



STANBRIDGE LOWER SCHOOL
TEACHING AND LEARNING POLICY
FOUNDATION STAGE AND EARLY YEARS
December 2017

1. INTRODUCTION

- 1.1 Stanbridge Lower School places great importance on the provision of a secure Foundation Stage Framework in which children can gain a sense of mastery over their environment.
- 1.2 We take a holistic approach to learning and value the many interrelated strands of experience that will develop a balanced and happy child.
- 1.3 We appreciate that children have learned a great deal before they come to school and will have had varied experiences.
- 1.4 We aim to build on the sum total of these direct and indirect learning experiences in co-operation with parents and carers, to best develop each child's potential.
- 1.5 The Early Years extends from the time the children start at Stanbridge in the Pre-school and extends into the Foundation Stage. The Foundation Stage Year extends from the time children start at Stanbridge, during the year of their 5th birthday, until the end of their Reception Year.
- 1.6 Children can enter Pre-school when rising three. This means they can start Pre-school in the term of their 3rd birthday. These children remain in the Pre-school enjoying the benefits of a play based learning curriculum which fosters independent, adult supported and adult directed play. All learning follows the Foundation Stage Curriculum.
- 1.7 In the Reception Year we have one intake and the children are invited to start school in the September after their 4th birthday. Parents are offered a full time placement, but have the option to choose part time, until their child reaches statutory school age. These children remain in the Reception Class enjoying the benefits of a play based learning curriculum which fosters independent, adult supported and adult directed play. In the term of their 5th birthday the children are gradually introduced to a more structured approach to their learning to prepare them for the National Curriculum and Year 1. All learning follows the Foundation Stage Curriculum.

2. AIMS AND OBJECTIVES

- 2.1 To ensure a smooth transition from home, through nursery/Pre-school and into school.
- 2.2 To establish positive links with parents and carers and begin to build a partnership for the benefit of the child.
- 2.3 To continue to develop the personal, social and emotional development of individual pupils.
- 2.4 To provide a broad based, balanced curriculum, based on the Foundation Stage Curriculum that takes account of the whole child, caters for individual needs and identifies next steps in learning.
- 2.5 To provide an attractive, stimulating environment with high quality resources to support the Foundation Stage Curriculum.
- 2.6 To provide an atmosphere of friendship and trust where children can feel confident and secure.
- 2.7 To offer an inclusive education for all.

2.7 To engender a positive attitude in children towards their learning and a confidence in their ability to succeed through persistence.

2.8 To promote the capacity in each child to concentrate on his/her own play and on structured tasks which are a variety of adult directed, adult supported and child led activities.

2.9 To provide opportunities for children to learn to co-operate with each other and to negotiate to resolve their difficulties.

2.10 We also aim to have

Pupils who:

- Feel secure
- Sustain interest
- Partake in the full range of activities and opportunities
- Work towards access to the National Curriculum
- Persevere, reflect and discuss
- Are happy

Staff who:

- Interact with children to extend thinking and understanding
- Promote good behaviour and enjoyment
- Have a clear purpose for activities
- Give praise and constructive observations in a sensitive and appropriate manner
- Ask relevant questions and encourage talk in a variety of situations
- Monitor children's progress
- Use observations to inform planning
- Liaise closely with all those involved in a child's education
- Take up opportunities for further professional development
- Work closely as part of the team with a clear understanding of their role
- Fulfil their responsibilities in a cheerful and conscientious manner
- Are happy in their work

Parents who:

- Feel involved and able to contribute to their child's education
- Feel welcomed, valued and necessary
- Understand the aims of the Foundation Stage Curriculum
- Are fully informed of the routines and procedures of the school
- Feel comfortable talking to the Foundation Stage staff
- Are confident that confidentiality will be maintained
- Are happy with the care given to their children

3. TRANSFER AND LIAISON

From home to school:

3.1 Parents are offered a place initially in the Pre-school and then on a fulltime/part time basis after their 4th birthday and invited to an introductory meeting.

3.2 Children who enter Pre-school are invited to Stay and Play sessions and Open Mornings with their parents.

3.3 Pre-school children and their families are offered home visits before starting school where parents and children can meet with staff on an informal basis to share information and to see children in their home environment. This helps children to familiarise themselves with staff and the staff with the children.

