



SANDHURST
— PRIMARY SCHOOL —

Early Years Foundation Stage

1.0 Introduction

In Sandhurst Primary School the Foundation stage children are in Potter class. The foundation stage applies to children from birth to five. In our school, all children join us full time at beginning of year.

1.1.

Children joining our school have already learnt such a great deal. Many have been to one of our range of settings which exists in our community. We maintain strong links with the onsite Nursery. Nursery children visit Potter class for transitional visits in Term 5 and 6. The Early Year's education we offer our children is based on the following principles:

2.0 Aims of the Foundation Stage

2.1 At Sandhurst Primary school we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

2.2 Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Develop close relationships with individual children

- Provide a secure and safe learning environment indoors and out

2.3 Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. Please refer to the whole school Safeguarding and Prevent Duty Policies.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

3.0 Teaching and learning

3.1

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 the rest of the school.

3.2

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

Incorporating the four themed principles in everyday teaching and learning. These are listed below and the writing in red refers to what we do as a school.

1. A unique child.

Principle – Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- The understanding that teachers have of how children develop and learn, and how this affects their teaching
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.

2. Positive Relationships

Principle – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well being and achievement.
- The good relationship between our school and the setting which the majority of our children experience prior to joining our school.

3. Enabling Environments

Principle – The environment plays a key role in supporting and extending children's development and learning

- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The use of engaging and enhancing interactive displays to support learning and challenge exploration and investigation.
- The provisions for children to take part in activities that build on and extend their interests, develop their intellectual, physical, social and emotional abilities.

4. Learning and Development – Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

- The carefully-planned curriculum for indoors and outdoors that helps children achieve the early learning goals by the end of the foundation stage.
- Planning from the children’s interests.
- Providing well differentiated lessons and sharing learning objectives.
- The identification of the progress and future learning needs of the children through observations, photographs etc which are shared with parents.
- The range of approaches used that provide first hand experience, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The regular identification of training needs of all adults working within the foundation stage.
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do as professionals.

3.3 Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. We plan activities in Potter class with these in mind.

They highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

3.4 Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children’s interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active

role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

4.0 British Values in the EYFS

4.1 Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

We encourage children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

We support decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

4.2 Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

In Potter class we ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Class rules have collaboratively been built with pupils and staff.

4.3 Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

We ensure pupils develop a positive sense of themselves, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

In Potter class we provide experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

4.4 Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

We have created an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

A broad and balanced curriculum enables pupils to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

We consistently encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

5.0 Inclusion in the foundation Stage

5.1

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.

5.2

In Potter class we set realistic and challenging expectations that meet the needs of the children, so that most achieve a good level of development by the end of the stage. 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 from different ethnic groups those diverse linguistic backgrounds.

5.3

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;
- Using a wide range of teaching strategies based on children's learning needs.
- Planning fun, exciting, challenging lessons which are differentiated to meet the needs of individual children;
- Providing activities to promote independence;
- Providing a range of activities to motivate and support children and to help them 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 regularly and taking action to provide support as necessary;
- Planning activities to make children make decisions and resolve problems e.g. Independent Learning Time
- Providing well-planned experiences based on children's spontaneous play, both indoors and outdoors.
- Providing extended writing opportunities for the more able pupils, and enhancing mathematics with problem solving challenges to develop reasoning skills to challenge pupils who are exceeding in line with 'mastery' approaches.

6.0 The EYFS Curriculum

6.1 Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We write long term and medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans are reviewed by the Headteacher. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

6.2

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Read Write Inc,' teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

6.3

Sandhurst Primary value each child and their family as unique, with different needs and concerns. In the foundation stage curriculum children's development is presented under six overlapping phases. This overlap is intended to emphasise the fact that there can be big differences between the development of children of similar ages. At the same time age can

be a cue, when taken with all other factors, to indicate that development may be atypical and that a child may need extra support.

7.0 Assessment

7.1 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 place in the form of:

- Observations (online tapestry journals are used to record these)
- Post it notes
- Photographs
- Children's work
- Parent and child voice (Class Do Jo is used to aid this)

These are recorded in the children's learning journey book which celebrates their overall achievements and are shared with and contribute by the parents. The observations are carried out and recorded by the class teacher and other trained adults as appropriate using the Tapestry learning journals online.

7.2

During the year all information collected is used to complete the foundation stage profile, a set of statements based on 17 areas of learning in the foundation stage. The final year – end score obtained on these scales is frequently updated on the profile.

7.3

Parents receive an annual report that offers comments on their child's progress in each area of learning. It highlights the child's strengths and development needs. We complete the annual report in June and send it to the parents in July.

7.4

Target tracker is used as a whole school to track pupil progress. The pupil's stages of development are shared three times a year, alongside two parent consultation sessions in October and March.

8.0 The Role of parents

8.1 Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways such as;

Inviting all parents to an induction meeting in the term before their child starts school.

Providing parents with an information pack with information about the EYFS areas of learning and school routines and procedures.

Offering the opportunity to spend time in the classroom with the Potter class staff before starting school e.g:

- Teddy bears picnics
- Transitional visits

Offering parents the opportunity to talk to staff if there are any concerns. There is a formal meeting for parents in the Autumn and in the spring, and parents are encouraged to speak to staff, and staff to parents if there is any concerns.

Arranging a range of activities throughout the year that encourage collaboration between the school, the child and parents; trips, Walks to Windmill woods, phonics workshop.

Communicating with parents via newsletters, home contact books, parent notice board, text messages and Do Jo class story, rewards and instant messaging service.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

9.0 Transitions

9.1

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Potter class to develop familiarity with the setting and practitioners. They receive an information pack at the parents transition meeting the term before children are due to start in Potter class.

In the final term in Potter class, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.