



ASTON ON TRENT PRIMARY SCHOOL

EARLY YEARS POLICY FOR THE FOUNDATION STAGE

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Chair of Governors

Signed:

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Date: 01.07.2024

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Date: 01.07.2024

ASTON ON TRENT PRIMARY SCHOOL

Achieving Success for All!

1. POLICY

The Early Years are a crucial part in a child's development. We believe that the Foundation Stage is what it suggests – a foundation for all future learning and as such is significantly important in its own right. During this time children develop rapidly – physically, intellectually, emotionally and socially. By providing rich, varied and wide learning experiences each child can succeed within an atmosphere of care and of feeling valued.

Parents/carers are a child's first educator. It is essential to develop a positive and effective working relationship between practitioners and parents/carers. This home-school partnership is a key element in the success of a child's education.

2. AIMS

Our aims within the Foundation Stage are that all children should:

- Succeed within an atmosphere of care and of feeling valued
- Explore rich/varied and wide learning experiences with positive reinforcement and where successes are celebrated
- Develop and maintain a positive attitude towards their learning
- Develop and retain their social skills within a well-planned, relevant and resourced curriculum
- Irrespective of gender, race, culture, home background, language or special needs have equal access to the curriculum which helps them to reach their full potential.

3. PRINCIPLES

We do not make a distinction between play and work and therefore aspire to achieve our aims in a safe friendly environment where the emphasis is on fun and physical participation through a variety of topics and activities. Using a range of teaching strategies the Early Years practitioners support their learning, extending their knowledge and understanding, helping them to gain confidence and develop skills. To ensure this we provide a well-planned and resourced environment which gives children rich and stimulating experiences through a mixture of free choice and adult led activities.

4. ORGANISATION

We aim to provide a broad and balanced Curriculum built on the themes of:

- A Unique child
- Positive relationships

- Enabling environments
- The characteristic of effective learning
- Creative and critical thinking

The Early Years Foundation Stage curriculum is organised into seven areas of learning. They are grouped into Prime areas and Specific areas of learning.

Prime Areas

- Communication and language
- Physical development
- Personal, social and emotional development

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

These areas of learning make up the 17 Early Learning Goals, as explained in the DfE/QCA Curriculum Guidance for the Foundation Stage.

Alongside and enhancing these areas of learning we will aim to provide a wide variety of experiences which, although there are permanent areas within the classroom, will not be stagnant. Therefore, a wide variety of different resources will be added and removed to these areas as appropriate during the school year. These areas will also be used to fulfil specific learning objectives as appropriate.

The Early Learning Goals are delivered through half-termly topics. Each half-termly plan provides objectives to be covered and opportunities for assessments and evaluation. We will work with the children towards the Early Learning Goals and also use the document Development Matters as a non-statutory guide to earlier development.

We set realistic challenges and expectations that meet the needs of our children with the aim that most achieve their Early Learning Goals by the end of the stage. We aim to build upon what the child already knows and can do to develop a disposition to learn and a positive attitude to learning. The children will be encouraged to think for themselves and develop skills of confidence, independence and cooperation.

5. PLANNING

The half-termly plans are shared with parents/carers so that they are aware of what their child will be learning and how best to support that learning.

Short-term planning involves weekly plans providing differentiated learning experiences and opportunities for evaluation.

The classroom environment is organised so that children are actively engaged in learning supported by teachers and teaching assistants.

All aspects of the children's experience at the centre are planned and assessed to help us to ensure that opportunities for learning and development are maximised.

Our policy helps us to ensure that:

- All children have access to a broad, balanced, relevant, stimulating and differentiated curriculum
- All children gain relevant, meaningful experiences
- Children operate as self-motivated, independent learners
- Each child has access to the curriculum and makes progress
- Each child has access to the attention of their teacher or teaching assistant
- All children will have the opportunity to explore a range of experiences, which support learning towards the Early Learning Goals
- Pupils will experience a balance of Adult-led and free choice learning through play
- Adults' time is used productively and enables members to work effectively with children.

6. Assessment

We believe that evaluation and assessment are crucial factors which enable us to plan and deliver the Foundation Stage curriculum. Prior to entry to our school information is given to us from pre-school settings and parents.

Within the first six weeks of the academic year the Reception Baseline Assessment (RBA) is administered with each child to establish what they already know. The outcome of the RBA is submitted to the Department of Education and our findings are used to inform our planning and next steps.

At the end of the EYFS the EYFS Profile (EYFSP) is completed for each child. They are assessed against the 17 Early Learning Goals and are graded as Expected or Emerging. The results of the EYFSP are shared with parents and or carers for their child/ren. The EYFSP is moderated internally and within our Local Cluster to ensure consistent assessment judgements. The EYFSP data is submitted to the Local Authority at the end of June.

7. OBJECTIVES

Curriculum planning and assessing will allow us:-

- To support the needs of all children.
- To find out children's current level of understanding and ability.
- To ensure progression and continuity in each child's learning and development.
- To identify any special or particular needs as outlined in Provision maps or SEND support.
- To monitor the curriculum, we offer and modify it where necessary to ensure equal access and quality provision.
- To identify a child's positive achievements and inform planning for further learning and development to take place.

- To diagnose any problems or learning difficulties the child might be encountering and plan to remedy these.
- To provide a firm foundation for the Primary Curriculum.
- To inform and work in partnership with: -
 - parents
 - other staff
 - other professionals

- To bring together information from all the above.
- To provide a broad view of the child in a variety of contexts.
- To be accountable as professionals [e.g. under the requirement of the Children Act 1989].
- Provide a focus for communication with colleagues, parents, other professionals and the Governing Body.

8. HEALTH AND SAFETY

Children and staff will follow the guidelines as set out in the School's Health and Safety Policy.

9. EQUAL OPPORTUNITIES

The curriculum will be delivered in line with the whole school Equal Opportunities Statement. We will use materials and resources which reflect diversity, are free from discrimination and which challenge disability, race and gender stereotypes.

10. SPECIAL EDUCATIONAL NEEDS

We aim to identify early any special educational needs a child may have and respond quickly, in order to develop an effective strategy to meet those needs. We will aim to work closely with professionals from other agencies such as the School Nurse, Speech and Language Therapists, Behaviour support, Educational Psychologist and any other relevant agencies. Children who are identified as having a special educational need may require an Educational Health care plan which the school will support parents in applying for.

11. REVIEW

This Policy will be reviewed every three years unless changes are made to the curriculum within that timescale.