



BERKELEY PRIMARY SCHOOL

POLICY FOR EARLY YEARS FOUNDATION STAGE

**Date of issue: Autumn 2010
Date of review: Autumn 2011**

Mission Statement

"We are a happy school at the heart of the community where learning for all is promoted. Our ethos is to combine high quality teaching with care and support in the pursuit of excellence. Achievement, how ever it is shown is always celebrated. Traditional values are combined with a creative and open perspective. This enables all members of our school community to learn, grow and develop as individuals to realise their potential."

Senior member of staff responsible: Mrs Debbie Marklove

Designated member of staff: Mrs Amy Lanceley (Reception Teacher)

Designated Governor: Jo Firth-Bernard (Early Years Governor)

Signed:

(Chair of Governors)

Early Years education is the foundation upon which children build the rest of their education. It is concerned with their personal, emotional, social, physical, aesthetic and intellectual needs and development. These areas are of equal importance and are inter-related. It provides an opportunity to develop a partnership with parents in a complimentary role. Early Years should start from what the children already know and should acknowledge that there is potential in all children which must be accessed through the activities they are engaged in.

At Berkeley Primary School early years education refers to the education of four and five year olds in the Reception class.

Principles

To provide an education which will:

- ❖ Enable children to make an effective transition from home to school;
- ❖ Enable children to make an effective transition from playgroup to school;
- ❖ Secure a broad and balanced curriculum which fosters the intellectual, emotional, physical, spiritual, moral, social and cultural development of the children;
- ❖ Ensure that all children have access to the curriculum and make progress proportionate with their developing abilities, irrespective of their gender, ethnic or social background, or special educational needs;
- ❖ Enable children to learn and develop skills, attitudes and understanding to reach the early learning goals;
- ❖ Prepare pupils for continuing education in Key Stage One, and for the National Curriculum.

Aims:

During the Reception Year we aim to:

- ❖ Encourage a positive attitude to school;
- ❖ Provide a safe and caring environment in which children will learn and develop independence;
- ❖ Provide a structured curriculum with a wide range of first hand experiences through which children will develop their concepts;
- ❖ Make each child feel secure and valued;
- ❖ Encourage children to relate confidently to adults and to each other, and to work co-operatively;
- ❖ Encourage the children to work independently and make choices;
- ❖ Provide opportunities for learning through planned, purposeful play activities;
- ❖ Provide children with opportunities to work outside as well as inside;
- ❖ Provide a wide degree of choice in order to respond to children's attention spans and interests, and ensure that this choice is monitored to provide balance of learning.
- ❖ Provide rich child-led experiences on which to base/ extend learning.

Admission arrangements:

At Berkeley Primary School we realise the importance of a positive introduction to school, for both child, and parents or carers. Therefore our admission arrangements are carefully organised, and regularly reviewed, to ensure that all parties are happy and confident, and fully informed about all aspects of our induction programme. We work closely with our onsite playgroup to ensure this.

At present our admission and induction process is as follows:

- ❖ An annual entry in September.
- ❖ The children attend part-time initially with a build up to full time attendance by the fifth week of Term 1.
- ❖ The new intake are invited to spend sessions with the Reception Class from January to meet the teacher and teaching assistants, and become familiar with their new learning environment. These are arranged in close liaison with the Playgroup.
- ❖ A meeting for parents is also held in Term 6, welcoming them to the school and informing them about our induction programme. Parents also get an opportunity to meet the Head Teacher and the Reception teacher and staff, Chair of the Governors, Chair of the PTA, and other adults their children are likely to come into contact with.
- ❖ In term 6, all parents are offered a home visit with the class teacher and teaching assistant before their child begins to attend.
- ❖ During term 6 the class teacher sends a welcome leaflet to each child.
- ❖ During the Autumn Terms, parents are invited to an Open Morning, when they spend some time with their children in the Reception class and are given an opportunity to look around the school.
- ❖ They are also invited to attend a phonics information evening in Autumn Term 1.

Curriculum:

The Reception curriculum is based on the DfES Curriculum Guidance for the Early Years Foundation Stage and is partly delivered through topics. Literacy and Numeracy are taught following the EYFS Profile Early Learning Goals and are also linked to the key objectives of the National Literacy and Numeracy Strategies.

The Early Years Curriculum is concerned with the child and the context in which learning takes place, as well as the content of learning. Activities can be multi-purpose, encouraging the development of skills across all curriculum areas.

