments. Skills are developed in a progressive way through repetition and practice. A positive attitude to a healthy and active way of life is encouraged.

Children are given opportunities:

- to move in safety, developing their confidence and imagination
- to develop an awareness of space
- to recognise the importance of keeping healthy and develop awareness of their bodies
- to use a range of small and large equipment
- to use tools and equipment safely and with increasing control

Creative Development

Children are encouraged to develop their own creativity through a wide range of sensory experiences. These focus on the development of the imagination and the ability to explore, express and share ideas and feelings through different forms of communication

Children are given opportunities:

- to explore media and materials
- to recognise and explore sounds and patterns in music
- to sing simple songs from memory
- to use their imagination in art and design, music, dance, imaginative and role play and stories
- To respond to experiences and express and communicate ideas

Play

For young children purposeful play is an essential and rich part of the learning process. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. The early years' curriculum is generally delivered through structured play where the learning has been clearly identified.

Play offers the chance to explore, discover and create imaginary situations. It develops confidence, concentration, and perseverance, problem solving skills, social skills, and self esteem. Play encourages autonomous behaviour, the ability to make choices and provides opportunities to explore new and challenging situations.



Organisation

The Reception children are involved in all aspects of school life, taking part in whole school assemblies, key stage assemblies and school concerns and events. They share morning playtimes and lunchtime with the other classes and can play in the Reception play area when appropriate. They have free access to toilets and washbasins, and a sink in the classroom. Basic hygiene is discussed and encouraged and a step provided in the boys' toilet to promote good habits and hygiene.

Parental Involvement

Parents are encouraged to be involved in their child's education from the beginning. They are actively involved in our induction scheme and receive a Prospectus, Starting School booklet and a Home to School form, regular school newsletters and invitations to Friends of Cranham events in the term prior to entry.

Our booklet Starting School encourages parents to be involved in preparing their child for school. We hold a meeting in the Summer term prior to entry into school for the Reception class when, the structure of the school day and our admission procedures are explained.

Once a child has started school, parents are welcome in the classroom after school to share their child's education. A shared reading record further encourages parental involvement. We also hold an 'open time' once a week when parents can discuss the progress of their child and voice any concerns.

A parents' evening is held before the autumn half term to discuss how their child has settled in and their readiness to being in full-time school

A 'Wow' voucher system is in place to help record any achievements made outside of the school environment. We appreciate parents contributions when forming judgements on the children's progress. Wow vouchers are placed in the child's learning journal as a source of evidence.

Assessment, Planning and Record Keeping

The Reception curriculum is planned using the DfEE Curriculum Guidance for the Foundation Stage and is partly delivered through topics. Literacy and Numeracy are taught following the key objectives in the Renewed National Literacy and Renewed Numeracy Frameworks.

The class teacher meets and plans with the HLTA weekly and appropriate learning opportunities are recorded on a planning sheet. The HLTA keeps a copy of these plans and is aware of the importance in promoting the successful deliverance of them. Copies are also given to other adults supporting in class and displayed on the class notice board. Children's interests are recorded and incorporated into future planning where appropriate.

Regular assessment is carried out in line with the school's assessment policy.

A record of the work planned for children is available and its coverage recorded. Parents receive a termly theme booklet detailing the work and opportunities planned to take place.



The important role of parents and the knowledge they have of their own child is recognised in the initial profiling of the children. Before starting school, parents with the help of their children are requested to complete a Gloucestershire Home School link form. On entry to school children are observed in each of the six areas of learning and base line judgements made using the eye-profile by October half term. Throughout the year a profile is updated and each child's progress supported with a learning journal.

Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. Boys and girls are encouraged to take part in all activities and books and toys reflect a variety of cultures.

Special Educational Needs

All staff have regard to the Code of Practice on the identification and assessment of Special Needs Children. We take appropriate action in line with the schools Special Educational Needs Policy. Parents are involved at all stages.

Health and Safety

All staff are aware of and adhere to the school Health and Safety Policy. Health and Safety is achieved by:

- Encouraging children to move safely indoors and outdoors
- Having regard for their own safety as well as others
- Clear consistent rules and guidelines for children to adhere to when in the outside area

Roles and Responsibilities

The reception group work closely with the class HLTA and class teacher. However, they remain the responsibility of the class teacher and head teacher as appropriate, to provide the best possible care and education.

Resources

The Class HLTA plays a valued role alongside the teacher. Her expertise is used to ensure valuable structured play opportunities are achieved amidst a more formal Y1 day. In addition to this she is often responsible for delivering part of the National numeracy and Literacy strategies to the Reception children.

Space is of a premium, however, the classroom activities always include:

- Home corner – changed at least once each half term.



- Sand tray –
- Listening area
- Writing table (Where possible)
- Variety of fiction and non-fiction books
- Puzzles
- Construction toys
- Creative resources

And in good weather, outside:

- Water tray
- Large toys i.e cars and scooters
- Mark making materials
- Theme related toys

Pre-school Visits

Before starting school children are invited to join the class for several visits. School social events held during the summer term prior to starting school are also encouraged to new children and their parents.

A meeting between parents, headteacher, class teacher and HLTA is also held during this term to explain to the school timetable and expectations of them and their children. It is also an opportunity for parents to clarify information and meet the staff. Entry into full time schooling is gradual although it is hoped that most children will attend full time around October half term.

The class teacher or HLTA make planned visits to early years settings to meet with the children prior to starting school and discussions with Key persons at each setting take place. We recognise this as great importance to the successful induction to school life.

