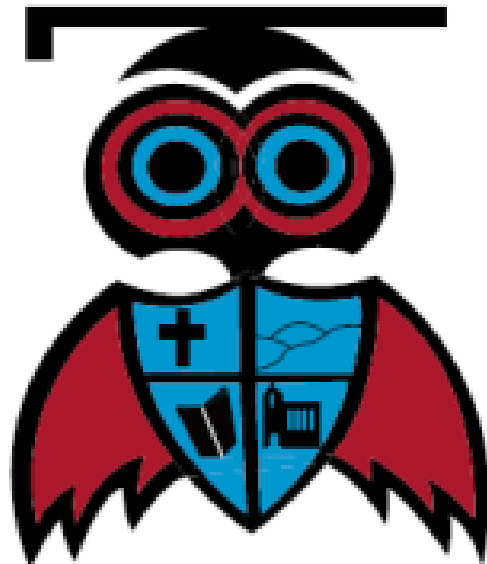


William Alvey Primary School

Foundation Stage Policy



This policy is written primarily for the teaching staff at the William Alvey School. However, other interested parties – parents, governors for example – can also use it as a guide to how we aim to teach in the Foundation Stage.

Vision

The Early Years Foundation Stage (EYFS) provides the essential building blocks for every child's education. Children's brains are built, moment by moment, as they interact with their environment. In the first few years of life, more than one million neural connections are formed each second – a pace never repeated again. The quality of a child's early experiences makes a critical difference as their brains develop, providing either strong or weak foundations for learning, health and behaviour throughout life. We believe that the reception year should provide all our children with the robust skills, confidence and aspirations to thrive and be given the best start to their formal education.

Our approaches to the foundation stage reflect our school vision:

- children, and staff, being aspirational about their achievements by acquiring new skills throughout their time at the Alvey. This will allow them to engage and excel in their future learning and create the essential foundations for their education.
- develop resilience through a bespoke curriculum, solving problems and understanding that growth mindset and hard work are required to be a well-rounded individual. Staff are aware how to develop the holistic child.
- to be confident to try new things and show independence, resilience and perseverance in the face of challenge, with both children and staff applying a positive growth mindset.
- to be tolerant of others' views and opinions during child initiated and adult led play and use the opportunities it can offer them as they "learn today to live tomorrow".

At the William Alvey, we believe that every moment in the foundation stage should be an opportunity to "plant seeds that one day will grow", and, furthermore, we firmly advocate that at the heart of our curriculum is the child. The foundation team understand that every child learns at a different rate of development and advocate that "every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best they can possibly be". (Rita Pierson).

Similarly, we believe that the chance to develop spiritual understanding is interwoven throughout the EYFS curriculum and this is something we actively consider when planning our sessions.

Intent

It is the intent of the school to design and deliver a bespoke curriculum focusing on the 3 prime areas and the 4 specific areas as written in the Early Years Foundation Stage statutory framework:

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Characteristics of Effective Learning

Playing and Exploring: Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning: Motivation

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creative and Critical Thinking: Thinking

- Having their own ideas
- Making links
- Working with ideas

Our long-term overview is planned and structured to:

- achieve the aims of Early Learning Goals by the end of reception and support the characteristics of effective learning.
- enable all learners to build on prior knowledge to help to learn new concepts.
- repeat taught concepts in various forms to ensure that learning is embedded in the long-term memory.
- allow our children to benefit from spaced learning as concepts are built upon as the year progresses, and in subsequent years.
- allow children to acquire the necessary knowledge and skills for their future lives.
- be fun and ensure children have a passion to learn new concepts and build upon their knowledge.

It is our intention that the above themes will guide our planning, delivery of lessons and assessment of every child, much like our vision of planting seeds to grow and flourish.

Implementation

This part of the policy will explain how we will implement the teaching, learning and assessment of the Early Learning Goals (ELGs). It will clearly define roles and expectations within our school.

