

Willoughby Primary
School
'Learning for Life'



Foundation Stage Policy

Introduction

'At Willoughby Primary School we believe in 'Learning for Life' and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.'

(Willoughby Primary School Teaching for Learning Policy)

The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals in the Statutory Framework for the Early Years Foundation Stage (EYFS), states what is expected of most children by the end of the Foundation Stage. We adhere to the EYFS Policy and base our learning to support children in achieving the early learning goals.

Children joining our school have already learnt a lot in both their home and playgroup settings. (Willoughby on the Wolds Pre-School Playgroup.)

We acknowledge education at Willoughby Primary:

- builds on what our children already know and can do;
- ensures that no child is excluded or disadvantaged;
- offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- strives to provide a rich and stimulating environment.

For the in-depth detail of the Early Years Foundation Stage Profile, we refer to the EYFSP handbook (2018).

Aims of the Foundation Stage (F2)

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's understanding. The prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language Development
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

Associated to each area is a series of Early Learning Goals (ELGs) of which there are 17.

We also incorporate our overall School Aims which are fundamental to the development of the whole child.

Teaching for learning

Our policy on Teaching for Learning defines the features of effective teaching and learning in our school. These apply in the Foundation Stage (F2), just as much as they do to the teaching in Key Stage 1 & 2.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the EYFS to guide our teaching. This sets out in detail what is to be covered during these early stages. We encourage our children to communicate and talk about their learning, and to develop independence and self-management. (Teacher-led and child-initiated activities)

We recognise play is an important way of learning in F2 and children have opportunities both indoors and outdoors, to develop skills and understanding. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. We identify the progress and future learning needs of children through observations.

The Foundation Stage curriculum

The curriculum for the Foundation Stage (F2) in our school reflects the areas of learning identified in the EYFS. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

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At Willoughby Primary we have to adopt a flexible approach to the organisation of our children's learning. Our Planned Admission Number (PAN) is only 7, but our intake varies, which in practice means sometimes we could have a very small cohort and sometimes as many as 10 in a given cohort.

We currently adopt the practice of having one intake each school year, in September (Refer to School Admissions Policy.)

Our F2 organisation will reflect the nature of the cohort. Children are sometimes taught in a mixed age class, along with Years 1 and 2 and at other times in their F2 group, as appropriate.

Our Teaching Assistant often works with the F2 children to provide Foundation Stage activities in line with the Early Learning Goals.

As a small school we have limited space, but we make every opportunity to use all that's available. F2 are able to work in the Entrance area, have an undercover canopy, where we have added a small bench and other play items (e.g. for sand & water play).

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We work in partnership and inform parents about what and how their children are learning, through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity for a pre school visit;
- parents receive a prospectus and other information relating to their children starting school
- offering parents regular opportunities to talk about their child's progress in F2;
- encouraging parents to talk to the child's teacher if there are any concerns.
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All our teachers follow the school policy with regard to discipline and classroom management. We have set and agreed with children the School's Golden Rules.

Inclusion in the Foundation Stage

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. F2 children are very much part of the whole school family and are often cared for by older children. They are included in assemblies, sports day, themed weeks (e.g. Italian Week), singing, visits, FOWS events (e.g. Christmas Fair) and special activities (e.g. at Christmas & Easter).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals 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 and the more able, children with disabilities, and from all social and cultural backgrounds.

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;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;

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- monitoring children's progress and taking action to provide support as necessary.

Assessment

Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate

The teacher completes the Foundation Stage Profile with the help of TA and records each child's attainment. Assessment information from the Foundation Stage Profile is reported to the LA. There is a meeting for parents during the autumn and spring terms at which the teacher and the parent discuss the child's progress in private with the teacher.

We send a report to parents in July, which explains the progress made by each child, with reference to the Early Years Foundation Profile (EYFSP).

The revised EYFS Profile requires practitioners to assess children against the 17 early learning goals (ELGs). Practitioners should use their judgement to decide whether children have met each ELG or whether their level of attainment is above or below the level described by the ELGs. This will result in a judgement of expected, emerging or exceeding, for each child.

Personnel

Foundation co-ordinator /teacher Class 1: Mrs Rosie Marshall

Teaching Assistant Class 1: (with group responsibility for F2 children): Mrs Debbie Dornan

Policy agreed 1/10/08

Reviewed 5/5/10

Reviewed 16/1/13 (in line with new 2012/13 arrangements for EYFS)

Reviewed 15/9/15 (in line with new 2015/16 arrangements for EYFS baseline assessment)

Reviewed 25/4/18 (in line with 2018 arrangements for EYFS)

Reviewed 25/4/20 (in line with 2020 arrangements for EYFS)

Date of next review: May 2022