3.4 Children who transfer to the Reception Class are invited to two open afternoons with their parents. Parents meet with the Head Teacher as their children start full time education.

3.5 Children can be offered the chance to be introduced gradually to school, especially if they have had no Pre-school experience. Here they are gradually introduced to appropriate systems and the range of experiences they will meet in school.

3.6 Parents and children who enter school at the age of 4 are encouraged to visit school on an informal basis for a guided visit and 1-1 session with the Head Teacher where information can be shared in confidence.

4. PARENTAL INVOLVEMENT

4.1 At Stanbridge we aim to involve parents and carers in their child's education. This starts in the Pre-school and Reception year and continues throughout the child's time at Stanbridge.

4.2 We inform parents about the curriculum, topics to be covered each term and of ways that parents can support this.

4.3 We encourage children to show parents their work and use a range of communication methods to ensure that parents are aware of milestones that are achieved by their child,

4.5 We encourage parents to help in the classes across all year groups.

4.6 We operate an open door policy, welcoming parents at any time.

4.7 Parents collect their children from a practitioner in the Pre-school/Reception Class. This gives daily opportunities to foster home-school relationships for the benefit of all concerned.

4.8 We have a parent's notice board in the playground and regular newsletters to parents are sent home.

4.9 We hold regular events to encourage parent participation and support.

4.10 We invite parents to discuss any concerns or to enquire about their child's progress at any mutually convenient time. Parents are offered consultation appointments across the year.

4.10 Parents are invited to a consultation where the Foundation Stage Profile is discussed and explained. Parents are invited to complete the Parent Interview Section found in their child's Foundation Stage Profile.

4.11 We collect observations on each child which are available for parents to view during their child's stay in Pre-school/Reception. These observations are recorded on the child's Pre-school Profile and Foundation Stage Profile and all achievements and assessments made form the basis of the Annual Report to parents. This is given to the parents at the end of the year.

5. ASSESSMENT, MONITORING AND PLANNING

5.1 We value any pre-school learning experience the child has had and give an opportunity for parents to record some of this on their child's Foundation Stage Profile. This helps to ensure continuity and progression.

5.2 We aim to encourage and fully develop the potential of all children starting from the point that each child has reached on entry to the Pre-School and Reception Class. This will vary from child to child. All aspects of the child's development will be considered and a baseline assessment will be recorded. This is timed to take place during each child's first few weeks in school, allowing them to first become familiar with their new surroundings.

5.3 A variety of observations are made based on achievements. These are collected by all members of staff and evidence is recorded. These observations are also shared informally between key staff in the Pre-school and Reception class. These observations and omissions are used to make assessments about the achievements of children and to inform future planning.

5.4 As members of staff move between activities in the environment all information that would require immediate action, intervention or continued observations is passed verbally to those adults concerned.

5.5 In the Pre-school and Reception class monitoring is on going by the practitioners concerned and is shared and recorded as appropriate, according to school policy.

5.6 Topics are termly and planned collaboratively taking into account all aspects of the Curriculum Guidance for the Foundation Stage and children's own interests.

5.8 Short term planning is done on a weekly basis by the practitioners.

5.9 Differentiation, according to the varied needs of our pupils, is incorporated into the plans.

5.10 Each practitioner is aware of the learning objectives for each activity.

5.11 Copies of all plans are held centrally in the main school and in the Pre-school and Reception Class, and are on display for easy reference by parents and other interested parties.

5.12 Monitoring of the effectiveness of plans is recorded daily and necessary amendments are made to the forward planning. Thus ensuring next steps in learning are addressed.

5.13 Marking of work is in accordance with the school's marking policy and the intention is for it to be informative and positive in nature.

6. ENVIRONMENT AND STAFFING

6.1 At Stanbridge we recognise the need for favourable adult/pupil ratios. In the Pre-school all staff, including volunteers and parent helpers work under the direction of the Pre-school Leader and in the Reception Class all staff including volunteers and parent helpers work under the direction of a teacher to enrich the children's learning.

6.2 We have a commitment to maintaining our provision with well qualified staff that have access to on going professional development

6.3 Our practitioners maintain a bright and cheerful environment in which the children's work is attractively displayed.

6.4 Children have the opportunity to store their own selection of the day's art, craft and written activities to take home.

