

Bromley Heath Infant School

Foundation Stage Policy

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Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	2 year
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Related Policies	
Chair of Curriculum Committee Signature Signed _____	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	Dec'22
EIA CARRIED OUT BY:	Headteacher	EIA APPROVED BY:	Chair of committee

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		NA
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment		NA
Marriage and civil partnership		N A
Pregnancy and maternity		N A
Race		x
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender identity		x
Sexual orientation		x

Any adverse impacts are explored in a Full Impact Assessment.

"Every child has the right to be four"

Rationale

All our children and their families are valued at BHI: each child is a special individual and will enter the Reception classes having had unique experiences. They will bring with them curiosity, interest and fascination in the world around them. It is the EYFS Curriculum Guidance that sets out what is to be taught and the children are assessed against the EYFS profile at the end of their Reception year.

Aims

We aim to:

- Provide high quality, inclusive education for all pupils by providing a relevant curriculum led by practitioners who understand the specialist nature of Early Years practice.
- Welcome and value the children as individuals into the Bromley Heath Infant School community and to support and provide for those with Special Educational Needs.
- Create an environment that is warm, caring, happy, safe and enriching, where emotional well-being is seen as paramount to successful learning.
- Value past learning and use this as a basis for future progress.
- Provide a relevant, broad, dynamic and balanced curriculum that is well planned and based on the interests and development of the children.
- Use observation and continuous assessment as planning tools for future learning.
- Value the contribution parents make and establish an atmosphere of trust and respect between home, pre – school and school.
- To provide learning activities and opportunities which value the inquisitive nature of the pupil and allows them to develop as autonomous learners, showing initiative and independence.
- To provide a flexible approach to learning, acknowledging the importance of play in all aspects of pupils' learning and that all pupils need sufficient periods of time to become engrossed in learning activities.
- To provide a language rich environment using every opportunity to use language, to interact, to share a focus, to talk, to take turns; this means a high priority given to expanding language used and positive use of print and reading within the environment.
- Follow our Read Write Inc Phonics Program to teach reading and writing.

Organisation

We have 60 children in our Reception cohort, 30 in each class (Zebra and Giraffe). The Foundation Stage is run as a unit with access to both inside and outside learning opportunities throughout the day. We have multiple teaching assistants who work across both classes every day.

We usually have five daily class inputs: phonics, maths, story time, skill/play based teaching and topic-based inputs. The children are split to ensure an even mix of ages and gender across the two classes. Twins are usually split unless parents have a strong preference to keep the children together; a decision on this is made by the Head Teacher following a discussion with parents.

Admissions

Starting school is a very big step and we take care to ensure that a smooth transition is made on entry to school. We help our parents to feel well informed and the children to be prepared and happy. We aim to establish trust between parents, staff and the children well before the first day of school.

In order to do this, where possible we:

- Invite parents to attend a tour of the school, with the head teacher.
- Liaise with preschool settings in the area and have meetings to discuss the children's specific needs.

- Organise story times in order for the children to meet the teacher and teaching assistants.
- Arrange an evening meeting so parents have the opportunity to meet staff and visit the classrooms.
- Give a 'Welcome to school' booklet out to children with pictures of our classrooms and teacher to look at over the summer.
- Sort the children into each class once we have met them during our transition sessions. We then take into consideration who each child is, their age, gender and previous pre-school setting when we make our decisions on classes.
- Organise 1:1 meetings with parents and child in Term 6 to find out key information about the child that may help us with transition.
- Include copies of all letters emailed out and also videos of the EYFS teachers reading stories that can be accessed over the summer holidays on our school website.

Procedures for the Autumn Term

We have well thought out and prepared routines to ensure a smooth and happy start to school. These include the following procedures:

- An induction programme of staggered entry will be implemented in the autumn term in order to provide a gradual introduction to the routines and length of a typical school day.
- Special provision is made regarding playtimes; the children are carefully and slowly integrated with the rest of the school for lunch times.
- Whole school sessions such as assembly are not attended for the two terms.

Planning and Organising the curriculum

Our curriculum for the Foundation Stage is based on the Prime and Specific areas of learning. The Prime areas are:

- Communication and language (Listening, attention and understanding and speaking)
- Personal, Social and Emotional development (Self-regulation, Managing self and making relationships)
- Physical development (Gross and Fine motor)

The Specific areas are

- Literacy (Comprehension, Word Reading and Writing)
- Mathematics (Number and Numerical Patterns)
- Understanding the world (Past and Present, People Culture and Communities and The Natural World)
- Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive)

Also influencing the delivery of the curriculum are the four themes of the EYFS:

- The Unique Pupil
- Positive Relationships
- Enabling Environment
- Learning & Development

Higher attaining children will be challenged within provision using extended and open-ended tasks. We expect all children to keep up with the provision and will run appropriate short-term interventions for identified children as required.

Foundation Stage Workshop evenings will take place throughout the year to share our practice for the teaching of phonics, reading, writing and maths. We will also hold termly phonics lessons for the parents to take part in with their children.