Children are involved in a range of first hand experiences, leading to the acquisitions of knowledge, skills and concepts. A real interest in learning and a wish to succeed are fostered. Concentration and perseverance are encouraged.

A balance between physical and quieter activities, and between challenging new experiences and secure familiar ones, are provided.

The Early Years Foundation Stage is organised into six areas of learning:

1. Personal, Social and Emotional Development

This area of learning is vital to children's success in all other learning. It incorporates skills, attitudes and understanding and includes children's personal, social, moral and spiritual development. These establish a good attitude to learning and reinforce a positive self-image.

Children are encouraged:

- ❖ To try things, initiate ideas and speak in a group;
- ❖ To maintain attention, concentrate and sit still;
- ❖ To enjoy learning;
- ❖ To be aware of their own needs, views and feelings and be sensitive to those of others;
- ❖ To respond appropriately to experiences;
- ❖ To form good relationships with adults and peers;
- ❖ To understand what is right and wrong, and why;
- ❖ To become increasingly independent when looking after themselves;
- ❖ To consider their words and actions;
- ❖ To understand people have different needs, views, cultures and beliefs which should be respected, and to expect people to respect theirs too.

2. Communication, Language and Literacy

- ❖ Language development and communication receive a high priority. We encourage children to enrich their vocabulary, speak clearly, and listen attentively, take part in conversations and communicate with each other. Children are encouraged to read and write when they have acquired the necessary skills.

The 'Letters and Sounds' programme is introduced during the first two terms, (September – December). The National Literacy Strategy is gradually introduced, through the Reception Year. A wide range of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language are used to teach text, word and sentence level work. Simple non-fiction texts, including recounts are also introduced.

Children are given opportunities:

Speaking, listening and communicating

- ❖ To use language to imagine and re-create roles and experiences;
- ❖ To talk about feelings and events;
- ❖ To sustain attentive listening and respond to what they have heard;
- ❖ To interact and take turns in conversations;
- ❖ To explore meanings and sounds of new words;
- ❖ To retell narratives.

Reading

- ❖ To link letters and sounds and become familiar with the alphabet;
- ❖ To read independently when ready;
- ❖ To sequence events;
- ❖ To read a range of familiar and common words and simple sentences independently;
- ❖ To increase their understanding of elements of stories;
- ❖ To answer questions where, why, who, how, about stories;
- ❖ To find information in non-fiction texts;
- ❖ To develop a love of stories and reading.

Writing

- ❖ To develop the skills to form letters correctly;
- ❖ To use their knowledge of phonics to attempt to write simple words;

- ❖ To write their own names;
- ❖ To write for various purposes, including lists, labels, instructions and stories.

3. Problem Solving, Reasoning and Numeracy

The Glos Maths Programme is implemented during the Reception Year. This is mainly through practical activities, children are given opportunities:

- ❖ To use mathematical language to describe shape, positions, and the measurement of weight, length and capacity.
- ❖ To recognise and recreate simple patterns;
- ❖ To compare, sort, match and count familiar objects initially to ten;
- ❖ To recognise and use numbers and develop the concepts of more and less;
- ❖ Addition and subtraction;
- ❖ To solve problems using their mathematical knowledge.

4. Knowledge and Understanding of the World

Children are encouraged to develop their knowledge and understanding of their environment, other people, and features of the natural and man made world. This provides a foundation for their historical, geographical, scientific and technological learning.

Children are given the opportunities:

- ❖ To learn where they live and their environment;
- ❖ To find out about their past and present lives, in those of their family and other people they know;
- ❖ To explore living things including plants and animals;
- ❖ To look closely at similarities, differences, patterns and change;
- ❖ To talk about their observations and ask questions;
- ❖ To explore and select materials, choose equipment and use their skills;
- ❖ To look at the use of technology in their lives;
- ❖ To use a computer, programmable toy, and tape recorder to support their learning;
- ❖ To develop a sense of awe and wonder.

5. Creative Development

Children are encouraged to develop their own creativity through a wide range of sensory experiences. These focus on the development of imagination and the ability to explore, express and share ideas and feelings through different forms of communication.

Children are given opportunities:

- ❖ To explore colour, texture, form and shape in two and three dimensions;
- ❖ To listen to and explore sounds, and patterns of sound, in music, movement and dance;
- ❖ To respond in a variety of ways to their senses;
- ❖ To use their imagination in art, drama, dance, stories and plays;
- ❖ To experience the work of other artists.

