



Trinity Oaks
CofE Primary School

Early Years

Foundation Stage Policy

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<u>Committee responsible:</u>	<u>Children and Learning</u>
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"At Trinity Oaks C of E Primary School we have a due regard for our duties under the Equality Act 2010. We will ensure that we; eliminate discrimination, advance equality of opportunity and foster good relations in all areas of School life."

"We are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment."

"The ethos of this School is to enable every child to learn and develop in a Christian environment; we ask all Parents of whatever faith to recognise and support this ethos and its importance to the School."

Early Years Foundation Stage Policy

Introduction

The Foundation Stage applies to children from three years of age to the end of the Reception year. At Trinity Oaks, children join the Acorns Nursery in the term after they turn three and children join the Reception classes at the beginning of the school year in which they are five. Key Stage 1 begins at the start of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Foundation Stage Curriculum Guidance document sets out the Early Years Foundation Stage Early Learning Goals that we work towards and beyond in Acorns Nursery and the Reception class at Trinity Oaks.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early year's education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- Children's key skills are developed to support their learning further;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment for learning.

Our curriculum is based on and meets the requirements of the new Early Years Foundation Stage Curriculum in England. This became statutory in September 2021. This forms the core knowledge, skills and understanding that pupils need to acquire by the end of the Key Stage.

The school follows the Southwark Diocesan Board of Education schemes of work for Religious Education and Surrey Agreed Curriculum for Religious Education.

When developing the curriculum at Trinity Oaks we considered how our core values of ***Friendship, Respect, Courage and Thankfulness*** would be incorporated in all areas of learning.

In our Trinity Oaks aims it says that we want our children to be '***excited by their learning, embrace knowledge, be inquisitive and open to new ideas.***'

We also looked at the specific characteristics of our school and identified key features or '***Curriculum Drivers***' in line with our philosophy of learning.

These are

- **Developing the Characteristics of Effective Learning**-engagement, motivation and thinking.
- **Being part of a Church School**-including pupils' spiritual, moral and cultural development
- **Personal, Social and Emotional Development**-the importance of emotional literacy and communication skills.

- **The World is our Learning Environment**-maximising opportunities for learning in the school grounds, locally and in the wider community
- **“We learn to read, to read to learn”**- Developing a ‘love of reading’ to encourage reading for pleasure and to create links across all areas of learning.

The curriculum of 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;
- Social skills;
- Attention skills and persistence;
- Speaking and listening skills;
- Language and communication;
- Reading and writing;
- Problem Solving, reasoning and number skills.
- Understanding of the world;(including I.C.T and Science)
- Physical development;
- Creative development.
- R.E and P.S.H.E

Teaching and learning

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 in other key stages.

The more general features of good practice in our school that relate to the Foundation Stage are:

- Systematic support of children to learn so that they are helped to make connections in their learning and are actively moved forward, as well as being helped to reflect on what they have already learnt.
- Partnership between staff and parents, so that our children feel secure in school and develop a sense of well-being and achievement.
- The understanding that staff have of how children develop and learn, and how this affects their teaching.
- A range of approaches are used which provide first-hand experiences, give clear explanations and make appropriate interventions.
- A variety of teaching styles develops play and talk and other means of communication, to develop independence and self-management.
- Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- A carefully planned indoor and outdoor curriculum that helps children all achieve the Early Years Foundation Stage Early Learning Goals by the end of the Foundation Stage.
- Support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- Direct teaching of skills and knowledge.
- Provision of opportunities for independent learning and development.

- Identification of learning needs to support all children in achieving a good level of development
- Regular identification of training needs of all adults working within the Foundation Stage.

Effective learning

Effective learning for young children is a rewarding and enjoyable experience and during the Foundation Stage many of these aspects of learning are brought together effectively through play and talking.

Children can:

- Initiate activities that promote learning.
- Learn through movement and all of their senses
- Have time to explore ideas and interests in depth
- Make links with their learning
- Learn in different ways and at different rates
- Feel secure which makes them confident learners
- Play creatively and imaginatively, which promotes the development and use of language.
- Develop a broad range of skills to effectively support a holistic approach to learning.

Play in the Foundation Stage

Through play our children explore and develop learning experiences, which help them make sense of a world in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

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

In our school we believe that all our children matter and have the right to learn. We give our children every opportunity to achieve their best. We do this by taking account of the 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 every child. This is with the aim of all children achieving the ELG and a good level of development by the end of their Reception year. 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.
- Short-term planning shows clear differentiation, deployment of teaching assistants and inclusive, varied activities to support children with SEN.
- 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.
- Monitoring children’s progress and taking action to provide support as necessary. This involves for example involving support and other outside agencies as appropriate.

The Foundation Stage Curriculum

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Years Foundation Stage Profile. The experiences that our children have often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The EYFS early learning goals are taught across 7 areas of learning, of which, Communication and Language, Physical Development and Personal, Social and Emotional Development are 3 *prime* areas which are strengthened and applied through the *specific* areas of Understanding the World, Expressive Arts and Design, Literacy and Mathematics.

The EYFS Early Learning Goals and Development Matters document provide the basis for planning throughout the Foundation Stage. Our planning and assessment shows progression through the seven areas of learning, related to the Early Years Foundation Stage profile.

Skills to be acquired include:

Identification, classification, observation, anticipation, prediction, reasoning, ordering, projection, problem solving, discrimination, reflection, recall, communication, concentration, perseverance, forming hypothesis and motor skills.

Our long term planning ensures that all seven areas of learning are given equal emphasis and that all aspects of learning are covered regularly.

Our medium term planning is completed half termly and identifies the intended outcomes and activities, for children working towards the early learning goals and beyond.

