

Holy Trinity Rosehill Primary School  
Foundation Stage Policy

Introduction

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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

(Statutory framework for the EYFS, DFE, March 2014)

Aims and Objectives

We aim to provide:

- **quality and consistency** in our early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers; and
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The following principles shape our practice:

- 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; and
- **children develop and learn in different ways and at different rates**. We aim to meet the needs of all children our early years provision, including children with special educational needs and disabilities.

Aims and Objectives are covered through the *areas of learning and development*,\* which shape the activities and the experiences for our early years children.

\*(detailed in the next section)

The *areas of learning and development* enable the children to work towards the *Early Learning Goals* (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).

### **The areas of learning and development**

There are seven areas of learning and development. All areas are important and inter-connected. The **prime areas** are:

- communication and language;
- physical development; and
- personal, social and emotional development.

There are also four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide

range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## **Teaching in the EYFS**

We always consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Our planning also takes into account the different ways that children learn:

- **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.

The teaching team in the EYFS is made up of qualified teachers and teaching assistants who work closely together for the benefit of the children.

## **Planning in the EYFS**

### **Long term planning**

Broad topics are used as a basis for this outline that give scope to cover the whole range of the areas of learning and development.

### **Medium term planning**

This is where the teachers plan specifically to meet the current needs of the children, depending on where they are on their learning journey.

### **Short term planning**

This is where the detail is added and children's interests are able to be followed.

## **Assessment and record keeping**

Observation is the key to assessment in young children. The EYFS uses STEPS as its main form of assessment. This is based on both observational assessment and academic achievement gathered from the children as they progress through the EYFS. Information gathered from STEPS informs the Early Years Foundation Stage Profile at the end of the Reception Year.

## **Equal Opportunities**

Every child at Holy Trinity Rosehill Primary School has equal entitlement to the Early Years Curriculum regardless of gender, race, disability or social background

Observational assessment and rigorous monitoring of all children by staff ensures early

identification of children in need of learning support.

### **Parental Involvement**

We believe that parents and carers are our partners in children's learning. We try to develop a close working relationship between home and school involving parents in their child's development as much as possible.

Parents are invited and welcomed into Early Years classes on a regular basis and are asked their views on their children's development with termly parental questionnaires. We encourage parents to be an active part of their child's learning. We communicate by talking to parents, through the parent's notice board (nursery), letters sent home, home contact books (reception), termly newsletters, parent consultations and annual reports to parents.

All parents are welcomed into the school. The parents of young children are always welcome to discuss any concerns on a daily basis. Teachers are available at the beginning or end of each session to speak to parents.

### **Monitoring and Evaluating**

The EYFS Co-ordinator will monitor the development of this policy and the foundation stage curriculum through planning sessions, meetings, classroom and display focussed observation and is always available to assist in the year groups planning and teaching of the curriculum.

### **Resources**

Resources for the EYFS are located in the Nursery and Reception classes, school library, school hall and in the resources room behind the staffroom.

A budget is allocated to the EYFS each year.