



Early Years Foundation Stage (EYFS) Policy

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School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01326 or email wendron@kernowlearning.co.uk

1. Introduction / Rationale

This is arguably the most important stage of education provided by our school. It gives every child a firm foundation for successful learning including motivation, positive dispositions and an open approach to lifelong learning. The Foundation Stage deserves a high priority in our school.

2. The Foundation Stage

This begins when the child reaches the age of three and continues until the end of the reception year. We recognise it as a crucial stage in education, both in its own right and in preparing children for learning in Key Stage 1. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Foundation Stage.

3. Aims

- To foster positive attitudes to learning including confidence, curiosity, responsibility and independence.
- To promote an inclusive ethos and approach to learning for all our children to ensure that none are excluded or disadvantaged.
- To provide children with a well-planned curriculum, which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment.
- To develop children's knowledge, understanding and skills in all areas of learning through first hand experiences.
- To provide opportunities for children to make choices and become independent in their learning in a variety of safe and stimulating environments both indoors and outdoors.
- To establish and maintain a close partnership with parents/carers, families and pre-school providers in our community.
- To use focused assessment and record keeping based on direct observation of children and discussion with them. To use this to inform future planning, monitor progress and build on children's prior learning.

4. Admission

Our school follows the Cornwall Primary School Admission Arrangements as set out in the annual admissions booklet given to the parents of prospective pupils in the Autumn term. Please see the booklet 'How to apply for a place in a reception class in a Cornish Primary School'.

5. Starting School

Parents and children are encouraged to make an appointment to look around the school as early as they wish prior to admission and prior to deciding which school is right for them. During this visit they will have the opportunity to visit Lander class during a typical day and meet the class teacher.

Most of our children transfer from one of the local pre-schools and we visit the children in their setting. We aim to visit all the settings with transferring children during the summer term before they start school.

Once the children have been allocated a place with us, the parents are invited to attend an evening meeting with the class teacher and head teacher. The children are invited into school for a number of transition afternoons. These sessions are during the second half of the summer term. On the first transition morning, the parents are invited to stay and play. For the other transition sessions, the parents are encouraged to drop their children and leave them. These sessions are a great opportunity to develop relationships between adults and children and for the children to become familiar with the setting. We also invite both the parents and children to stay for lunch on at least one occasion.

6. Accommodation

The foundation stage children are taught in Lander classroom, which is a specially designed infant classroom within the main building of the school. We are purposely situated around the back of the school to provide a secure environment both inside and out. We have our own fenced outside area, which provides a variety of surfaces and levels for different activities, including a playhouse on a soft surface and hard paving for riding outdoor toys. We have a covered area, which enables us to use the outside space in all but the severest weather. The classroom itself is bright, attractive and stimulating with its own specially designed toilets. The furniture has been purchased with the foundation stage in mind and is of good quality, enabling the children to be both, comfortable and relaxed as well as more boisterous. There is a great range of resources for inside and out to provide for all areas of learning in the foundation stage.

7. Resources

We review our resources annually to ensure that they are:

- suitable to meet the needs of the children
- in a safe and clean condition for use
- appropriate for all areas of learning

Our resources include the following:-

- a good range of quality books housed and displayed in an attractive, comfortable area
- sand and water with a variety of equipment
- mathematical and scientific equipment

- materials for imaginative play including some equipment for different role play areas, which we change each half term with valuable input from the children
- a variety of papers and tools/implements to make marks and write, often incorporated into the role play area
- a variety of creative media such as paint, clay, wood and junk materials
- small and large construction equipment
- cooking equipment
- growing and living things
- artefacts and interesting objects to handle
- a variety of outdoor play equipment

8. Staffing and Organisation

Our Reception children are taught by Mrs Chris Roberts, with Early Years experience and an Early Years qualification. In addition, the class has well-qualified support assistants, Mrs Naomi

Roberts and Mrs Clare Beevers. We also welcome parental help in the classroom and on educational visits, which are planned regularly.

We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all our staff working in the Foundation Stage attend courses and training as part of our school Professional Development Programme.

9. Curriculum

The school uses Cornerstones Curriculum, in line with National expectations and to ensure continuity from pre-school settings.

Our foundation stage curriculum provides the basis for continuity of experience by clearly established links with the National Curriculum for key stage one.

Our planning is clearly structured and firmly established within a framework for long, medium and short term and is based on half termly topics.

The curriculum is organised into seven areas of learning:-

- Personal, social and emotional development
- Physical Development
- Communication and language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Within these seven areas of learning, the early learning goals establish expectations for most children to reach by the end of the Foundation Stage. Some children in our school will exceed these goals and others will still be working towards them as they enter Year 1. Communication between the Foundation stage teacher and year 1 teacher will ensure that these children are receiving the correct curriculum.

