

**Blackburn the Redeemer  
Church of England  
Primary School**

*The Redeemer*



*Blackburn*

**Foundation Stage Policy  
2018**

## Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school the Foundation Stage begins when children reach the age of four. The children start the Reception class the September before they are five. The Reception year is the first year in the formal school setting and will underpin all future learning for our children.

At The Redeemer we aim to create an attractive, welcoming and stimulating learning environment which encourages children to explore, investigate and learn through first hand experiences. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. In Reception, children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation through play.

### Starting Reception

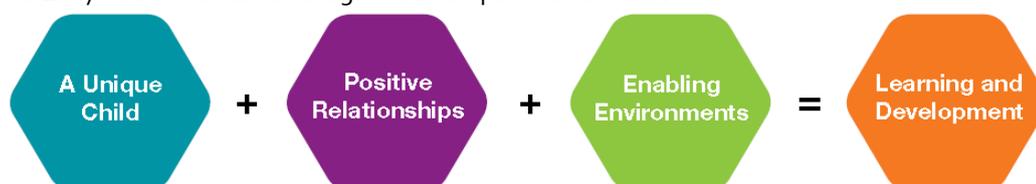
Children begin the Reception class in the September of the school year in which they will be 5 years old. Children join The Redeemer often having attended one or more of the pre-schools and nurseries within our local area. Please see our Admissions policy for more information. Our admission arrangements are carefully organised and regularly reviewed to ensure that all parties are happy, confident and fully informed about all aspects of induction.

For young children change and transition can be bewildering and overwhelming. For this reason we value the importance of a positive introduction to school for both child and parents/carers. We begin to meet new pupils and welcome families to The Redeemer during the summer terms of the school year prior to entry. Towards the end of the Summer Term the children will have the opportunity to meet their new class teacher and experience both the indoor and outdoor environment provided for them. Parents / carers will also have the opportunity to attend a meeting with the Foundation Stage staff. The children will start the Reception class on a full time basis in September. Starting dates will be staggered over a period of two days.

### Aims of the Foundation Stage

- To make each child's first experience of school happy and fun.
- To provide a child friendly setting that is safe, stimulating and caring.
- To ensure that all children feel valued in the Foundation Stage setting.
- To develop children's confidence and independence to carry out daily tasks and to become independent learners.
- To offer a balance of child initiated and adult led activities.
- To provide a differentiated curriculum firmly based on children's needs, interests, skills and knowledge.
- To foster and develop a partnership between home and school in order to establish an accurate understanding of each child's individual needs. (Parents as partners)
- To provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.
- To work within the guidelines of the Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage is based upon four themes:



- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

'Statutory Framework for the Early Years Foundation Stage'

Our practice is underpinned by these four themes.

### UNIQUE CHILD

**'Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.'**

'Statutory Framework for the Early Years Foundation Stage'

At Blackburn The Redeemer CE Primary School we believe all children are special. We give all our children the opportunity to achieve their best by:

- Using a wide range of teaching strategies that include Visual, Auditory and Kinaesthetic learners
- Planning activities that take into account children's individual learning needs
- Using resources and materials that reflect the community that the children come from
- Provide a safe and supportive learning environment in which the contribution of all children is valued

### Inclusion

All children at The Redeemer are treated fairly regardless of race, gender, religion or abilities. We value the diversity of individuals within our school as we believe that all our children matter. We give our children every opportunity to achieve their best by taking account of the range of life experiences our children have when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of all our children by taking in to account children with special educational needs, those who are more able, children with disabilities, children of different social and cultural backgrounds, boys or girls, and those of different ethnic groups.

### Special Educational Needs

When identified, children who require additional support within the classroom will be involved in small intervention groups or receive 1:1 support in line with the Special Educational Needs Policy. The class teacher will discuss any targets identified with the child's parents/guardians on a regular basis. We also ensure that the curriculum meets the needs of those children who have been identified as Gifted and Talented, extending their learning when appropriate.

### Welfare

**'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.'**

'Statutory Framework for the Early Years Foundation Stage'

The safety of our children is paramount at The Redeemer. We aim to educate children on boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop this important life skill. Children are encouraged to take risks in order to aid their own learning, but need to be taught how to recognise and avoid hazards.

