



BISHOP PERRIN

Church of England Primary School

Early Years Foundation Stage Policy

This policy reflects the school's values and philosophy in relation to the teaching and learning of the Foundation Stage. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment. This reflects the recommendations made in the Statutory Framework for the Early Years Foundation Stage (2017).

The Foundation Stage comprises of seven Areas of Learning and development:

Prime Areas	
Communication and Language	Listening and attention
	Understanding
	Speaking
Physical Development	Moving and handling
	Health and self-care
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The World
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

The Early Years Foundation Stage also encourages three characteristics of effective learning which underpin the learning and development in all areas and supports the child to remain an effective and motivated learner:

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 concentration Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically - thinking Having their own ideas Making links Choosing ways to do things

Aims

At Bishop Perrin the Foundation Stage is the first year in a school environment. Children will experience a broad and balanced curriculum based on the seven areas of learning. Our aim is for the children to become independent and autonomous learners over the course of the Foundation Stage. Activities are planned to provide a stimulating learning experience where children can explore, investigate, discover, create, practise, revise and consolidate their developing knowledge, skills, understanding and attitudes. Children's own needs, interests and learning styles are taken into account and they work at their own pace.

Planning and Organisation

Planning is based around the seven areas of learning using the statutory framework for the [Early Years Foundation Stage \(2017\)](#). Medium term and weekly plans link directly to the stepping stones in this mandatory document. Learning outcomes are cross referenced to the activities planned, ensuring a comprehensive progression towards the Early Learning Goals while providing opportunities for teacher assessment through structured activities.

The planning provides strong evidence of cross curricular links and hands on learning wherever possible. There is specific reference to the learning opportunities provided in the Outdoor Classroom and a balance of adult led and child initiated activities. Children work in a variety of ways: independently, in groups or pairs, as a whole class. Phonics is taught from early in the Autumn Term and the children have a sounds book which they take home to form part of a programme of integrated learning between school and home. Children also take home key words and maths game for reinforcement at home which introduces them and their families to homework.

In line with guidance in the [Statutory Framework \(March 2017\)](#) at least one person who has a current paediatric first aid (PFA) certificate will be on the premises and available at all times when children are present. They will also accompany children on outings.

Assessment, Record Keeping, Reporting and Target Setting

In line with the Foundation Stage ethos most assessment is formative; it is ongoing and carried out by the teacher and Early Years Teaching Assistant who work in close partnership. Anecdotal evidence, contributed by parents and other adults in the school is considered valuable assessment material. This informs planning and target setting. Some summative teacher assessment is carried out by way of tick sheets, either 1:1 with pupils or in small groups. A Learning Journal for each child which contains exemplary work and annotated evidence, along with photos to support teacher assessment and judgements. Whole class targets are set which represent the high expectations of the school but are regularly revised to provide realistic, achievable goals for the children. Every child is assessed each term against the seven areas of learning and development including at the beginning of the year to form a baseline assessment. This assessment is recorded and tracked using Integriss. During the summer term, each child is assessed against the 17 early Learning Goals. For each goal the children will be given a level of Emerging, Expected or Exceeding. These levels will be shared with parents in the form of their end of year reports.

Cross Curricular Links

At Bishop Perrin our ethos is to teach the seven areas of learning in a comprehensive, cross-curricular way; wherever possible through topic based activities with as many real-life, hands on experiences. This is the best opportunity for children to engage in and experience real and meaningful learning. Outings are organised according to our Educational Visits Policy.

Equal Opportunities

All children have equal access to the Foundation Stage curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Displays and references show positive role models of gender, race, ethnicity and disabilities.

Parental Engagement

In Early Years, we work hard to develop and maintain strong and lasting relationships with new, and current parents at the school, for the benefit of their children's learning. The Class Teacher and Early Years Teaching Assistant are available to meet with parents each day (at drop off and pick up times); parents are kept informed of procedures and expectations through regular email correspondence; and parents are invited to share their observations of their child's development through annotations and photographs in the 'Home-School Word Book' and 'Home-School Evidence Booklet'. Parents are also welcomed into the classroom as volunteers either as a one-off or on a regular basis. We recognise the importance of strong home school links by organising three 'drop in' sessions where children can become more familiar with the school environment alongside their parents in the term before they begin school and carrying out home visits in the week before children start school. Parents are supported by the School Association to learn about the school and are actively encouraged to be involved in school fundraising events.

Spiritual, Moral, Social and Cultural Development

The first of the seven areas of learning is Personal, Social and Emotional Development and it is through activities planned in this aspect of the curriculum that the practitioner nurtures the confidence and social skills of the pupils. Through topic work the children learn about their immediate environment and the world spiralling outwards from this starting point. The needs and beliefs of others are discussed, recognised and valued, ensuring children have a concept of the world beyond their own experience. Children are encouraged to understand the need for class and school rules and thus differentiate between right and wrong. They are guided in making choices based on this knowledge.

Resources

Resources are audited by the Early Years Foundation Stage Leader. On a daily basis, the practitioner and EYFS Teaching Assistant provide the resources required for each activity and ensure the proper use of them by the children. This includes educating the children in accessing and tidying resources independently. Resources are reviewed regularly to ensure appropriate equipment for the changing needs of the children, both indoors and in the Outdoor Classroom.

Monitoring and Evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The Early Years Foundation Stage Leader monitors planning, children's work and teaching on a regular basis. The Senior Leadership Team oversees the work of the leader and carries out monitoring activities in line with the school's policy for monitoring.

The Early Years Foundation Stage is also monitored by the Governing Body through the work of the Curriculum and Achievement Committee. This policy is reviewed annually.