



## Brimscombe CE Primary School

### Foundation Stage Policy

**Approved by:** E&S Governors committee      **Date:** February 2022

**Last reviewed on:** December 2019

**Next review due by:** February 2025

#### School Vision:

We work together to create a safe, welcoming and happy environment rooted in Christian values. We provide rich opportunities and challenges for our pupils to learn. Kindness, respect, courage, friendship and responsibility are at the heart of what we do. We support all our children in becoming confident, skilled and optimistic young people.

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## **1.Aims**

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

Close partnership working between practitioners and with parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

- A secure environment is provided where all children have the right to feel safe and happy.
- A stimulating environment is provided where learning is fun.
- The smooth transfer from home to foundation stage and foundation stage to key stage 1.
- Encouragement is given to all children to become independent autonomous lifelong learners.
- A well balanced curriculum is provided for each child to develop socially, emotionally, physically and intellectually.

## **2. Legislation**

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

### **3. Structure of the EYFS**

Brimscombe CE Foundation Stage department runs as an integrated unit, catering for children from 3 years to 5 years.

Children can start at 3 years and continue until they reach the end of the Reception year (Foundation Stage 2) if parents/carers wish.

Alternatively, children may attend Brimscombe Pre-school before going to a Reception Class in a different school or may come into Brimscombe CE Primary School Reception Class (Robins) from an alternative pre-school setting.

Being an integrated unit means that all the children have access to shared resources and facilities, including the outdoor spaces and that planning, monitoring and assessment procedures are similar.

The staff plan and assess together ensuring continuity across the Foundation Stage. All children are following the same topics which mean learning can be shared. Children from preschool and Reception class have daily free flow opportunities, allowing them to mix and share learning spaces and activities.

Additionally, the children have daily joint sessions and carpet times wherein we come together as a whole group. This includes circle times in many areas of learning, Welly Wednesday and PE on a weekly basis.

The grouping within each class is flexible depending on the needs of the individual children involved. The benefit of working as a unit is that each individual child's needs are catered for.

The preschool class runs Monday to Friday from 8.45am to 3pm. Sessions in the preschool cost £9.

### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

#### **The prime areas are:**

Communication and language

Physical development

Personal, social and emotional development

**The prime areas are strengthened and applied through 4 specific areas:**

Literacy

Mathematics

Understanding the world

Expressive arts and design

**4.1 Planning**

Staff plan a wide range of activities and experiences for children that enable children to develop and learn effectively.

In order to do this, planning focusses strongly on the 3 prime areas.

Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experience.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Staff use a mixture of topic planning and planning in the moment.

Planning at Brimscombe is split into 3 complementary strands:

1. Long Term Plans – these detail the objectives and topics that will be covered throughout the year, subject to change depending on children's interests.

2. Medium term plans- each topic is broken down into weeks and objectives are spread across the term ensuring coverage.

3. Short Term Plans – these include the intended learning outcomes for the next day or week and planned activities.

Planning is flexible to reflect the children's needs and interests and plans are evaluated daily and weekly to inform future planning.

When planning learning sequences consider whether there is an appropriate balance of creative play, exploration, discovery, guided support and that learning happens both inside and makes use of outdoor space

In the moment planning is also recorded on a daily basis.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

~~As children grow older, and as their development allows, the balance gradually shifts towards more adult led activities to help children prepare for more formal learning, ready for year 1.~~

The proportion of adult directed activities and child initiated will vary from age group to age group, from child to child and day to day.

Children are provided with opportunities to have free flow access to both indoor and outdoor learning environments to develop their own ideas and learning. During this time, they initiate their own activities and resources and staff extend and stimulate this play to broaden the learning experiences.

The daily routine provides opportunities to teach and practise social skills in short focused sessions. The routine also offers opportunities for small group work where activities are initiated and led by an adult. The staff work towards using the whole environment indoors and outdoors to cover the curriculum, so children can experiment, investigate, interact, socialise and develop individually.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

#### 5. Assessment

At Brimscombe Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are

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used to shape future planning. Practitioners also take into account observations shared by parents and/or carers which starts with home visits and taster sessions. Staff liaise with parents to gain a complete picture of the child.

When a child is in Reception Class, practitioners review their progress 6 times a year and provide parents and/or carers with a written summary of the child's development in all areas of learning. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')
- ~~Exceeding the expected level~~

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Preschool children are formally assessed 3 times a year. At entry, mid-year point and at the end of the year.

Foundation Stage staff maintain a bank of on-going personal records for each child which may include:

- Online Learning Journeys, which contain photos, pieces of work and staff observations
- Notes from group or individual observations
- Recorded spontaneous observations
- Annotated learning recorded in exercise books for Maths and Literacy (Reception)
- Individual scrapbooks
- A class RE book
- Annotated class plans in the planning book
- The EYFS profile is completed at the end of the Reception year

These on-going assessments are used to inform future planning and help in the identification of children who may have learning or behaviour difficulties, or may be gifted & talented.

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## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress checks and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities, regularly 6 times throughout the year.

In preschool each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

Each parent also has a username and password for their child's online individual learning journey. They can use this to access these from home, see what has been recorded by staff, make comments and even add their own wow moments.

Parents with children in Reception class are invited to 2 parents' evenings a year in addition to 'meet the teacher' evenings and information evenings for new starters. We also hold parent workshops throughout the year which all Early Years parents are invited to.

The school uses 'Seesaw' as an online platform to share pupils' achievements at home and in school.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Special Educational Needs and Disabilities**

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Children with Special Educational Needs or Disabilities may be identified when they first enter Foundation Stage or at any time after, as appropriate. They will be integrated and included as the other children and given extra support as necessary.

Each child identified as having SEND will have an Individual Education Plan (My Plan), and staff working with that child will be aware of their targets, recording developments regularly.

The school SENCo and/or Parent Support Advisor will support the child and parents in getting extra help from outside agencies as appropriate.

**9. Monitoring arrangements**

This policy will be reviewed and approved by Joe Roberts and Hannah Singh, Headteacher every 3 years.  
At every review, the policy will be shared with the governing board.

**Appendix 1. List of statutory policies and procedures for the EYFS**

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Attendance & procedures for Children in Missing Education	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy



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