Although we use the seven areas of learning form the framework for our planning, we know that children's learning is not divided into distinct areas. Often, one experience helps a child to develop a range of new skills and concepts across several areas of learning and our planning reflects this.

RE is an entitlement for all registered pupils and is therefore part of the curriculum for reception children. Please see our RE policy.

We encourage parents to become actively involved in their children's learning by sharing curriculum information with them, and giving them plenty of opportunities to share information, experiences, thoughts, concerns and resources with us. We send out a termly letter to inform parents and children of the forthcoming topic either at the beginning of each term or at the end of the term before. This gives them the opportunity to discuss the topic and collect and bring in appropriate resources from home. It also gives prior warning of any educational visits or visitors planned. Parents are also given the opportunity to share their child's achievements via email or Class Dojo to the class teacher.

10. Learning and Teaching

We believe that our children learn best by being actively involved in activities, through first hand experiences and their senses. We therefore provide a range of activities which are interesting, enjoyable, challenging and fun! Through these, we encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills.

We firmly believe that if a child is excited and motivated by learning, especially in the early days at our school, then we are already helping that child to become a lifelong learner. We recognise that children learn in different ways and at different rates.

We also provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary. The reception children take part in whole school playtime in the morning, which they enjoy as it provides the opportunity to meet with older relatives and friends. Before this they have their own snack time, which we believe is very important to encourage not only healthy eating but also to teach and reinforce good social skills, as well as simply time to talk informally. In the afternoon, the children have the opportunity to play and explore in our outside learning space. We hold worship every day in the hall. Friday's assembly is a celebration assembly with time to celebrate success.

Our children are part of the Read Write Inc programme. Through this, they have daily phonics and reading lessons. The children have opportunities to read and write throughout the Continuous Provision. We also teach Maths each day. Mathematical activities and resources are also included in Continuous Provision. We place particular emphasis on children developing their speaking and listening skills through the modelling of appropriate language, play and rich, first hand experiences.

11. Play

We recognise that play is key to the children's learning, therefore we ensure that children have plenty of opportunities to play in a secure environment with effective support from caring adults. We use the classroom and our outdoor area to enable children to access both planned, structured play activities and self-initiated, spontaneous play activities.

12. Assessment

Our assessment of pupil progress through the Foundation Stage is based on regular [informal](#) observations as well as questioning, listening and discussion with individual children. In this way, we are able to make professional judgements about what children have learnt as well as through the activities children have completed. We involve all adults who come into contact with the child and regard parents as especially important in this respect. We therefore want to ensure that parents are able to contribute to the assessment process through an ongoing dialogue between home and school.

On entry to school we make initial assessments of what children already know, understand and can do. On a regular basis we track each child's progress against the seventeen aspects of learning (as outlined in Development Matters). We also record significant achievements and report to parents at regular intervals, at the very least at the beginning and end of the year. During the school year we hold Parents' Consultations with an appointment system as well as opportunities for informal discussions between home and school. We also hold termly Learning Cafes, where parents are invited to come into the classroom and share their child's learning. At the end of the school year in the summer term, we give parents a written report which shares information about their child's progress in the seven areas of learning, invites comments and provides an opportunity for discussion.

During the summer term each child's achievements within the Foundation Stage Profile are summarised and data submitted to the LA as part of statutory assessment.

13. Meeting Individual Needs

We provide a safe and supportive learning environment at our school where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's' experiences, interests, skills and learning needs. In particular we plan carefully to meet the needs of:

- boys and girls
- children with special educational needs
- children with disabilities
- children from all social, cultural and religious backgrounds
- children of different ethnic groups including Travellers and refugees
- children from diverse linguistic backgrounds.

In addition, we select our resources, equipment and materials thoughtfully, choosing those which positively reflect diversity and are free from discrimination and stereotyping.

14. Partnership with Parents

We firmly believe that "parents are children's first and most enduring educators."

To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise.

Our school has close links with all the local pre-schools, but in particular Wendron pre-school which is based on the school site.

Once children have started school, we encourage the children to come into the classroom by themselves. A member of staff is always present to greet the children and speak to the parents. We actively encourage volunteer helpers in many aspects of the curriculum, not just with reading and visits, but also craft activities, outdoor activities and special events. Parents are informed weekly about the school with the school newsletter and letters. 'New' parents are given a starting school pack with a wealth of information and time to discuss the contents with the class teachers.

Parents are encouraged to support children's learning by becoming involved in the topics, sending items in where appropriate. Sharing reading and library books. Being aware of visits, visitors and special events.

MONITORING AND EVALUATION

This policy and its effectiveness will be reviewed by the Head teacher and the Governing Body.