

Bishop Perrin Church of England Primary School

Foundation Stage Policy

Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 INTRODUCTION and AIMS

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 (2021).

The Foundation Stage comprises seven Areas of Learning and development:

| Prime Areas | |
|--|--|
| Communication and Language | Listening, attention and understanding |
| | Speaking |
| Physical Development | Gross motor skills |
| | Fine motor skills |
| Personal, Social and Emotional Development | Self-regulation |
| | Managing self |
| | Building relationships |
| Specific Areas | |
| Literacy | Comprehension |
| | Word reading |
| | Writing |
| Mathematics | Number |
| | Numerical patterns |
| Understanding the World | Past and present |
| | People, culture and communities |
| | The natural world |
| Expressive Arts and Design | Creating with materials |
| | Being imaginative and expressive |

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 Teaching and Learning |
|--|
| Playing and exploring – engagement children investigate and experience things, and 'have a go' |
| Active learning – motivation children concentrate and keep on trying if they encounter difficulties, and enjoy achievements |
| Creating and thinking critically – thinking Having their own ideas children have and develop their own ideas, make links between ideas, and develop strategies for doing things |

Aims

At Bishop Perrin School the Foundation Stage is the first year in the school environment – the Reception year. 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.

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners will decide what they want children in the setting to learn, and the most effective ways to teach it. Practitioners will stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

Children’s own needs, interests and learning styles are taken into account. They are supported by practitioners who understand child development and early years pedagogy and as they progress through the Reception year, are able to teach them the essential skills and knowledge required for success in the school environment and for transition into the National Curriculum in Year One.

Good health, including the oral health of children attending Reception at Bishop Perrin, is promoted and taught explicitly across all areas of the curriculum.

2 PLANNING and ORGANISATION

Planning is based around the seven areas of learning using the statutory framework for the [Early Years Foundation Stage \(2021\)](#). Medium term and weekly plans link directly to the stepping stones in this statutory 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.

In Early Years a love of reading is fostered through the provision of rich, high quality texts and an environment which encourages children to independently and collaboratively enjoy experiencing books. Phonics is taught from very early in the Autumn Term. Children have regular access to sound-matched phonics reading books and flashcards which they take home to form part of a programme of integrated learning between school and home which builds up over the Reception year following a carefully designed scheme of learning (see English policy). Children are taught to decode through daily structured phonics sessions taught by the class teacher which embed the foundations of the skills for reading. In addition to explicit phonics teaching, children are taught inference and comprehension skills through exposure to high quality texts which drive the literacy learning. They are also supported to access a range of reading materials to share at home by borrowing books from the school library. Children are taught and learn high frequency words at school and are supported to practise these at home. They also play maths games at home which introduces them and their families to more structured homework expectations as they progress through the year.

In line with guidance in the [Statutory Framework \(March 2021\)](#) 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.

Also in line with this guidance, each child is assigned a key person. Their role is to ensure that every child's care is tailored to meet their individual needs to help the child to become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Where a child has an Education and Healthcare Plan (EHCP), a named member of support staff will be assigned as their key person.

3 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. Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's achievements and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. Anecdotal evidence, contributed by parents and other adults in the school is considered valuable assessment material. This informs planning and short-term and longer-term target setting.

A Learning Journal for each child which contains exemplary work which reflects significant learning and times when children have overcome a struggle and annotated evidence, along with photos to support teacher assessment and judgements, is created over the course of the year. 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. Each child is assessed periodically against the seven areas of learning and development, through formative assessment, including at the beginning of the year to form a baseline assessment and working knowledge of a child's development. Summative assessments are recorded on Integris (the school's Management Information System – MIS) twice a year. This is an indication of whether each child is 'not a cause for concern' or a 'cause for concern' in the 17 areas of learning. In the autumn term the focus is on the prime areas of learning.

During the summer term, a final assessment is made against the 17 Early Learning Goals to record whether or not they have met the goal: children are either meeting expected levels of development or are not yet reaching expected levels of development ('emerging'). This is the EYFS profile. These judgments are made by the class teacher with the support of other adults who know the children and in collaboration with the Year 1 teacher to support effective transition. The judgements will be shared with parents in the form of their end-of-year report with information from parents and carers sought to provide additional evidence of a child's attainment and progress through observations in the home environment.

Cross-school moderation takes place periodically over the course of the year in line with provision from AfC and The LDDBS. This provides the EYFS Leader and SLT with comparison of children's attainment in local settings to inform summative judgements and quality assure the assessments that are made by the class teacher.

Internal moderation of the attainment and progress of children in Reception is carried out by the EYFS Leader, subject leaders and SLT each term.

The statutory Reception Baseline Assessment (RBA) is carried out with all children in Reception during their first six weeks of school in accordance with the [Assessment Framework \(February 2020\)](#).

4 CROSS-CURRICULAR LINKS

At Bishop Perrin School our ethos is to teach the seven areas of learning in a comprehensive, cross-curricular way; wherever possible, through theme based activities with many real-life, hands on experiences linked to high-quality books which inspire the children to apply their learning in different contexts. 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.

5 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.

6 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 'drop-in' sessions where children can become more familiar with the school environment alongside their parents in the term before they begin school and by carrying out home visits 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.

7 SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT

One of the seven areas of learning, and a prime area of learning, is Personal, Social and Emotional Development and it is through activities planned in this aspect of the curriculum that the practitioners nurture the confidence and social skills of the pupils. Through carefully planned themed learning 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.

8 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.

9 MONITORING and EVALUATION

The purpose of monitoring and evaluating 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 EYFS Leader and carries out monitoring activities in line with the school's policy for monitoring.

The Early Years Link Governor meets with the EYFS Leader to discuss the provision in Reception and reports back to the Full Governing Board.