At Blackburn The Redeemer CE Primary School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **POSITIVE RELATIONSHIPS**

We also aim to develop caring, respectful, professional relationships with children and their families. All staff involved within the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

### **Parents as Partners**

Parents are the first and most important educators of a child. We encourage their involvement in all aspects of learning and encourage a partnership based on mutual trust and respect by:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the learning that takes place for each child with parents and valuing the ongoing contributions to this from parents.
- Offering a minimum of two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress during their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents:

## **ENABLING ENVIRONMENT**

The Redeemer provides a stimulating indoor and outdoor environment for Reception children, offering experiences and activities that are challenging but achievable, so giving children the confidence to explore and learn in secure, safe spaces.

The Foundation Stage classroom is organised to allow children to explore and learn. There are areas where the children can be active, be quiet, creative etc. The learning environment is divided into clearly defined areas including: role play, book corner, writing table, maths area, listening centre, computer area, art and craft area, playdough, exploration (play dough, gloop, snowflakes...), sand, water, outside, construction, small world and painting.

Children have access to the outdoor classroom throughout the school day. The opportunity to move between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

### **The Indoor Classroom:**

We aim to ensure that the indoor environment is:

- bright, attractive, orderly and well ventilated
- has areas suitable for quiet learning, focussed individual or paired/group learning, comfortable relaxation, investigation, creativity and construction,
- organised to encourage children to take a pride in and responsibility for their environment and to develop independence in the selection, care and return of resources and equipment

### **The Outdoor Classroom**

We aim to ensure that our outdoor environment:

- offers opportunities for fresh air and exercise in a secure environment
- promotes physical development, health and general well being
- provides some covered and shaded areas
- has a variety of features, different surfaces, texture and levels
- offer a range of opportunities and challenges for independent and supervised exploration and experiences in all areas of learning

## **LEARNING AND DEVELOPMENT**

**'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'**

'Statutory Framework for the Early Years Foundation Stage'

At The Redeemer a carefully structured curriculum based on the Development Matters and Early Learning Goals offers provision that builds on the children's individual learning needs. Through play, children have the opportunity to explore, investigate, discover, repeat, revise and consolidate their knowledge, skills and understanding.

The EYFS is divided into 7 areas of learning and development, all are important and interconnected however, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- Communication and Language;
- Physical Development
- Personal, Social and Emotional Development.

There are 4 *specific* areas, through which the three prime areas are strengthened and applied. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

'Statutory Framework for the Early Years Foundation Stage'

We believe these seven areas depend on each other to support a rounded approach to child development. Children learn in many different ways and we recognise the need to provide opportunities that allow children to learn in the ways that best suit them ~ playing, talking, observing, investigating and problem solving, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. The curriculum is delivered through a combination of adult-led focussed learning and child-

chosen/child-initiated activities. The learning may be delivered through a wide variety of activities aimed at the whole class, groups, pairs or individuals that take place both in and out of doors.

### Planning

We are guided by a Long Term Planning overview, Medium Term Plans and detailed weekly plans for cross curricular topics to which the children are encouraged to add their own interests and focuses for learning. Where appropriate, the whole topic is pupil-initiated and led. Systematic planning ensures continuity and progression in the introduction and development of specific basic skills and concepts. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

### Long term plan

The long term plan outlines the possible topics to be covered in Reception on a yearly basis. Throughout each topic, work will be planned and delivered to cover all 7 areas of learning from the EYFS.

### Medium term plan

The medium term plan outlines objectives and activities which will be covered throughout a half term, taking in to account the age and development of the children. However the timing for this may vary as it is based on the children's interests and any unexpected educational opportunities which may arise.

### Short term planning

Weekly plans show clear learning objectives, activities and opportunities for assessment /observations. A mixture of directed and free choice activities are planned each week for children to engage in. In Reception, English, Mathematics and phonics are taught on a daily basis. More formal lessons will be taught towards the end of the Summer Term to ensure a smooth transition into year 1.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. As stated in the Statutory Framework, three characteristics of effective teaching and learning are:

#### **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 concentrating  
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

### Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

- On entry assessments are made in Reception to give teachers and support staff an understanding of the children's individual abilities in each area of learning. This is called Baseline and currently the school uses two different models in order to obtain this information Base – 1:1 computer based. Assessments linked to each child's vocabulary, language development and physical development are also carried out at the beginning of the year. These assessments are then repeated at the end of the academic year.
- In Reception the Development Matters are used to show children's progress. These are plotted on a termly tracker.

The EYFS Profile will be completed as this feeds in to the school Tracking system. Phonic and numeracy assessments are carried out at various points throughout the year.

- At the end of the Reception Year information will be passed on to the next teacher giving them a detailed account on each child's abilities.
- Early Years Foundation Stage Profile data will be sent to the LA

This policy devised by Gill Ross Foundation Stage leader

Accepted by the Governing Body:

Renewal Due: