

## **Foundation Stage Policy**

### **Introduction**

At Bentley CEVC and Copdock Primary Schools we endeavour to ensure a smooth transition for pupils entering school from Pre-school and other early year's settings. Children and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting a new school.

We recognise that children can feel vulnerable at stages of transition. For this reason, we have implemented a range of strategies, ensuring a smooth and happy transition which enables children to feel safe and supported and which extends their learning and development.

### **Aims**

- To provide a smooth transfer from pre-school to Year Reception for children and parents/carers
- To ensure the children's emotional well-being is a priority
- To ensure good communication between staff, parents and pupils
- To inform parents/carers of school routines and policies

### **How will this be achieved?**

#### **Pre-school visits**

Where possible, the class teacher or teaching assistant will visit the pre-school to meet the children in the term prior to a child's entry or meet with the pre-school practitioner to find out as much as possible before they enter school. If staff are unable to visit, they will call your child's pre-school provider to discuss your child with their key-worker.

#### **Parent/Carer Induction Visit**

Before your child starts induction sessions at school there will be an opportunity for parents to visit school and meet the early years staff and be shown around the school. If Covid restrictions are in place, we will arrange a Microsoft Teams meeting call for our new parents/carers to meet together with staff.

#### **Induction**

Prior to starting their induction period, you and your child will be invited to a 'teddy bears picnic' in the school grounds. This will give you and your child the opportunity to come into school informally, get to say hello to the staff and have a look around the classroom.

If Covid restrictions are removed, all children will be invited to attend school for weekly half day sessions in the second half of the summer term prior to September. During these sessions the children will become familiar with staff, class routines and the school environment as well as expectations. The children will receive a responsive and appropriate curriculum that will meet all children's needs and support their continued achievement.

However, if Covid restrictions are in place, you will be invited to register with our online learning journal 'Tapestry'. The class teacher will upload videos and stories for you to access at home that will help to begin to form positive relationships with your child and members of staff.

During this induction period please feel welcome to make contact with us, whether it is to say hello, discuss concerns or something you may be unsure about.

### **Induction Pack**

Prior to beginning school parents/carers will be given an induction pack and information booklet which will consist of information about the school, EYFS Framework and how to help children to get ready for school. A copy of how we write our letters at school will be included.

### **Parents/Carers and Communication**

Once your child has started school, you will be invited to register with Tapestry. This is an electronic learning journey that keeps families updated with their child's learning and achievements, whilst also giving us the means to incorporate home learning activities into their own assessments.

We encourage parents/carers to also contribute to the Learning Journey to share information. Comments could include a response to what your child has done in school or out of school activities or news that could be shared with school.

At the beginning of the term in September, on arrival at the beginning of the day, parents/carers are to take their child to the outdoor learning area and can play with outside activities to help the children settle happily (If Covid restrictions are in place in September, this will be slightly different). Your child's class teacher will join them just before the bell. Once children are settled, parents will be asked to leave their children. At the end of the day, please wait within the designated area outside area where your child will be released from the classroom door. This encourages children to be independent and develops confidence. Staff are always available at the end of the day to chat with parents or adults collecting children.

There is also a noticeboard in this area that will keep you updated with learning and messages; all information, letters and dates are available on the school website.

<http://www.bentleycopdock.co.uk>

## **Foundation Stage Curriculum Policy**

### **Rationale**

The early years of children's learning and development are recognised as being extremely important both in their own right and also because of the long-term effects these early experiences can have on later achievement and on the children's attitudes to themselves, to others and to their own learning.

Our Schools recognise the importance of the EYFS alongside home and community learning and the role they play in early childhood learning and development.

### **What is the Early Years Foundation Stage?**

'Every child deserves the best possible start in life and the support that enables them to fulfill 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 learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'

The Early Years Foundation Stage (2021)

### **Aims**

- To effectively deliver the EYFS
- Recognising children as unique and individual
- Developing positive relationships
- Providing a creative and stimulating learning environment
- Promoting learning and developing skills

### **Inclusive Practice and Equal Opportunity**

At Bentley and Copdock, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. Our policy covers all of these pupils and can be accessed on our school website.

We are committed to equality in every aspect of school life and promote equality across all areas of school activity in line with the Equality Act 2010. (Equality Policy is on our website)

## **Keeping Safe**

Our schools fully recognise responsibilities for child protection and keeping children safe. Our policy applies to all staff, governors and volunteers working in school. (Child Protection Policy can be viewed on our website)

In our Early Years / Key Stage One class there are two members of staff qualified in pediatric first aid and there will always be a qualified first aid member of staff on class visits.

During educational visits we assess the risks or hazards which may arise for the children, and identify the steps taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios.

## **Behaviour**

We promote positive behaviour at all times, discouraging behaviour that is not in the best interest of individuals and the school community. Every class follows our behaviour traffic light system. When a child chooses to behave in a way that is not appropriate, they are moved to the green light which is a reminder about positive behaviour. If a child continues to behave in an inappropriate way s/he will move up to the amber light which encourages time out to reflect. If a child continues to make inappropriate choices s/he will be moved to the red light and may be sent to complete learning in another class. (Behaviour Policy available on the website)

In school children are given brain stars for positive learning behaviour and working well. These are collected on brain cards and the children earn brain tickets which are put into a box and drawn during a family assembly on Friday.

