

## Introduction

*“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.”*

*Development Matters in the Early Years Foundation Stage-2012*

The Foundation Stage applies to children from three years of age to the end of the Reception year. Key Stage 1 begins for our children at the beginning of Year 1. As children enter the last year of the Early Years Foundation Stage they will have had a range of different experiences and be at various stages of development. The early years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers structure for learning that has a range of starting points, content that matches the needs of young children, and activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating enabling environment responding to children’s individual needs.
- It relies on building a strong partnership between practitioners, parents and carers.

## Aims of the Early Years Foundation Stage

The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children’s: independence, creativity and resilience through play and exploration, active learning and critical thinking. Through this policy we set out our aims for the foundation stage and what it looks like at Jordans School.

## The Foundation Stage Curriculum

The curriculum for our Reception class covers the Early Learning Goals and areas of learning outlined in the statutory framework for the Early Years Foundation Stage. The experiences that our children have enable them to develop a number of competencies, skills and concepts across the seven areas of learning.

These areas are divided into Prime and Specific Areas of Learning as follows:

### Prime Areas

- **Personal, Social and Emotional Development (PSED)** – This area of learning is about emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself (**self-confidence and self-awareness**). It is also about developing respect for others, social competence and a positive disposition towards learning (**making relationships/managing feelings and behaviour**). PSED permeates all subjects of the curriculum.
- **Physical Development (PD)** – This area of learning includes large and small scale physical activity, which develops an awareness and increased control of the children’s own bodies, keeping safe and being healthy (**moving and handling/health and self care**) In reception children will receive once weekly PE lessons in addition to their daily gross & fine motor activities.

- **Communication and Language (CL)** This area includes speaking and listening, linking sounds to letters and listening to stories with increased understanding of the story structure (**listening and attention/understanding/speaking**)

### Specific Areas

- **Literacy (L)** – This area includes the development of early mark making skills, letter formation and the beginning of reading and writing simple words (**reading/writing**). Children will also receive regular phonics lessons and we aim for the majority of children to have reached the end of phase 3 by the end of their reception year.
- **Mathematics (M)** – This area includes number recognition, calculating and shape, space and measures (**numbers/space, shape and measure**)
- **Understanding the World (UW)** – In this area of learning children are developing the crucial knowledge, skills and understanding that helps them to make sense of the world. It forms the foundation for later work in science, design and technology, history, geography and ICT (**people and communities/the world/technology**)
- **Expressive Arts and Design (EAD)** – This area is a chance for the children to express their creativity through a variety of art, music, movement, dance, imaginative and role-play activities (**exploring and using media and materials/being imaginative**)

### Characteristics of effective learning

Play is the young child's work. Through play our children explore and develop learning experiences, which help them:

- make sense of the world
- practise and build up ideas
- be willing to have a go
- be involved and concentrate
- learn at their own level and pace
- learn how to control themselves and understand the need for rules and responsibilities.
- have the opportunity to think creatively alongside other children as well as on their own, making their own choices.
- communicate with others as they investigate and solve problems.
- express fears or re-live anxious experiences in a controlled and safe environment.

The Early Years Foundation Stage Framework provides the basis for planning throughout Reception and for some children this continues into Year 1.

### Principles into Practice

#### Deferring Entry

Once a child is allocated a reception place a full time place will be offered for the September. Parents of children younger than five at the beginning of the school year may choose to defer entry until no later than the following January following discussion with the Headteacher.

#### Induction

At Jordans we provide an induction programme to support transition from pre-school into school. Children attend part time until the beginning of lunchtime for the first few days and then attend for lunch and leave at the end of the lunchtime break for the following few days before beginning full time attendance.

Where it is agreed between the classteacher, parents and headteacher to be in a child's best interests we will accommodate flexible attendance for the afternoon sessions for the first few weeks of term. It is expected that all children will be attending fulltime by the end of their first half term's attendance.

### Parents as partners

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We feel it is essential to develop an effective partnership with parents where there is a two way flow of information, knowledge and expertise.

Prior to starting at school we:

- offer open mornings for prospective parents to visit and view the school,
- visit local pre-schools & nurseries to meet with staff and meet the children in a familiar setting.
- encourage visits to school from children transferring from Jordans Nursery
- give children the opportunity to spend time with their teacher e.g. induction visits, home visits, nursery children making visits to their new reception class prior to entry;
- invite all parents to an induction meeting before their child starts school;

Once children have started at school we:

- slowly introduce the routines of school, starting with half days and building up to a full day. We carefully monitor the emotional needs of the children during this time and will liaise with parents accordingly.
- offer parents regular opportunities to talk about their child's progress through our Open Door Policy,
- provide 'star sheets' for parents to fill in at home to record children's successes at home and camera for home pictures,
- offer a home/school diary to record reading progress,
- encourage parents to talk to the child's teacher if there are any concerns. There are formal meeting for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- arrange a range of activities throughout the year that encourage collaboration between child, school and parents e.g. class assemblies, class outings, challenge weeks, curriculum meetings and open days.
- invite parent helpers into the classroom, following a DBS check, to help with such activities as computer skills, cooking, library visits, outings and listening to readers.

### Enabling Environments

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Continuous Provision across the Foundation Stage enables children to take more control over their learning process by encouraging independence through clearly labelled and accessible resources. We provide appropriate, good quality materials and resources which reflect careful planning, and which enable children to interact at their own level of development, thus allowing for progression.

Transitioning to life at school

In addition to providing an appropriate early years environment the Reception class at Jordans provides a means of transitioning from Nursery and Pre-School settings to a school environment. Children in our Reception class usually attend assembly and share playtime and lunchtimes with our Key Stage 1 children whilst accessing the EYFS curriculum.

Small group adult led learning activities focussed on specific learning objectives in literacy, maths and handwriting take place daily in order to develop, support and challenge children according to their individual stage of development. This aids the transition into Year 1 when children receive more regular adult led input.

Assessment

Assessment in the Foundation Stage takes the form of observation, involving incidental and detailed notes on the children as they learn through their play. These observations are often accompanied by photographic evidence and monitor children’s development in all areas of the Early Years curriculum and are recorded in their *Learning Journey* book. They are then assessed against the standards set out in the EYFS framework which focus on developmental milestones.

Each child in the Foundation Stage receives an annual report based on the Early Years Profile at the end of their final term. New targets for the coming year are set and parents have an opportunity to discuss the report with the teachers should they wish to do so. Children who have not achieved all the ELG’s within the Development Matters Documentation will continue to work on these in Year 1.

**Inclusion in the Early Years Foundation Stage**

At Jordans we believe that all our children matter. We give our children every opportunity to achieve their best and take account of our children’s range of life experiences when planning for their learning (see our school policy on inclusion).

Please also refer to the school’s policies on Assessment & Teaching and Learning.

**Review**

This policy and procedures will be reviewed every 2 years.

Signature: .....  
Headteacher

Signature: .....  
Chair of Governors

Date: .....

Date: .....