6.5 The Early Years environment is organised into areas that indicate and stimulate particular kinds of activity e.g. areas for wet play, painting and craft, role play, small world, reading and reflection, exploration of Information Technology, writing and quiet activities.

6.6 There is a range of good quality attractive equipment to support a variety of activities in each area of the Pre-school and Reception class. These are stored in a way that encourages the children to develop independence in both choosing and caring for it.

6.7 There is access to a safe outside area in the Pre-school and Reception Class.

6.8 The Early Years environment is organised to promote autonomy and give equal opportunities to all as we aim to offer a broad and balanced range of experiences in safe and secure surroundings.

6.9 Staff will adhere to all the welfare requirements as stated in the EYFS curriculum.

7. CURRICULUM

7.1 We follow the Early Years Foundation Stage Curriculum which is divided into prime and specific areas of learning. These are used to inform next steps in learning and ensure children are making good progress, and attaining good standards of achievement.

7.2 It is not envisaged that the whole of this programme will be covered by all of the children at the same rate, or during their first term in the early year's provision. It is a programme that underpins future development in to the National Curriculum and will cater for the needs of all children during their foundation stage experience.

7.3 The Foundation Stage Curriculum will be delivered through well planned opportunities for play and sensitive interaction by practitioners.

7.4 As children progress through the foundation stage the balance of adult led and child initiated exploration will alter, to facilitate the acquisition of skills and concepts at an appropriate pace for the age and stage of the child.

8. PRIME AREAS OF LEARNING

8.1 COMMUNICATION AND LANGUAGE

Children will have opportunities to:

- engage in high quality interaction with adults to promote the extension and use of listening, speaking, reading and writing skills
- develop the complexity of speech, vocabulary and confidence through discussions, expressing points of view, recalling the past, speculating about the future and describing places, events, situations and their feelings to provide learning which is relevant and motivating.
- use and develop an understanding of appropriate language in a variety of situations and to acquire new concepts.
- talk about feelings and interest
- be supported, when necessary to give reasons and explanations
- increase competence in offering information, comment and questions enjoy poetry and prose from both traditional and modern literature, offered by many speakers and to actively participate whenever possible.

8.2. PHYSICAL

Children will have the opportunity to:

- experience a wide range of structured and unstructured physical activities both indoors and out
- become responsible for meeting their own physical needs
- begin to develop strength, skills, co-ordination and kinaesthetic awareness through carefully planned and balanced activities
- learn and follow safety procedures, particularly with reference to spacing, lifting and carrying equipment and balanced activities.
- learn new physical skills safely and have the opportunity to consolidate these with adult support as necessary
- use tools and materials safely and refine their skills with appropriate intervention and guidance from practitioners
- gain water confidence and early swimming skills, where appropriate, whilst obeying the water safety rules
- understand the need for appropriate clothing for P.E. and be made aware of the changes that occur in their bodies during exercise
- begin to move in response to rhythms, differing qualities of music and to tone of the voice
- develop a positive attitude towards exercise, a healthy diet, hygiene and an appropriate cycle of rest

8.3 PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children will be given opportunities to:

- develop confidence and self-esteem
- begin to understand themselves and their emotions and to express their feelings verbally
- learn to cope with new experiences and change
- begin to find ways to control impulses and understand the need for rules
- use links with their own experiences to initiate, design and make models
- recognise and delight in their achievements and the talents of others
- begin to acquire the skills of self-assessment and to give and accept constructive comment
- investigate and make informed choices from a range of options
- form good social relationships with adults and peers
- develop important social skills(e.g. negotiation, co-operation, listening and attitudes such as fairness, honesty etc)
- learn to choose independently, and persevere with these choices
- engage in intellectually challenging work to acquire skills and knowledge appropriately matched to their developing competencies.
- learn about their lives and the works of other people and recognising and respecting the contribution made by all members of the community
- develop their understanding of, and respect for, the social and linguistic diversity of other people
- begin to appreciate the diversity of other cultures and religions through the handling of appropriate artefacts and clothes as part of play
- share routines, foods and festival of different cultures from the community

- begin to develop an awareness of their own individuality and to appreciate that they are special
- begin to express their feelings appropriately
- develop a sense of wonder at the beauty of the world and to show respect for all living things.
- become aware that their actions and inaction can have an effect on living things and the environment and to make appropriate choices
- Use incidental and planned events to reflect sensitively on other cycles of life
- learn to use and care for materials independently
- ask questions, pursue interests, make decisions and solve problems
- complete activities to their own satisfaction
- acknowledge and respond to each other's feelings
- agree codes of behaviour and take responsibility for their implementation
- attempt skills and proficiencies that are difficult initially
- be supported as appropriate to discuss their experiences with peers.