## **Parents as Partners**

Success in the education of children depends, at least in some part, on the involvement of parents. If a child sees that their parents are enthusiastic about education, they are far more likely to view their schooling in a positive light, and be more receptive to learning.

We actively encourage parents/carers to share their child's learning and experiences at school and parents will often be invited into school. To make this a valuable learning experience for your child, you will need to consider the following expectations:

- Younger siblings will need to be fully supervised whilst in school, otherwise they will not be able to attend with a parent.
- For family learning sessions, we encourage you to make alternative care arrangements for younger siblings
- Older siblings will need to wait outside of school
- To sit and talk with your child during family learning sessions and fully participate

There will be an opportunity termly for parents to catch up with the teachers and review the progress their child has made and next steps.

Parents and family members are encouraged and welcomed to help in class on a regular basis and on class visits. Another pair of hands is always great! We have a more formal process if you wish to volunteer on a regular basis.

## **Key Person**

We have two key people in the Early Years / Key Stage One class; a class teacher and a teaching assistant.

### **Assessment at the start of the reception year**

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

### **Assessment at the end of the EYFS**

In the final term of the year in which the child reaches age five, and no later than 30<sup>th</sup> June in that term, the EYFS Profile must be completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding, and abilities, their attainment against expected levels, and their readiness for year 1. The profile must reflect teachers own knowledge and professional judgement of a child to inform discussions with parents and carers. Each child's level of development must be assessed against the Early Learning Goals and if children are meeting the expected levels of development of emerging.

In order to plan effectively for the needs of all the children, we make daily and regular observations and assessments to measure their knowledge and understanding in all areas of learning. We use formative assessment of each child's progress to assess and develop individual knowledge and understanding. We keep records of parental and other professional assessments of each child. Together, these assessments inform planning, our provision, target setting and differentiation for individual children. They also identify teaching and learning needs for children with special educational needs.

During the first half term we assess every child across all areas of learning. This helps us to form a Baseline assessment – your child's starting points. We also screen their verbal development and pre-literacy skills. This helps us to detect any language difficulties and provide suitable early intervention to allow children to make progress and narrow the gap.

Assessment is obtained by using onscreen resources, observing the children, gathering photos and evidence of work including Learning Journey profiles from pre-school provision.

Reviewing the children's progress is an ongoing process and enables us to set targets in areas that need to be developed for each child. Targets may also be set from observations.

## **Our Class Environment**

The classrooms are set out to meet the requirements of the EYFS as fully as possible. We have a writing area, reading corner, role play area, small construction area, numeracy area, art studio. Our outside provision includes large construction, large water play, sand, design and technology area, games area. The class is set up so children can independently access resources and make choices.

## **Open Door**

Throughout the day the children will have the opportunity to choose to work inside or in the outside learning area.

## **Play as a Vehicle for Learning**

Play underpins the delivery of all the EYFS and is crucial for the development and learning of young children. Through play children develop intellectually, creatively, physically, socially and emotionally. The Reception children are able to plan and choose where they would like to play in the learning environment.

## **Approaches to Teaching and Learning**

In the Foundation Stage we aim to promote the holistic development of the child. We teach the children to be independent and skilled at making decisions. This is achieved by a balance of small group, adult focused activities which teach discrete skills and meet the individual learning needs of each child. Children participate in independent and self-chosen activities that practise and consolidate learning skills.

## **School Readiness**

As children grow older, and their development allows, it is expected that learning will gradually shift towards more activities led by adults to help children prepare for learning in Year 1.

## **Phonics**

Children will have a short daily session of phonics. Phonics teaches children to recognise the different sounds represented by letters and helps to build early reading skills. Phonemes will be sent home for you to share and practise with your child.

## **Reading**

We aim to develop happy, healthy and curious learners who read confidently and independently and develop lifelong enjoyment and pleasure in reading. It is important that children begin to understand the meaning of what is read to them and what they read. We share and communicate our enjoyment of reading in the following ways:

- ✓ Story time
- ✓ Shared and guided reading
- ✓ Library time
- ✓ Reading with individual children

In the Foundation Stage (Reception) the teaching of reading is based on the specific area of Literacy

In Key Stage 1 (Year 1 and 2) the teaching of reading is based on the National Curriculum for English and what we know and believe is successful about teaching children to read.

## **Word reading skills and strategies**

Every day each child will be engaged in

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently.
- A Little Wandle phonic session.
- Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way.
- As soon as children start school, they will bring home books to share, which will then progress to reading books to support the phonic skills that are being taught.
- Children will also have spot words each week that will support the recognition of key words that cannot be phonetically decoded.

## **Shared reading**

Every day the adult models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily word level work. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

## **Guided or group reading**

Each week a skilled adult works with small groups of children who are able to read at the same phonic phase. Three guided reading sessions happen each week focusing on the development of phonics, prosody and comprehension.

