



Robertswood School

Foundation Stage Policy

“Every child deserves the best possible start in life and support to reach 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage applies to children from birth to the end of the Reception year.

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 Robertswood 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.

Our School Vision

All children will be provided with opportunities to develop confidence, creativity and self esteem, regardless of needs, background or religion. Opportunities will be focussed on the acquisition of skills as the foundations for a successful and fulfilling life. We will celebrate every child’s achievement and will work in close partnership with parents and the wider community, providing vital communication.

AIMS FOR ALL

- To create a safe, happy, stimulating, supportive and well-resourced environment
- To develop a love for learning and a passion for discovery
- To develop self-esteem, respect and confidence to deal effectively with life’s challenges

- To provide opportunities to acquire skills and adopt attitudes required to be successful and fulfilled in a rapidly changing global society
- To encourage everyone to discover, use and develop their capabilities in order to achieve their full potential

We understand and observe each child’s development and learning and assess progress and plan for next steps. We support children to develop a positive sense of their own identity and culture. We identify the need for and provide additional support and monitor its impact. We keep children safe. We value and respect all children and families equally.

Inclusion

We value the diversity of individuals within the school. All children at Robertswood 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 Robertswood 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 Robertswood 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 Robertswood 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 and to foster a sense of belonging. We are sensitive to the child's needs, feelings and interests. We are supportive of children's own efforts and independence. We are consistent in setting clear boundaries. Positive relationships are stimulating and built on key person relationships.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them. Every effort is made to ensure that all parents are involved in their child's education through:

- ❖ Talking to parents about their child before their child starts in our school. Children entering our nursery are also offered a home visit.
- ❖ Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- ❖ Teachers are available at the beginning and end of each day for queries. The Head Teacher and Deputy Head Teacher are also available to see parents.
- ❖ Sharing regularly the children's 'Learning Journey' with parents (3 times/year) and valuing the on-going contributions to this from parents
- ❖ Offering two parent/teacher appointments per year.
- ❖ Sending a report on their child's attainment and progress at the end of their time in the Nursery and Reception and additional parent appointment
- ❖ Involving other agencies and community services in offering support and advice
- ❖ Developing a range of activities throughout the year that encourage collaboration between child, school and parents/carers, including those parents that, through a variety of circumstances, find it difficult to engage fully with school life - for example:

- Stay and Play sessions in Nursery
- Regular Book Sharing in Reception
- Nursery Library
- Induction meetings
- Home visits
- Variety of parent information sessions
- Parents coming in to talk to children
- Weekly newsletters also shared with other carers/ settings
- Pedal Push
- Christmas productions

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.

Enabling Environments

At Robertswood 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. Enabling environments value all people and value learning. They offer stimulating resources relevant to all the children's cultures and communities; rich learning opportunities through play and playful teaching; support for children to take risks and explore.

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. 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 setting 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. Nursery and Reception classes have their own outdoor areas. 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

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning, taking into account the different ways that children learn and develop. The framework covers the education and care of children in early years provision including children with special educational needs and disabilities. 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 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.

Issued by: Emmeline Davison Date: April 2016 Deputy Headteacher

Review in 2019

Agreed by: _____ Date: _____ On Behalf of The Governing Body