9. SPECIFIC AREAS OF LEARNING

9.1 LITERACY

Children will have the opportunity to

- retell and sequence stories in narrative and role play and predict possible outcomes
- build on their increasing competence in sequencing and using contextual clues to relate meaning to the written word.
- Write initially using their own symbols and then to begin to form letters and words in cursive script as part of their play, in a variety of other situations and for different purposes.
- Begin to read and write some commonly used printed words if this is appropriate to the individual's development.
- Participate within a group to share a big story book, following the print left to right and top to bottom as indicated by the adult
- Use books, other texts and information and communication technology to widen their experience of the world
- Associate sounds with patterns in speech and with letter symbols
- Experiment with words and sounds in rhyme and repetition
- Speak and write for different audiences and purposes
- Observe adults modelling writing and discussing composition and choices made
- Have their contributions valued and used to shape the direction of discussions and activities
- Recognise the letters of the alphabet by sound and shape
- Understand the difference between upper and lower case letters
- Be aware of simple punctuation
- Learn to value and enjoy a range of high quality books

9.2 MATHEMATICAL DEVELOPMENT

Children will have the opportunity to

- engage in a wide range of carefully planned adult directed activities, adult supported activities and child led activities to gain the concepts of language associated with number, comparative weight, measurement, shape and capacity at an appropriate level for their stage of development
- manage simple mathematical operations practically
- begin to record numbers and simple mathematical operations for a purpose
- use carefully planned and resourced play activities to match, sort, order and develop one to one correspondence
- use appropriate equipment and materials to develop their understanding of conservation of number.
- observe and arrange a variety of materials in patterns and sequences
- participate in enjoyable activities and games, songs and rhymes to increase their understanding of sequential and ordinal number, number symbols, more and less and one to one correspondence
- begin to select appropriate materials to use for a task
- use equipment and relevant everyday items to increase their ability to match number symbols to groups of objects
- generalise and use their mathematical skills and concepts in their everyday life.

9.3 UNDERSTANDING OF THE WORLD

Children will have the opportunity to:

- discover the enjoyment of scientific discovery
- collect, sort and display objects of interest
- recall experiences and make simple correlations
- engage in investigations, through both indoor and outdoor play, that arouse their curiosity and interest
- develop their understanding of themselves and their surroundings through exploration using all of their senses
- investigate the properties of materials
- learn about the needs of living things and participate in caring for both plants and animals
- identify and begin to predict patterns and change, similarities and differences
- learn about themselves and other people
- about aspects of their local community and the roles that people play in it
- deepen their knowledge of cultures and beliefs
- observe weather and seasonal changes and become aware of the pattern in this
- describe familiar surroundings and recreate some of these settings using the home corner or a range of construction kits and modelling equipment
- use family history, the recollections of visitors and a range of stimulating resources to begin to differentiate between past and present times
- compare artefacts of different times
- examine and compare a variety of both other natural and manufactured materials
- use links with their own experiences to initiate, design and make models

- make choices from a wide range of materials and reflect on the suitability of their selection
- have experience of different methods of joining materials and begin to understand that circumstances dictate their suitability.
- experience play situations that have been carefully planned to encourage them to find their own solutions to problems
- use commercially produced construction kits to explore relationships between components and the basic principles of construction
- receive guidance and appropriate support in the safe handling of simple tools
- learn to share tools and materials provided for a task
- experience the range of technological activity that is available, without bias of gender
- use edible materials to create their own food hygienically and to become aware of health issues as well as the processes involved
- take pride in the presentation of their endeavours
- become familiar with the operation of simple programs on the computer and use information technology to solve simple problems
- have experience of equipment such as computers, tape recorders, television and video recorders and where appropriate to operate these
- observe the use and purposes of ICT in the wider setting
- hear and use evaluative and comparative language to describe aspects of their environment
- have an input into the design and care of elements of their surroundings
- offer opinions on their environment

