



Kernow Learning
Building Excellent Schools Together

Early Years Foundation Stage Policy

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Appendices:	N/A
School or Trust policy:	School Policy

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01841 520683 or email stmerryn@kernowlearning.co.uk



EYFS Policy

Responsibility for EYFS:

Aims

- To foster positive attitudes to learning including confidence, curiosity, responsibility and independence.
- To promote an inclusive ethos and approach to learning for all our children to ensure that none are excluded or disadvantaged.
- To provide children with a well-planned curriculum which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment.
- To develop children's knowledge, understanding and skills in all areas of learning through firsthand experiences.
- To provide opportunities for children to make choices and become independent in their learning in a variety of safe and stimulating environments both indoors and outdoors.
- To establish and maintain a close partnership with parents/carers, families and pre-school providers in our community.
- To use focused assessment and record keeping based on direct observation of children and discussion with them. To use this to inform future planning, monitor progress and build in children's prior learning.
- To provide all pupils with Equal Opportunities, irrespective of sex, religion, colour, ethnic or national origins.

Admission

Our school follows the Cornwall Primary School Admission Arrangements as set out in the annual admissions booklet given to the parents of prospective pupils in the autumn term. Currently, from the term following their fourth birthday, all children are entitled to full-time education. In our school we offer full time education to those pupils with their 5th birthday between 1st September and 31st August

Starting School

At St Merryn School, we have our own Nursery Provision. This provides opportunity for our pre-school children to learn alongside our Reception in a mixed aged setting. This allows for a smooth transition from Nursery to Reception. Pupils who do not attend the Nursery are invited along to these transition sessions including stay and play sessions as well as parent and child play sessions. As well as providing these opportunities, parents are also invited to a welcome to school meeting, which explains school life and routines and the Foundation Stage Profile.

Accommodation

We review our accommodation annually to ensure that it meets statutory requirements. At present our foundation stage consists of:

- A bright stimulating classroom within the main school.
- Different learning areas within and outside the classroom.
- Toilets next door to the classroom for the sole use of the pupils.
- A secure outdoor area with a range of surfaces and levels.





- A separate play area for foundation stage pupils when appropriate.

Resources

We review our resources annually to ensure that they are:

- Suitable to meet the needs of the children.
- In a safe and clean condition for use.
- Appropriate for all seven areas of learning and development

Our resources include the following:

- A good range of quality books displayed in an attractive, comfortable area.
- Sand and water, indoors and outdoors, with a variety of equipment.
- Mathematical and scientific equipment.
- Materials for imaginative play including some equipment for different role play areas.
- A variety of papers and tools/implements to make marks and write.
- A variety of creative media such as paint, clay, wood and junk materials.
- Small and large construction equipment.
- Cooking equipment.
- Growing and living things.
- Artifacts and interesting objects to handle.
- A variety of outdoor play equipment.
- Use of computer technology .
- Weekly challenges linked to learning.

Staffing and Organisation:

Our Reception and nursery class is taught by a teacher with Early Years' experience. In addition, the class has well-qualified support assistants on a full time basis. We also welcome parental help in the classroom and on trips and visits, which are planned regularly. We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all our staff working in the Foundation Stage attend courses and training on a regular basis as part of our school professional development programme.





Curriculum

Our core reference documents are the 'Early Years Foundation Stage Profile Handbook', the 'Statutory Framework for the EYFS' and 'Development Matters'. These include the principles for good practice, which underpin our provision at this school.

The curriculum is organised into three prime areas and four specific areas of learning and development. The three prime areas are:

- Personal, social and emotional development
- Communication and language
- Physical Development

The four specific areas are:

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

Within these seven areas of learning, the early learning goals establish expectations for most children to reach by the end of the Foundation Stage. Some children in our school will exceed these goals and others will still be working towards them as they enter Year 1. Although the seven areas of learning form the framework for our planning, we know that children's learning is not divided into distinct areas. Often, one experience helps a child to develop a range of new skills and concepts across several areas of learning and our planning reflects this. We encourage parents to become actively involved in their children's learning by sharing curriculum information with them, and giving them plenty of opportunities to share information, experiences, thoughts, concerns and resources with us.

Learning and Teaching

We believe that our children learn best by being actively involved in activities, through first hand experiences and their senses. We therefore provide a range of activities which are interesting, enjoyable, challenging and fun! Through these, we encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills. We firstly believe that if a child is excited and motivated by learning, especially in the early days at our school, then we are already helping that child to become a lifelong learner. We also provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary. We recognise that children learn in different ways and at different rates.