Our short term planning is based on long and medium term planning and is informed by ongoing assessment and evaluation.

It includes

- The expected Learning Outcomes for the lesson/series of lesson.
- The specific Learning Objectives and Success Criteria for the lesson.

- Clear adapted learning for pupils with SEN, EAL, and more able learners.
- Links to other areas of learning and prior learning.
- Key questions and vocabulary.
- Deployment of teaching assistants and other adults in the classroom.
- A balance of activities adult directed and child initiated, both indoors and outdoors.
- Observation and assessment opportunities.
- Resources and equipment needed.

Assessment

We make regular and on-going 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 photographic and written observations and discussion, and this involves all practitioners as appropriate. The Foundation profiles for each child are set up in the first half of the Autumn term and are a benchmark of where they start on entrance to Reception class is added within the first six weeks. Within Nursery, we also complete a baseline assessment, so we have a starting point on which to base further assessments.

Assessment is ongoing with the Foundation Profiles and progress information is also recorded in a tracking format. The Nursery and Reception teachers complete their assessment at the end of the child's Reception year and record each child's attainment on an electronic tracker which is then sent to the Local Authority. Significant learning moments are also recorded on 'Evidence me' and shared with parents to support home/school communication and understanding of the development of the whole child.

The child's next teacher also uses this information to make plans for the year ahead, alongside other records. We discuss progress with parents at our termly parent consultations.

Parents receive a copy of their child's end-of-year report which is sent out in the summer term and offers comments on their child's progress in each area of learning. It highlights the child's strengths and development needs and targets and gives details of the child's general progress. We complete these in June and send them to parents in early July each year. All our evidence is on 'Evidence Me'. Parents can contribute significant learning moments that occur at home through this.

Marking and Feedback

The marking of children's work forms a vital part of the children's learning and progress. Marking is formative, regular and consistent and celebrates what children have achieved as well as showing them how they could develop further in their learning. We believe that marking should be a meaningful dialogue between staff and pupils and it forms an important part of our assessment procedures. We believe that the best feedback is given to pupils as they are completing their work. Children are given the opportunity to reflect on and respond to marking comments in a way that is appropriate for their age and ability.

In Nursery we would offer verbal feedback to children in response to both independent activities they complete and adult-led activities focused on skill.

Stickers are also offered to show good progress in a skill task or for good effort in an independent task.

We pride ourselves on providing pupils with constructive feedback and having consistently high quality marking that ensures pupils are able to make rapid progress from their individual starting points.

- In the EYFS feedback is often given verbally.
- Stickers, non-verbal cues marbles in a jar and stamps provide positive visual feedback to the child to celebrate achievement.
- Moving up the sun and rainbow reward chart.
- In the Reception class practitioners annotate work where appropriate. Comments are related to the Learning Objective/s for the lesson. Children should know if they have been successful in their learning.
- If a child has not met the LO then a next step comment or suggestion for development is given.
- If a child has exceeded the LO an extension question or comment may be used where appropriate.
- Where appropriate the written comment indicates where adult support has been given and how much.
- Guidance on marking work is provided for staff including Teaching Assistants. Work should be marked in purple pen. Handwriting should be neat and in a print style.
- Marking comments are used to inform children's Learning Profiles in Reception.

Home learning

In EYFS a parent home learning page is shared, via Google classroom, each week to support the learning that is taking place in school. It offers suggestions to support the different areas of learning, along with web links and videos to consolidate the learning at home. We encourage the children to take part in reading regularly at home. This is in addition to practising the daily words and phrases/sentences that we write at school for Reception aged children.

The role of parents

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.

We do this through:

- Supporting clear expectation of readiness for Reception (including self-care and toileting)
- Encouraging parents to be actively involved in the life of the school.
- Inviting all parents to a new parents evening during the term before their child starts school.
- Providing opportunities for children to have a play session in their new class before they start school.
- Arranging a home visit prior to starting school.
- Offering parents termly opportunities to talk about their child's progress in our Nursery and Reception classes and sharing next steps in learning.

- Encouraging parents to talk to the child's teacher immediately if there are any concerns.
- Sharing curriculum information, including a termly overview with parents via the school website.
- Communicating with parents via 'Studybugs'
- Providing parents with a report on their child's attainment at the end of the school year.
- Parents are able to look online at 'Evidence Me' to see their child's wow moments at school. They can comment on the pictures or observations and upload and share their own wow moments from home
- Encouraging parents to volunteer in the classroom sharing their skills e.g. computer, sewing, storytelling, hearing reading etc.
- In Reception regularly monitoring parents comments in reading diaries (at least fortnightly), updating colour banding as needed and responding to comments from parents
- For SEN pupils involving parents in the writing of support plans (making reasonable adjustments to provision) and holding regular meetings to review targets
- Inviting parents to information meetings - for example to outline teaching of reading in Reception.
- Reception parents are invited to a reading meeting at the end of the first Autumn term to learn more about supporting their child's early reading and acquisition of phonics at home.

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. We expect the staff and children to maintain the resources and store them appropriately.

Staffing and Safeguarding

Effective teamwork is essential in providing an appropriate curriculum and environment for young children. The adults are seen as role models for the children and work closely together. The Acorns Nursery has a teacher and full-time teaching assistant and the Reception class has a teacher and one full time teaching assistant.

At Trinity Oaks we are committed to Safeguarding pupils and staff; all staff regularly attend safeguarding training and are aware of their roles and health and safety inspections are also carried out on a regular basis. We also ask any Parent volunteers to hold a current DBS certificate for the school.

Policies:

Intimate care policy

SEND Policy