



1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for The Foundation Stage.

It is a working document, which reflects the ethos and practice within the school in relation to The Foundation Stage. It has been written with due regard to the requirements of the Statutory Framework for the Early Years Foundation Stage and it will be monitored and evaluated according to changes within these documents as and when they arise

The Foundation Stage coordinator: Ms. Sharon Eastwood

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Woodmansey CE Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

Woodmansey CE Primary School Foundation Stage follow the four themes as outlined in the EYFS Practice guidance

And are guided by the fundamental Principles from; National Strategies document *Learning, Playing and Interacting- Good Practice in the Early Years Foundation Stage*.

A Unique Child

- Seeking to know and understand each individual child and their development
- Showing interest and celebrating with children their interests and achievements

Positive Relationships

- Maintaining close, caring and respectful relationships
- Encouraging and supporting children to relate to others
- Supporting children to resolve their own conflicts through problem-solving

Enabling Environments

- Ensuring children have sustained time to develop child-initiated activities
- Arranging, resourcing, and making time for children to make free use of rich indoor and outdoor spaces
- Observing children as a natural part of all normal activity
- Interpreting children's actions and words to try to understand the child's thinking and learning
- Being sensitive to the child's thinking and learning when deciding when to interact and when to value the child's independent activity
- Joining in play and child-initiated activity following children's agendas
- Scaffolding children's learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches
- Providing brief, well-planned focused learning opportunities in response to observed interests, learning and development

Learning and Development

- Using daily events within the routine to provide worthwhile real-life experiences



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- Varying experiences, using fresh, creative and playful approaches
- Providing first-hand experiences to explore and discover
- Directly teaching, through demonstrating or explaining
- Encouraging and supporting children to persevere through difficulties, to take risks, to ask questions and problem-solve
- Using the language of learning to focus children on themselves as learners
- Identifying and supporting next steps in learning

3. ROLES AND RESPONSIBILITIES

The Governing Body should, in cooperation with the head teacher, determine the school's general policy and approach to the Foundation Stage.

The Foundation Stage Coordinator should, in cooperation with the Head of School, ensure that the school's policy for the Foundation Stage is being delivered in the Foundation Stage Area. This incorporates the following:

- Ensuring that all staff members have received a copy of this policy.
- Implementing this policy throughout the school.
- Ensuring that all staff members, pupils, and parents are aware of this policy.
- Assigning a key person to support the needs of each pupil.
- Supporting staff development by providing regular training and CPD opportunities.
- Ensuring that parents are continuously kept informed regarding the achievements and progress of pupils.

The Teaching Staff should, in cooperation with the Head of School and Foundation Stage coordinator plan and deliver an effective curriculum which reflects the school policy which incorporates the following:

- Ensuring that parents are aware of this policy and their role regarding the teaching and development of pupils.
- Having a firm understanding of child development and age-appropriate needs.
- Developing planning that challenges pupils and meets their individual needs.
- Encouraging pupils to effectively communicate in a variety of ways and work collaboratively.
- Supporting pupils in becoming mastery learners.
- Ensuring that the environment is appropriate and safe, as well as being supportive of their learning.



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- Providing learning experiences which adhere to the EYFS statutory framework.
- Identifying any areas of concern with regards to pupils and their learning, development and emotional needs.
- Ensuring that appropriate measures are in place to safeguard pupils.

The **SENDCO** should, in cooperation with the Head of School, Foundation Stage Coordinator and teaching staff provide, as required within the Foundation Stage, support and additional resources for children with special educational needs.

4. PRACTICE

The Foundation Stage Area has access to one indoor classroom and one linked outdoor classroom.

The curriculum provides a balance of child-initiated play, supported by adults; and focused learning, where adults guide the learning through carefully planned activities.

There is a range of on-going provision areas:

Book area
Mark-making area
Role-play
Workshop area
Malleable area
Maths area
Sand area
Water area
Construction area
Small world play
Investigation area
Creative area
Outdoor Areas

Learning Strategies

- Woodmansey Foundation unit understands that everyone has their own learning style, and we recognise the need to develop strategies that allow everyone to learn in the ways that suit them best, including through the use of visual, auditory and kinaesthetic resources.
- Staff members will ask open ended questions and challenge pupils to re-examine and extend their understanding of the world.
- Pupils' personal interests will be used as a basis to develop and extend their skills and knowledge by relating learning intentions to pupils' own life experiences.