6. Physical Development

Children use a range of equipment, materials, and tools to develop their physical control, mobility, awareness of space and manipulative skills, using indoor and outdoor environments.

Skills are developed in a progressive way, through repetition and practice. A positive attitude to a healthy and active way of life is encouraged.

Children are given opportunities:

- ❖ To move in safety, developing their confidence and imagination;
- ❖ To increase their control and co-ordination;
- ❖ To develop an awareness of space;
- ❖ To use a range of small and large equipment, including climbing and balancing equipment;

- ❖ To handle tools, objects, construction and malleable materials safely;
- ❖ To recognise the changes that happen to their bodies when they are active;

Child-initiated Learning

For young children, purposeful play is an essential and rich part of the learning process. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understandings and language. The Early Years Curriculum is generally delivered through structured play activities where the learning has been clearly identified.

Play offers the chance to explore, discover and create imaginary situations. It develops confidence, concentration, perseverance, problem-solving skills, social skills and self-esteem.

Play encourages autonomous behaviour, the ability to make choices, and provides opportunities to explore new and challenging situations.

Indoor and outdoor play is part of one combined and integrated environment. Children need opportunities for fresh air and exercise in a secure environment, in order to promote their physical development, health and general well-being. We are lucky at Berkeley Primary school to have extensive grounds, with a woodland area. In the woodland area there are specially designed outdoor classrooms for the children to explore, which stimulate their interests and natural curiosity (our "Forest School"). Learning outdoors presents unique opportunities that cannot be replicated indoors, eg changing weather, minibests in their natural environment, making large structures. In a similar way, the effective development of gross motor skills, through climbing, and the use of wheeled toys, is best provided outside.

Organisation

The Reception Class children are taught in one class by an Early Years Teacher and a Teaching Assistant. An outdoor learning area is attached to the classroom. There is also one attached to the on-site Playgroup. The school and the playgroup both share these facilities.

The on-site Playgroup is run independently from the school, however close links are established to allow opportunities for collaboration in order to make effective provision for the full Foundation Stage.

The Reception Class is involved with all aspects of school life, taking part in assemblies, class assemblies and school concerts and events.

Parental Involvement

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning. We feel very strongly that the partnership and communication with parents should be an honest one, built on mutual trust and respect. Parents are encouraged to 'drop in' and see the teacher informally and they are also invited to two formal parents' evenings during the year. Parents are encouraged to be involved with their child's learning for example; completing 'Wow vouchers' about their child's learning at home, writing entries into their child's 'Learning Journal' and attending open days at school to participate in activities with their child.

Assessment and Record Keeping

Children are assessed against all of the EYFS Profile statements informally throughout the Reception Year, often using observational assessment. During the year they are informally assessed against the statements in all six areas, through observations and discussions. At the end of each term the children are assessed formally in writing. We use this information to ensure future planning reflects identified needs.

A written report is presented annually, and parents are given the opportunity to discuss this with the teacher if necessary.

Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. Boys and girls are encouraged to take part in all activities. Books and toys reflect a variety of cultures. For more details please see 'Equal Opportunities Policy.'

Special Educational Needs

All Staff have regard to the Code of Practice on the identification and assessment of Special Needs Children. We take appropriate action in line with the school's Special Educational Needs Policy, which promotes early intervention. Parents are involved at all stages.

Health and Safety

All the staff are aware of, and adhere to, the School's Health and Safety Policy. Health and Safety is achieved by:

- ❖ Encouraging the children to move safely indoors and outdoors;
- ❖ Having regard for their own safety as well as others;
- ❖ Clear, consistent rules and guidelines for the children to adhere to.

Fire Drill

The Reception Class is included in the School's Fire Drill Procedure, which can be found in the School's Fire Evacuation Policy.

Child Protection

The Headteacher ensures all members of staff are aware of Child Protection Procedures, including the Enhanced Disclosure Measures.

Accidents and Illnesses

Minor accidents are dealt with by staff, and parents are informed.

More serious accidents are recorded in the accident book.

Parents are contacted to collect sick children.

Parents are contacted immediately if a child needs to be taken to hospital, or in an emergency.

Emergency telephone numbers are kept. No medicines are administered by staff. This includes sun tan lotion. Staff can supervise the use of inhalers with written and signed permission from the parents.

Review

This policy will be reviewed in line with the School Development Plan during the Autumn Term 2011.