In the Foundation Stage we choose to cover the elements of Literacy and Numeracy across the whole day, rather than in a single unit of time as in Year 1 and beyond. We place particular emphasis on children developing their speaking and listening skills through the modelling of appropriate language, play and rich, first hand experiences. Towards the end of their Reception year, we prepare children for full Literacy and Numeracy lessons.

Play

We ensure that children have plenty of opportunities to play in a secure environment with effective support from caring adults. We use the classroom and our outdoor area to enable children to access both planned, structured play activities and self-initiated, spontaneous play activities.

Assessment

Our assessment of pupil progress through the Foundation Stage is based on regular and close observations as well as questioning, listening and discussion with individual children. In this way, we are able to make professional judgements about what children have learnt as well as through the activities children have completed. We involve all adults who come into contact with the child and regard parents as especially important in this respect. We therefore want to ensure that parents are able to contribute to the assessment process through an ongoing dialogue between home and school.

On entry to school we make initial assessments of what children already know, understand and can do. On a regular basis we track each child's progress against specific learning objectives, record significant achievements and report to parents termly. During the school year we hold parents' consultations with an appointment system as well as opportunities for informal discussions between home and school. At the end of the school year in the summer term, we give parents a written report which shares information about their child's progress in the seven areas of learning, invites comments and provides an opportunity for discussion.

During the summer term each child's achievements within the Foundation Stage profile are summarised and data submitted to the Local Authority as part of statutory assessment.

Meeting Individual Needs

We provide a safe and supportive learning environment at our school where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs. In particular we plan carefully to meet the needs of:

- Boys and girls.
- Children with special educational needs.
- Children with disabilities.
- Children from all social, cultural and religious backgrounds.
- Children of different ethnic groups including Travellers and refugees.





- Children from diverse linguistic backgrounds.

In addition, we select our resources, equipment and materials thoughtfully, choosing those which positively reflect diversity and are free from discrimination and stereotyping.

Promoting British Values

Democracy: making decisions together

- Encourage children to know their views count
- Value each other's views
- Talk about feelings
- Making decisions about things that affect daily activities e.g. choosing role play themes
- Activities that involve turn taking, sharing and collaboration
- Opportunities for critical thinking and questioning

Rule of law: Understanding rules matter

As part of the focus on managing feelings and behaviour (Personal Social and Emotional development)

- Activities where children understand their own and others' behaviour and its consequences
- Distinguishing right from wrong
- Creating shared classroom rules/ common codes of behaviour
- Promoting an understanding that rules, e.g. tidy up time, apply to everyone

Individual liberty: freedom for all

As part of the focus on self-confidence and self-awareness and people and communities (Personal Social and Emotional development) and Understanding the World

- Encouraging children to develop a positive sense of themselves
- Opportunities for developing self-knowledge, self-esteem, and increase self-confidence through e.g. encouraging risk taking on climbing apparatus, celebrating individual successes





- Activities which encourage the language of feelings and an appreciation of the feelings of others e.g. through the use of persona dolls
- Activities which encourage discussions and celebration of all our similarities and differences
- Creating an ethos which encourages and respects different opinions

Mutual respect and tolerance: treat others, as you want to be treated

As part of the focus on people and communities, managing feelings and behaviour and making relationships (Personal Social and Emotional development and Understanding the World)

- Creating an inclusive environment and ethos where everyone is valued and differences are portrayed positively
- Positive relationships promoted with parents/carers and the wider community
- Activities which encourage an understanding of and respect for one's own cultures and beliefs and that of others; an appreciation of similarities and differences among families, faiths, communities and traditions
- Activities which encourage positive social behaviours such as sharing and kindness towards others

Activities and resources which promote diverse attitudes and challenge gender, cultural and racial stereotypes and value the diversity of children's experiences and lifestyles through e.g. persona dolls

Partnership with Parents & Carers

We firmly believe that "parents are children's first and most enduring educators". (QCA Guidance)

To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise through:

- Parents welcomed into school/classroom at the beginning and end of each school day and voluntary support.
- Parent's views and knowledge about their own child are listened to e.g. on admission and through parent questionnaires and formal/informal consultations.
- Parents are given clear information about the school through its prospectus, newsletters, displays, meetings, workshops etc.
- Parents and other family members are encouraged to support their child's learning through:
Sharing reading books and library books; Visits and celebrations; Postcards/books about holidays etc.

Monitoring & Evaluation





This policy is monitored on an annual basis. It also forms part of our annual school self-evaluation process and will therefore be incorporated into our School Development/Improvement Plan as appropriate.

At St Merryn we appreciate the need to be aware of, and consider, issues concerning disability, race and faith, sex/gender, sexual orientation, age, income, and geographical factors as well as harassment discrimination and how they may affect the curriculum and school ethos.