## **Assessment & Planning**

The Foundation Stage planning allows the opportunity to respond to children's individual learning needs and interests. We plan continuous provision (what we have out every day) and how this can be enhanced as well as adult focused activities. Assessment is mostly obtained by observing children, photos, and pieces of learning. We assess children using a best fit approach which is supported by Development Matters and Birth to 5 Matters.

Children with SEN, and/or learning difficulties or disabilities will work towards the same objectives with support. Those working below the age expected level will be supported within the classroom as appropriate for their needs. Children who are gifted and talented will also be supported within the classroom as appropriate.

Children learning English as an additional language (EAL) will receive support to enable them to access the learning.

## **Transition into Year 1 and Intervention**

When a child has achieved a good level of development (GLD), it is agreed that they are likely to be ready for the National Curriculum Key Stage 1 Program of Study. However, if this has not been achieved by the end of the Foundation Stage (Reception Year) then the child will continue to follow the Early Learning Goals and consolidate early learning skills into the beginning of Year 1.

Each term there is a pupil progress meeting. This a professional conversation between a class teacher and a leader to analyse the progress of pupils, celebrate success and implement support for children that need it, ensuring they have the right support/provision to make progress.

At the end of the first Autumn Term in Year 1 children will be assessed against the National Curriculum Levels of Attainment. If a child has not achieved the expected progress at this stage then s/he will be further assessed to identify specific support that may be required. When children are not reaching the expected rate of progress with phonic and reading skills by the end of autumn term, they may receive a booster programme such as Early Literacy Support or possibly an intervention programme which will always be matched to a child's individual needs. Such programmes are Sound Discovery, Apples and Pears and Sound Linkage.

## USEFUL INFORMATION

### SCHOOL HOURS

The school hours are normally:

**Bentley** 8.45am to 3.15pm. Parents will need to wait with their child on the playground and the bell will ring when time to line up.

**Copdock** 8.45am-3.15pm. The gate will open at 8.40am to allow access to the site ready for the morning bell. Parents/carers leave children at the slope. The gate will re-open at 3.05 in time for collection of your children at the end of the day. KS1/KS2 parents wait on the playground while Reception parents wait in Kittens gated area.

### SCHOOL UNIFORM

#### Bentley

Grey trousers, skirt, pinafore or shorts  
Blue check dress in Summer (optional)  
White Polo Shirt  
Navy blue sweatshirt or cardigan with school logo

Grey tights or black white or grey sock  
Plain black, durable, flat shoes (no trainers, logos, canvas or sandals)

Book Bag

#### PE

Navy blue / black Shorts  
White T-shirt  
Plimsolls or trainers  
Navy or black jogging bottoms and a sweatshirt are helpful in the colder months.

#### Copdock

Grey Trousers, skirt, pinafore or shorts  
Blue check dress in Summer (optional)  
White Polo Shirt  
Royal Blue Sweatshirt or cardigan with School Logo

Grey tights or black white or grey socks

Plain black, durable, flat shoes (no trainers, logos, canvas or sandals)

Book Bag

#### PE

Royal Blue Shorts  
White T-shirt  
Plimsolls or trainers  
Navy or black jogging bottoms and a sweatshirt are helpful in the colder months.

Uniform with logos can be purchased through the school. Parents may be required to order these items as only a limited stock is held.

## **Glossary and Useful Words**

*EYFS* - Early Years Foundation Stage

*Phonics* – sounds represented by letters

*Guided reading* - enables the teacher to work with a small group of children to help them learn effective strategies for reading

*SEN* – special educational needs

*Adult-focused* - activities the adult decides what the child will do, unlike in child-initiated activities

*Assessment* - professional judgements about children's achievements and decide on the next steps in learning

*Child-led* - the child decides what he or she will do and chooses an activity, unlike in adult-led activities (see above).

*Continuity* - ways that links are made across areas and stages of learning so that children's experience of learning is coherent.

*Curriculum*-everything that is learned by children in the setting and involves the interactions they have with other children and adults.

*Development*-the process by which a child acquires skills in the areas of social emotional, intellectual, speech, language and physical development

*Early learning goals*- targets for children to achieve by the time they reach the end of the Early Years Foundation Stage, by the end of the August after their fifth birthday

*Early Years Foundation Stage Profile*-this provides information about each child at the end of the Early Years Foundation Stage. It is used to report progress to parents as well as to the child's next teacher.

*Effective practice*-practice that has been identified as producing good learning and development outcomes for children and families

*Inclusion*-a process of identifying, understanding and breaking down the barriers to participation and belonging

*Key person*-the named member of staff with whom a child has more contact than other adults.

*Observation*-observation describes the process of looking, listening and taking note.

*Observational assessment*-Observational assessment based on evidence gathered through observations.

*Phonics*-instructional practices that emphasise how spellings are related to speech sounds in systematic way

*Planning*-written records based on what has been observed about individual children's interests, learning styles and achievements that set out what and how the practitioner will support children's learning. Planning may be short-, medium- or long-term.

*Transition*-movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.