



**Berrycoombe School**

**Revised August 2022**

## **Foundation Stage Policy**

### ***Introduction***

The Early Years Foundation Stage begins at birth and continues until the child reaches the end of the reception year. There are four guiding principles that shape practice in early years settings:

- unique child
- positive relationships
- enabling environments with teaching and support from adults
- learning and development

At Berrycoombe School, we recognise the important role the foundation stage plays in developing the whole child prior to starting life in Key Stage 1. We believe that children should be provided with the best possible start to their education and place great value upon quality provision in the foundation stage.

### ***Aims***

- To foster positive attitudes to learning and develop confidence, curiosity and independence through a rich and safe environment.
- To ensure that an inclusive ethos is adopted for all children
- To identify children with special educational needs as early as possible and appropriate arrangements made.
- To provide a child centred curriculum that is challenging, stimulating and flexible and ensures progression.
- To develop children's knowledge, understanding and skills in the seven areas of learning and development through hands-on experiences both indoors and outdoors.
- To encourage children to become independent learners through providing enriching resources which are easily accessible and provide them with choices.
- To establish and maintain a close partnership with parents, carers and pre-schools that feed into Berrycoombe School.
- To use observations to monitor children's progress, feed into the Early Years Foundation Stage Profile and inform planning.



### **Admission**

Berrycoombe School follows the Cornwall primary school admission arrangements as set out on the Cornwall website 'Starting School 2022'.

We offer a single intake in September and each child is offered a full time placement.

For further information about starting Reception Class please see our 'Welcome to Reception Class' booklet.

### **Staffing**

Reception Class is managed by a qualified teacher who has the support of at least two auxiliary assistants per session. We also welcome parental help in the classroom and on trips and visits.

### **Environment**

The Foundation Stage classroom aims to be inviting and attractive to all children, providing opportunities to foster autonomous learning and sustained play. This is achieved through the use of well developed 'zones', which are suitably resourced and accessible, and through observations which enable the enriching of continuous provision (i.e. physical resources, visitors, visits, adult support). We also provide areas for children to enjoy calm and quiet moments where they can relax and converse with friends. There are a variety of floor coverings suitable for a range of activities and children will be able to work at different levels. Space will be available for large scale construction and play.

Berrycoombe has a two levelled outdoor area which is used as an extension of the classroom (freeflow). It provides opportunities for exploration and consolidation of skills in the outdoor environment. The school also has its own large field, adventure playground and playground.

### **Starting Reception Class**

At the end of May/beginning of June, parents and carers are invited to a 'Welcome Evening' attended by the EYFS team, PSA, SENCo and head teacher. This evening provides all that attend with information about routines, teaching, learning and assessment and staff are available to answer questions.

The Reception Class teacher visits each child in their pre-school setting wherever possible. We work closely with our onsite nursery, Berrycoombe Berries, and have an increased presence in Summer Term 2 to support transition. The Reception Class teacher also, spends time with



other feeder pre-schools and the children's keyworkers in the summer term to ensure information sharing.

During the second half of the Summer Term, all children due to start Reception Class are invited to spend at least 5 sessions in their new classroom where they receive the opportunity to explore resources and get to know the staff. These sessions are known as 'Stay and Play' sessions.

'School Visits' now replace 'Home Visits' and take place at the start of the Autumn Term. These are up to 30 minute appointments where parents and their child can come and have some 1-1 time in their new classroom and meet the staff. These visits are highly valuable in building relationships with parents and carers and in supporting children with the transition into Reception Class.

### **Resources**

Resources are reviewed regularly to ensure they are:

- safe
- meet the needs of pupils
- varied
- help develop all areas of learning

Resources include

- a range of books provided in an attractive and comfortable area
- sand and water with a variety of equipment
- natural and man-made resources for open-ended play
- a range of loose parts
- mathematical and scientific equipment
- resources for imaginative play
- a role play area
- writing and drawing media
- a variety of creative media, such as playdough, clay, paint, material etc
- small and large construction toys
- collections of interesting objects to handle and encourage questioning



- programmable robots
- games and puzzles
- musical instruments
- objects to develop fine and gross motor skills
- I Pads

### **Curriculum**

We use the DfE 'Statutory Framework for the Early Years Foundation Stage' and refer to the non-statutory guidance provided by 'Development Matters' to ensure good standards for learning, development and care in Reception Class.

Our carefully created curriculum takes into consideration the Educational Programmes, as outlined in the EYFS Framework. It is planned to meet the needs of the cohort, community and school targets and takes into consideration the views of the Year 1 teacher and the EYFS team as well as the data collected from the present and past cohorts.

Our Long Term Plan outlines topics and general themes (these are flexible), cooking opportunities, key events, festivals, activities, experiences and learning that we believe to be important to the development of our children.

Medium term plans outline the learning intentions to be covered each half term and some of the 'vehicles' used to do so.

Short Term planning takes into consideration the needs and interests of the children in Reception Class on a day-to-day basis. Planning is flexible in order to meet the emerging needs of individuals.

Planning always incorporates the seven areas of learning which are grouped into **3 Prime Areas**:

- communication and language
- physical development
- personal, social and emotional development

which will help to develop the skills in the **4 Specific Areas**

- literacy
- mathematics



- understanding of the world
- expressive arts and design

The promotion of the Fundamental British Values (democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs), as set out by the Department for Education, are addressed within these areas.

Planning also takes into consideration three characteristics of effective teaching and learning which are

- **playing and exploring** - children investigate and experience things and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our planning can be found on the school website; displayed in the window of the classroom and on a display board in the classroom as well as paper copies being distributed to parents/carers.

### ***Teaching and Learning***

We believe that our children learn best by being actively involved in activities. We therefore provide a wide range of activities that are interesting, enjoyable and challenging. Through these activities we encourage children to explore, experiment, question, investigate, discover, create, practice and consolidate their knowledge, understanding and skills.

If a child is excited and motivated by learning, especially upon entering school, we believe we are helping them to become enthusiastic life-long learners.

We provide time for children to make choices and explore ideas, which means, that our timetable needs to be flexible. We recognise that children learn in different ways and at different rates and aim to provide learning opportunities which are a balance of visual, audio and kinaesthetic.

### ***Play***

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these



different environments that children explore and discover their immediate world. It is here they practice new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources that will inspire play and fire children's imaginations. They observe play and join in, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

### **Assessment**

Within the first 6 weeks of being at school, every Reception Class child will take part in the new 'Reception Baseline Assessment'. This is a short, child friendly assessment that looks at early maths, literacy, communication and language skills.

Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of development and interests and then using that to shape teaching and learning experiences.

Throughout the year staff will gather observations and make assessments that indicate key learning and 'wow' moments in each child's development. It is also important that parents are able to contribute to this system and that there is ongoing dialogue between home and school as well as recorded evidence.

In the final term the Early Years Foundation Stage Profile is completed where each child's level of development is assessed against the Early Learning Goals. Children are graded as either 'expected' (meeting expected levels of development) or 'emerging' (not yet reaching expected levels) for each Early Learning Goal.

During the school year we hold parent's consultations which provides us with the opportunity to introduce and review each child's profile and share progress and targets.

At the end of the school year parents and carers are provided with a report containing the teacher's final assessments against the Early Learning Goals; a commentary for characteristics of effective learning; a comment from the head teacher and next steps.