Continuous Provision and Learning through Play

Continuous provision describes all of the different provision areas which are available for the children to use every day. Within each of these areas of provision, there is a core range of resources that children can use all of the time, throughout the whole year. We plan effectively for continuous provision and it involves a consideration of our classroom layout and resourcing that will enable us to offer a breadth of learning possibilities. Our environment, and way of learning, allows the children to learn through investigation, exploration, listening, observation, creating and experimenting whilst involved in first-hand play experiences. Steps are taken to promote independence; ability to work within a group, and to develop powers of concentration.

Resources are added to different provision areas throughout the year and throughout the year we teach different skilled levels of play. Starting in term three, we introduce the 'Play Project' way of learning and exploring; this is an idea developed by Greg Botrill. It encourages children to plan out their play and breaks it down into four key play skills (build, make and create, draw and message). We are able to weave maths and other writing skills throughout the plan by making up passwords. The introduction of 'Play Projects' has a huge positive effect on all children and encourages purposeful and meaningful play. So much so that year one continue to use 'Play Projects' throughout the year and year two use these during some afternoons sessions.

We are very passionate about play and all of the opportunities it gives children to learn.

'Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills' (Early Years Matters, 2022).

Teaching methods include:

- learning through whole class teaching.
- phonics will be taught in groups of 15 from each class in the Fred room.
- learning through adult directed activities in groups.
- learning through child-initiated activities.
- learning through guided play
- 1:1 tutoring to keep up, not catch up.

At all times the learning environment will be:

- well resourced
- safe and secure.
- stimulating and diverse.

The activities will:

- Be well managed and organised and placed within a framework of established routines.
- Be a balance of child initiated and teacher directed as appropriate.
- Be appropriate and relevant to the needs of the children. At times open-ended and on other occasions, more tailored to particular goals.
- Provide different challenges.
- Be varied and provide choices.
- Be non-threatening and promote success and achievement.
- Develop perseverance and enable children to spend time on sustained play without irrelevant interruption.
- Enable children to express themselves and deal with their emotions.

- Be fun and engaging.
- Provide opportunities for collaboration and social interaction.
- Be valued and seen as learning.

Outdoor Provision

We recognise the importance of providing active learning experiences outdoors because:

- Young children need the space to run, express their feelings and be exuberant.
- Fresh air and exercise is proven to be good for the development of the brain and for a general feeling of well-being.
- Children need to be challenged and take risks if they are to grow and learn
- Children will improve their control, co-ordination and their ability to move more effectively if they are given the opportunities to run, climb, balance, swing, throw, catch and kick.
- Children will develop personal and social skills such as sharing, turn taking, co-operative play and negotiating.
- Our outdoor environment is set up to be an extension of our indoor area and allows continuous provision to run successfully inside and outside.

We run a forest school program for all children to attend during their Reception year. We also spend lots of time as a whole cohort in the forest to help support our learning outcomes. We also attend many outdoor trips such as Westonbirt Arboretum, Bristol Aquarium and a local walk to get an understanding of the environment around us.

Assessment and record keeping

In the Foundation Stage, we follow the assessment procedures in the Foundation Stage Profile. We liaise with pre-school settings and value their contributions when assessing pupils on entry.

In the first few weeks of school the class teachers complete the Government's Reception Baseline Assessment as well as our own assessment to make a judgement on all areas of the curriculum and what the next steps are for each child.

On-going assessment is made mainly through interactions with the children and then weekly meetings with all members of the EYFS team to discuss next steps and interventions. This information is then used to inform future planning. We complete termly assessment documents to check for gaps and progress. We moderate our judgements with other local schools.

Parents and carers are invited to view their child's learning during Parents Evenings and open afternoons. At the end of the school year the Foundation Stage Profile is shared with parents along with their learning books. We use many floor books to monitor and share whole class learning. This information is also shared with the Year 1 class teachers in order for them to make informed decisions about children's next steps on the learning journey.

Roles and Responsibilities

The Foundation Stage leader will:

- Ensure consistency of teaching, learning and all routines across the Foundation Stage.
- Alongside class teachers and teaching assistants, moderate and agree assessments made.
- Carry out formal and informal monitoring.
- Maintain resources.
- Ensure opportunities will be made available to all staff working in the Foundation Stage to attend training to develop skills and expertise in Early Years education.
- Run weekly EYFS team meetings.

Parents as Partners

Effective and meaningful partnerships between parents and educators are the best guarantees of children's successful learning. The curriculum provided at school can only be part of the child's learning experiences. Therefore, good links between parents and school are essential and valued.

We aim to develop parental trust and support by:

- Listening to and respecting parents.
- Ensuring parents always feel welcome in school and are received well by both staff and children.
- Actively involving parents and supporting them in their child's learning journey.
- Inviting parents to evenings where their child's progress is discussed.
- Communicating at pick up or drop time or if this is not possible through phone calls home.
- Arranging times when parents can come into school and share their child's learning with them.

This policy was agreed by the Governors Staffing and Curriculum committee and will be reviewed annually.