9.4 EXPRESSIVE ARTS AND DESIGN

Children will have the opportunity to:

- experiment with 2 and 3 dimensional materials
- make choices about materials and techniques and have access to well stored appropriate materials
- experience mark making in different ways with a variety of media on a range of different surfaces
- explore the use of colour and texture
- learn to mix paints to achieve a desired effect and to begin to gain control over this medium
- have the opportunity to produce imaginative art work and have their efforts valued
- explore and improvise imaginary roles
- use puppets and carefully chosen dressing up materials to stimulate role play
- listen carefully and identify natural and man-made sounds
- create and explore sounds using a range of instruments
- listen to, learn and sing a wide repertoire of songs and rhymes
- listen to a range of short pieces of music (over a period of time) and to express preferences
- experience live and recorded performances

- listen to a range of appropriate poetry read and told by different people and to participate when ever possible
- be supported to make aesthetic judgements
- have their imagination, vocabulary and knowledge of skills and techniques extended by carefully planned and structured opportunities, modelling and interventions
- encounter examples of how others have represented experiences and ideas
- be sensitively supported in evaluating their own work and develop possible ways to refine this.

10. SPECIAL EDUCATIONAL NEEDS

10.1 We are committed to the early identification and support of children with special educational needs in accordance with the school's SEN Policy

11. RESPONSIBILITIES OF THE FOUNDATION STAGE STAFF AND EARLY YEARS TEAM

11.1 The Pre-school Leader in charge of the Pre-school Class is responsible for:

- the day-to-day running of the Pre-school Class and all welfare requirements in the EYFS
- the smooth integration of children into the Pre-school Class and then into the Reception Class.
- planning appropriate learning opportunities for each child that takes account of the child's previous experience and that is informed by the child's profile.
- delivery of the planned curriculum.
- liaison with other foundation stage practitioners as appropriate.
- liaison with the school's SENCO to ensure appropriate provision for children with SEN management and recording of statutory baseline.

11.2 The teacher in charge of the Reception Class is responsible for:

- the day-to-day running of the Reception Class and all welfare requirements in the EYFS
- the smooth integration of children from the transferring nursery/Pre-school into the Reception Class and then into the National Curriculum.
- planning appropriate learning opportunities for each child that takes account of the child's previous experience and that is informed by the child's profile.
- delivery of the planned curriculum.
- liaison with other foundation stage practitioners as appropriate.
- liaison with the school's SENCO to ensure appropriate provision for children with SEN
- management and recording of statutory baseline.

11.3 The Nursery Nurses, Pre-school Assistant and Support Staff

- please refer to relevant job descriptions.

12. SUMMARY

12.1 The Foundation Stage Programme will include adult directed, supported and independent led activities, all of which have been carefully planned.

12.2 When giving children degrees of choice it is crucial that the children's activities are monitored through observation and discussion to ensure breadth, balance and continuity of learning for all pupils.

12.3 There will be an appropriate balance between adult directed, supported and child led independent activity.

12.4 We ensure that the learning context offers a broad and stimulating environment that reflects the background and interests of the children. It will provide opportunities for individuals to seek new challenges as well as to practise and consolidate developing skills and interest.

12.5 The range of experiences on offer will cater for children's individual needs and be fully inclusive, without bias of race or gender.

12.6 Children will be given opportunities to actively explore their environment, set their own challenges and make their own discoveries.

12.7 Children will be given opportunities to work collaboratively with their peers and to interact with adults who will extend their natural interests of learning, including the opportunity they need to learn through play.

12.8 Through play children practise and consolidate learning, experiment with ideas and develop what they know. They also dare to take risks, negotiate, solve problems, initiate, anticipate, re-arrange, re-state, reflect, integrate and consolidate their knowledge and understanding.

13. REVIEW OF POLICY

The school's policy will be reviewed when:

- Two years have elapsed
- There has been a significant change in staffing or pupil intake.
- There has been a significant change in Government guidelines

R Godwin
Head Teacher
December 2017

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.

