

LYDIARD MILLICENT CE PRIMARY SCHOOL  
AND RIDGEWAY FARM CE ACADEMY

**FOUNDATION STAGE POLICY**

Member of staff responsible	Daniella Smiles
Governor responsible	
Committee responsible	Performance
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1.1	2005	New
1.2	March 2010	Addition SEN/EYFS curriculum
1.3	April 2013	Updated in line with new EYFS curriculum <ul style="list-style-type: none"> <li>• Aims of EYFS</li> <li>• EYFS curriculum</li> <li>• Assessment and observation in the EYFS</li> <li>• Parents as Partners</li> </ul>
1.4	June 2018	Updated to include Ridgeway Farm CE Academy

# LYDIARD MILLICENT CE PRIMARY SCHOOL AND RIDGEWAY FARM CE ACADEMY

## FOUNDATION STAGE POLICY

### Rationale

*‘Every child deserves the best possible start in life and support to fulfil their 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.’*

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

At Ridgeway Farm and Lydiard Millicent we believe that children are entitled to a high quality Early Years Foundation Stage (EYFS) education in a safe and secure environment, with optimum opportunities across all areas of learning. During the EYFS, it is vital that children develop key learning skills, such as listening, speaking, concentration, persistence and learn to work together and co-operate with other children. The EYFS also develops early communication, literacy and mathematic skills that prepare the children for Key Stage 1.

### Aims of the Early Years Foundation Stage

In the EYFS at both Ridgeway and Lydiard, we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child’s welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the adults looking after them.
- Fostering and nurturing children’s self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children’s independence and decision-making, supporting them to learn through their mistakes.
- Developing children’s understanding of social skills.
- Supporting children to develop care, respect and appreciation for others, including those whose beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children’s learning and development.
- Providing learning experiences in play which reflect children’s personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

## The Early Years Foundation Stage Curriculum

Teaching in the EYFS at both school sites is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development'.

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

These areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of learning and development are closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make many links between what they are learning. All areas of learning and development are given equal weighting and value.

Play is a key method in which children learn with enjoyment and challenge, and therefore is at the heart of teaching and learning in the EYFS at Lydiard and Ridgeway. Play allows children to explore and develop learning experiences which help them make sense of the world. They develop control of their emotions and understand the need for rules. They have the opportunity to think creatively, both independently and alongside other children. They communicate with others as they investigate and solve problems. In the EYFS, children engage in both adult-led and child-initiated play, inside and outside. The children are encouraged to view child-initiated play as "choosing their own learning" so that they do not equate teacher initiated learning as work and child initiated learning as play.

At Ridgeway and Lydiard, we support children in developing as effective learners, using the three Characteristics of Effective Learning. These are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go';
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

## **Organisation of the EYFS curriculum**

The curriculum in the EYFS is taught through topics, developing knowledge, skills and understanding in all seven areas of learning. The creative curriculum means that the choice of topics may vary from year to year as the skills being taught are the key feature. Topics might include such areas as "Dinosaurs", "Let's Celebrate" etc. Sometimes a book might provide the title of the topic, such as "The three little pigs". The topics will be chosen carefully each year to both follow the interests of the children and provide a broad and balanced learning environment.

## **Assessment and observation in the EYFS**

The main EYFS assessment method is observations of children engaged in both adult-led and child-initiated activities. These observations are undertaken by the EYFS team, including teachers and teaching assistants, and are used to identify the next steps in learning for the children. Online observations are recorded using the Interactive Learning Diary (ILD) and this documents each child's learning journey. This can be used to assess and determine the attainment and next steps of each child and enables the teacher to more accurately complete the EYFS Profile. The learning journeys are kept on file and can be viewed by the Year 1 teachers.

Throughout the year, there is continuous monitoring and assessment of each child's development using Development Matters and the Early Years Foundation Stage Profile (2012 - to inform judgements made at the end of the year). Assessment records are updated four times a year to track individual children's progress and to highlight both individual and cohort development needs. This eventually provides Year 1 teachers with reliable and accurate information about each child's level of development at the end of the EYFS. The profile is a statutory assessment and the scores it provides are not equivalent to national curriculum levels and no such comparisons are encouraged.

## **Moderation**

EYFS teachers carry out moderation regularly throughout the year with colleagues within the partnership of schools (LM AND RF), DBAT and local cluster schools. Moderation is also carried out at the end of the year in preparation for completion of the profile returns. All EYFS teachers attend the compulsory profile training each year in preparation for completing the profile return. The purpose of moderation is to ensure that judgements remain accurate and that teachers are fully informed about any changes to the assessment process.

## **Parents as Partners**

At Lydiard and Ridgeway, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. With this in mind, teachers endeavor to encourage the regular sharing of information between home and school.

We value the role of parents as children's primary educators. Through the use of ILD and WOW moments being shared in school, we encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports teachers in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the settings through regular letters, curriculum overviews and informal chats at the beginning and end of the day. We also complete 1:1 meetings, parents' evenings, open sessions and workshops where we share information with parents. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in school.

### **Liaison**

The schools liaises with pre-schools and nurseries. In most cases the EYFS teacher will visit the children in their pre-school/nursery setting and records and reports are requested. This is in order to maximise continuity and progression of teaching and learning opportunities.

### **Organisation**

The schools operate with one EYFS class at both sites. All children are invited to attend school full time from September. Where parents feel this may be inappropriate for their child, they are encouraged to discuss their concerns with the Headteacher.

### **Induction and Transition**

Children are invited in for two half day sessions during the Summer Term where they are given the opportunity to meet the EYFS team and other pupils.

Parents meet with the EYFS teacher, Headteacher, Deputy, Parent Governor, FOLMS/ROOTS members and support staff within the children's induction session. At the meeting all parents are given a "Starting School" booklet which contains information about their school and curriculum.

In September, all children attend part time for the first week to allow a smooth and positive start to school life before attending full time in their second week. If a longer transition time is necessary and appropriate for any children, this will be arranged between the class teacher and the child's parents.

At the end of Reception, children have the opportunity to meet with their new teachers in their classrooms on two occasions prior to starting Year 1. At the end of each school year, teachers share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

### **Special Educational Needs**

Any children perceived to have particular learning needs will be given the extra support they need and if necessary the relevant outside specialists will be involved. Parents are involved at every stage. Please refer to our SEND policy and SEND Information Report which are available on the schools' websites. Mrs Catherine Frost is currently our schools' SENCO.

## **Equal Opportunities**

Children have the right to equal opportunities and we are aware of accessibility, cultural and gender issues. Discriminatory and stereotypical portrayals of gender or culture are challenged and a positive alternative provided in order to dispel misconceptions.