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- All pupils will be encouraged to make and modify plans as a method of ensuring that they review and reflect their own learning.
- Evaluations of individual pupils' learning will be used to inform future planning.
- Open ended resources will be utilised to support exploration and critical thinking, as well as providing provocations to enthuse and motivate pupils.
- Learning objectives will be shared with the pupils and parents; setting clear expectations for what pupils are expected to achieve.
- **Learning through play:**
 - Woodmansey Foundation Stage Unit believes that play is essential to pupils' cognitive, imaginative, creative, emotional and social development.
 - We aim to provide play experiences which have a balance between adult-led and child-initiated play; allowing pupils to explore their own ideas and apply what they have learnt in different situations.
 - Pupil will be able to explore at their own pace and are given consistent boundaries.
 - Staff members will be actively engaged in pupils' play, either by undertaking careful observations or by joining in with the pupils to develop their activity.
- **Early learning goals:**
 - We respond to the development and learning of each pupil by planning experiences which include both the prime and specific areas of learning.
 - All provision will focus on developing the prime areas of learning, as outlined in the 'Statutory framework for the early years foundation stage', including the following:
 - Communication and language (listening and attention, understanding and speaking)
 - Physical development (moving and handling, and health and self-care)
 - Personal, social and emotional development (self-confidence and self-awareness, managing feelings and behaviour, and making relationships)
 - Planned activities, including directed play, will be used to develop the specific areas outlined in the framework, including the following:
 - Literacy (reading and writing)
 - Mathematics (numbers and shape, space and measures)
 - Understanding the world (technology, the world, and people and communities, MFL)
 - Expressive arts and design (being imaginative, and exploring and using media and materials)
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Planning, Observation, Assessment and Moderation

Diversity and inclusion are at the heart of planning, ensuring provision is differentiated for every pupil to access learning at their stage of development.

Each pupil has a learning profile, which is a working document containing their documented learning.

Pupils' learning profiles are reviewed by staff members on a termly basis to track pupils' achievement and progress.

Staff observations are used to inform planning and create a whole picture of pupils' progress and achievements. When planning activities, the following aspects will be taken into consideration:

- Pupils' individual needs
- Pupils' learning styles
- Observable patterns of behaviour
- The learning environment
- Resources
- Provocations
- The early learning goals
- Staff members' roles

Staff members will develop knowledge of pupils and their families, using this information to plan learning experiences.

Staff use Eexba and DFE trial baseline assessments alongside 'Development Matters.' Data for groups of pupils is collected on a termly basis to inform the learning foci of the termly plan (informal and FLiC).

All plans are evaluated to ensure breadth, challenge, and relativity, considering the three 'I's – intent, implementation, impact. Planning will take account of what has gone before, why now, and what next.

On-going formative assessment and daily evaluation meetings enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day.

Staff members provide pupils with immediate action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.

Assessment will not entail prolonged breaks from interaction with pupils, nor will it require excessive paperwork.

The Process

Observation involves, looking, listening and noting accurately what a child does and says. These observations may take the form of formal tracking observations, informal written or metal notes. **Assessment**, the adult then reflects upon the observations made to make an informed judgement about the child's learning. The observations may then be included in the



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child's personal Learning Journey and progress summarised using the Development Matters Statements. **Planning** then involves deciding what to do next. How best to provide support for the child's next steps in learning in response to the observations and assessments made. **Moderation** meetings are held regularly each term between all the Foundation Stage staff and the progress summaries for each child relating to Development Matters are agreed. These judgements are then used as the evidence towards the achievement of specific early learning goals which are reported at the end of the academic year.

5. A SUMMARY OF THE LEGISLATIVE FRAMEWORK

2019 Early years foundation stage assessment and reporting arrangements (ARA)	STA October 2018
The Early Years Foundation Stage Profile Handbook 2019 Handbook	STA November 2018
Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for the children birth to five	DfE 3 April 2017

6. EYFS DOCUMENTATION

- Learning, Playing and Interacting-Good Practice in the Early Years Foundation Stage-DCSF-October 2009
- Letters and Sounds-Principles and practice of high-quality phonics-February 2008
- Progress Matters-Reviewing and enhancing young children's development-DCSF March 2009
- Mark Making Matters-Young children making meaning in all areas of learning and development-DCSF September 2008
- Numbers and Patterns: laying foundations in Mathematics-DCSF January 2010
- Finding and exploring young children's fascinations-DCSF March 2010
- Bold beginnings: The Reception curriculum - a sample of good and outstanding primary schools November 2017
- Teaching and play in the early years – a balancing act? July 2015

7. BASELINE

The reception baseline assessment will be introduced in the autumn 2021. We are trialling it (autumn 2019) in conjunction with our own baseline procedures.

Baseline is undertaken during the first autumn half term as children come into school. EExBA (until September 2020) has also been used as a moderation process in conjunction with our own observations, assessments and information collected from the feeder nurseries during the induction process.

Foundation staff take part in half termly meetings to discuss the progress of the children.

8. INSET



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The Foundation Stage Coordinator and other Foundation Stage staff will attend courses organised by the Early Years adviser and Teaching and Learning Consultants for Early Years within the LA. The Foundation Stage coordinator will deliver INSET on changes to National and East Riding policy.

9. LIAISON WITH OTHER SETTINGS & TRANSITION

The Foundation Stage staff have close liaison with all feeder nursery settings which feed the school. The Foundation Stage staff visit and communicate with all relevant feeder settings each term before children transfer to school. However, most of our Foundation children attended our school nursery so are 'home grown'. Learning Journeys and transfer reports are forwarded to school by all feeder settings when children transfer to school.

10. TARGETS FOR DEVELOPMENT

In liaison with the LA Early Years Advisor to develop cluster moderation meetings, with other schools and settings in our group.

The quality of teaching is continuously monitored, and any concerns are raised appropriately.