Teachers in the foundation stage will:

- Follow the long-term overview of the EYFS curriculum as outlined by the EYFS lead.
- Build an attachment with the children to enhance their confidence and wellbeing.
- Be a key person who promotes the children's learning by developing a deep understanding of each child's individual needs, where children can benefit from their modelling and support.
- Acquire the necessary skills and knowledge to teach each unit of work.
- Identify cross-curricular opportunities for application of the Early Learning Goals to demonstrate that learning has gone transferred into the long-term memory.
- Ensure that their approach to delivering learning reflects what has been identified as good practice by the school through support and CPD training.
- Prepare lessons in advance and adapt resources where necessary to meet the needs of their children, so they are successful in their learning and challenged accordingly.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Ensure the environment is safe, engaging and a stimulating space which supports children's learning and development.
- Make sure vocabulary is taught explicitly, modelled, explained and displayed, constantly being referred to in discussions and exposition.
- Lessons have a revisit element of previous learning to ensure consolidation of learning and address misconceptions.
- Be aware that content is adapted to meet needs of SEND children where appropriate.
- Assess in a formative manner, at various stages of the learning, to identify next steps and what elements of learning will need revisiting.
- Ensure that taught concepts are repeated and applied across subject areas.
- Create a language rich environment to develop communication and language for all.

The EYFS Lead will:

- Monitor the implementation of the curriculum.
- Support the planning and teaching across the 7 areas of learning.
- Identify and arrange CPD when required.
- Discuss with EYFS teachers how the curriculum is working and evaluate it so any improvements or changes can be made at the appropriate time.
- Ensure the emerging ELG's are clearly defined so all teachers are confident in ensuring all their children meet the intention of this policy.
- Scrutinise the work of the children and discuss with them their experiences of the EYFS.
- Speak to children to gain their voice when evaluating the EYFS.
- Report regularly to the Headteacher about the progress and needs of the EYFS in school.
- Monitor the practice of teaching and address staff confidence and support if required.
- Stay up to date in EYFS developments within primary education and changes to the statutory framework.

Assessment

The assessment of the foundation stage will use the seven areas of learning which create the early learning goals identified in this policy and reflect the whole school approach to assessing children's attainment in all subjects.

As previously mentioned, formative assessment of children's learning must take place during lessons and at the end of taught units so the next steps of learning and gaps in knowledge can be addressed. How to assess taught lessons is clearly explained in each unit of work and subsequent lesson planning.

Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. Teachers are not required to prove this through collection of any physical evidence.

Teachers will keep parents and/or carers up to date with their child's progress and development. Teachers will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals

Assessment should inform an ongoing dialogue between EYFS teachers and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

Teachers will complete the Reception Baseline Assessment (RBA) in the first six weeks in which a child starts reception and report findings to parents if they request the information.

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile will be completed for each child by the class teacher.

The Profile provides parents, carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile will reflect a teachers' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the early learning goals. Teachers must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging").

Impact

This part of the policy will address the impact of the foundation stage curriculum, so we know it has been implemented successfully.

- Children will be excited, discussive and enthusiastic about lessons in the foundation stage, eager to express their thoughts, knowledge and opinion with their peers and other people.
- All children will produce work and/or explain a concept that meets the clearly defined outcomes of a lesson or purpose of a project.
- Children will have confidence to try their best in lessons to achieve a desired goal.
- Children will be motivated to learn and demonstrate a love of learning by accessing the curriculum offer in place.
- Children can explain what they have learnt in an age-appropriate manner.
- Children will be able to express why learning new things is important.

- At the end of a unit of work, all children will have produced work, either in books or via Tapestry observations, that will evidence that they have met the basic milestones.
- Good, or better, teaching of lessons in the foundation stage will be seen during drop in observations.
- Teachers will be confident when delivering foundation stage subjects as they have acquired the knowledge and skills needed.
- All our children and staff will meet their full potential.