



EARLY YEARS FOUNDATION STAGE POLICY

Vision Statement

'Together we will nurture, stimulate and challenge our children in order to lay strong foundations on which to build their future learning.'

At Weston Infant Academy we understand the importance of building good foundations for future learning and our provision for two year olds, nursery children and reception aged children reflects this.

Prior to entry we carry out home visits in order to meet the children in their own secure environments. We do this for our 2 year old and Nursery provision. This aids transition into the settings and helps the children to feel more settled and secure. When children enter into our Nursery setting we carry out a 'staggered induction' approach to enable all children to settle over a period of a few weeks. We are guided by the children and are flexible in this approach. We work in partnership with parents / carers to support each child during their settling in period so that the children can feel confident and happy and so that positive relationships are established from the start between the child, the parents / carers and the key person. *Reception pupils attend full time from September, but again we are guided by the needs of the individual pupil and are flexible.*

The Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum (birth to 5 years) requires coverage of the seven areas of learning.

These are the three 'prime' areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

and the four 'specific' areas:

- **Literacy**

- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Designs**

The Learning Experience:

Children are given opportunities to engage in ‘first-hand’ learning experiences and to access a variety of indoor and outdoor activities. Play is recognised as an important tool where children develop and reflect on their learning. Children are encouraged to access materials independently and to have pride in their work and to have high expectations of themselves and others.

The daily routine involves carpet time, adult-led small group and large group activities, movement to music, child initiated activities, sand play, water play, painting, construction, small world play, access to ICT and role play areas, physical activities etc. Children have access to all areas of learning each day. Children are encouraged to access fruit and water independently and to make choices about their activities. The aim is for children to recognise that learning is a social interactive process between child, adult, materials and the environment.

Young children learn by experience. They need to look, touch, smell, listen, taste and explore with a variety of play materials. *Children have the opportunity to experience the world first hands through our educational visits and visitors in school.*

Assessment

Little Acorns staff undertake regular assessments of the children. Nursery staff undertake a baseline assessment of the children and then regularly assess the children. Nationally, from September 2015 all Reception pupils undertake a baseline assessment and then undertake regular assessments, the data from these assessments will be submitted to the DfE. Both the Nursery and Reception baseline assessments are then used to inform future planning and provision.

*Throughout the Foundation Stage children are assessed against age-related bands following the Development Matters assessment criteria / Stoke on Trent Child Development Tool. Every child is a unique child and all specific learning needs and styles are planned for. Staff observe the children to gain a good understanding of their learning and interests. These observations ensure that all children’s learning needs are met. The adult’s role is to observe how children gather information, interact with peers and solve problems and to enter into the child’s play, extend and set up problem solving activities. Observational notes, focused observations, adult-led assessments and photographic evidence are all used as assessments of individual learners. Staff use ipads to collect and store information onto the *2build A Profile database so that every child’s progress is clearly monitored. Pupil assessment data is submitted to the SLT termly and tracking and moderation meetings follow this submission to**

ensure progress is being made by all children and that judgements and levels are consistent and secure. At the end of the Foundation Stage Reception class children are assessed against 17 Early Learning Goals, *this data is submitted to the Local Authority.*

Parent and Community Links

Our aim is for parents to be partners in their children's learning and each term we hold parents evenings so that parents can meet the keyworkers / teachers and discuss the progress of their children. *We hold reading with mum and dad sessions and encourage parents to attend school social events, family learning sessions in the Community building and breakfast events.* Parents are always welcome to come into school to discuss any immediate concerns.

Welfare Requirements

At Weston Infant School we take all necessary steps to keep children safe and well and we carefully follow the guidance as set out in the Statutory Framework for the Early Years Foundation Stage (please refer to the Child Protection Policy). All of our staff are well qualified and have a clear understanding of their roles and responsibilities. Staff use ipads as part of the school's assessment procedure to take photographs and videos of the children.

Monitoring and Evaluation

The Principal and Deputy Principal have the overall responsibility for monitoring the quality of teaching and learning in the Early Years Foundation Stage. *The Foundation Stage Lead is part of the Senior Leadership Team* to ensure that the delivery of the Early Years Foundation Stage Curriculum is of a high standard. This information is shared with Early Years staff at regular meetings.

Approved by Governors

Review 2 yearly