



Tenterfields Primary Academy **Foundation Stage Curriculum Policy**

Statement

Tenterfields Primary School is committed to placing the Convention on the Rights of the Child at the heart of its ethos and values.

We aim to teach children about their rights and help them understand about how rights can differ throughout the world.

The Early Years Foundation Stage Curriculum (EYFS) begins at birth and continues until a child reaches the end of the Reception year. These Foundation years are crucial to enable children to develop into resilient, independent learners who are creative and think critically and thus become school ready. Through the Foundation Stage curriculum, we believe children have the right to reach their full potential, in line with their right to an education sited in Article 28 of the UNCRC. Therefore we at Tenterfields Foundation Stage should;

- Plan opportunities to develop children's individual personalities and abilities, ensuring that children value and respect the environment they are in (Article 29)
- Plan opportunities for the children's learning and development experiences to be the best for each individual child (Article 3)
- Give children opportunities to find out new things and share the things they have found out (Article 13)
- Allow children the opportunity to learn through play and join in with a wide range of activities including those that are cultural and artistic (Article 31)

Introduction

The Early Years Foundation Stage Curriculum as set out by DFE comprises of stages of development separated by months of age. Within each development stage is the objectives set out for children to be taught and achieve. The curriculum is underpinned by four main principles:

- A Unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

Through these four main principles and through development matters, the curriculum ensures that no child is excluded or disadvantaged and that all children receive an education that;

- Scaffolds on what our children already know and can do;
- Offers a range of starting points to match the needs of all children
- Promotes learning indoor and outdoor
- Offers an enriching, challenging and stimulating play based learning environment that support independent learning



- Enables children to be resilient, capable, confident and self-assured individuals
- Ensures home and school create partnerships to foster a child's learning journey
- Allows the child to play a vital role to the planning and organisation of their educational setting

Aims

At Tenterfields Primary School we aim to give every child the best start to fulfil their potential. We achieve this by creating a well-balanced and enriching mixture of adult-led, and child-led learning supported by an enabling environment to deliver the EYFS Curriculum set out by the DFE, promoting the four main principles and fostering learning in the seven areas which are (as stated by Statutory Framework for the Early Years 2017) :

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, dance, role-play, and design and technology.

The guidance also sets out Early Learning Goals. These goals state what is expected of children by the time they reach the end of the reception year of their education and to which the children are assessed against.

Methods

At Tenterfields Foundation Stage we strive to deliver an enriching and high quality curriculum whilst promoting the four underpinning principles. We achieve this through our planning, play



based approach to learning, promoting the characteristics of effective learning, assessment, environment, adults and positive partnerships.

Play based and Active learning and Adult-led activities

The EFYS states that “Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults,” Statutory framework for the EYFS, page 9) At Tenterfields Foundation Stage we understand and appreciate the value of both child-led and adult-led learning both through structured and freely chosen play activities. At Tenterfields Foundation Stage we:

- Provide a balance of both child led and adult led activities both of which scaffold children’s learning and help them to acquire new skills
- Provide an active play based approach to learning in which we promote independence where children are encouraged to develop resources and ideas during their play, becoming resilient, capable and confident learners
- Adults work alongside children during their play and active learning modelling skills, encouraging independence, challenging and developing their critical thinking.
- Allow children access to both outdoor and indoor learning every day of the week
- Play based activities are planned using children’s ideas and interests, observations of children’s needs, development and key skills through ongoing assessment. This ensures adults are enabled to scaffold children’s learning and development.
- Plan adult-led activities that are stimulating and wherever possible combines active learning.

Play helps children to learn and develop through doing and talking, which research has shown to be the means by which young children think.

Characteristics of Effective Learning

When planning and providing an enabling and enriching activities and learning environment for children at Tenterfields we consider and reflect upon the way in which children learn. We do this by considering the Characteristics of Effective Learning:

- **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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

As well as reflecting upon these characteristics when planning activities and learning opportunities, adults within the foundation stage encourage, model and promote them to enable children to become effective learners. Adults celebrate and record when children display these attributes and report them to parents at the end of the Foundation Stage.



Environment and resources

At Tenterfields Foundation Stage we strive to enrich children's learning through:

- Developing an environment based upon children's interests and actions during play
- Creating an environment that is challenging, inspiring and engaging
- Developing a learning environment both outdoor and indoor to cater for all children's interests and learning styles
- Ensuring that all areas of the curriculum are incorporated into the environment
- Ensuring the environment develops critical thinking and problem solving
- Fostering independence within the environment
- Providing resources that will extend their learning and interests
- Ensuring the environment and resources are updated, tidy and accessible for children

See the Environment Policy for further guidance

Planning

At Tenterfields Foundation Stage we understand the value that quality planning makes to the learning and progression of the children within our care. We ensure a high emphasis is placed on the Prime areas of learning as the children begin their journey into Foundation Stage. As the children progress through the Early Years the balance shifts to a more equal focus on all areas of the curriculum. To provide the best quality education for our children we:

- Plan a balanced curriculum that incorporates all seven areas of learning
- Plan a balance of adult-led and child-led, play and structured activities
- Centre our planning around a theme or topic that has the children's interest and needs, learning and development at heart
- Ensure that all adults and key workers within the setting are included in the weekly planning through meetings, formal and informal discussions
- Use observations and assessment to drive our planning ensuring children's knowledge is being built upon and skills acquired
- Plan challenging activities to encourage critical thinking, problem solving, independence and active learning
- Plan for indoor and outdoor learning experiences
- Plan to meet the differing needs of all children in the setting
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Assessment

At Tenterfields Foundation Stage children are assessed throughout the day through many ways. Assessment takes place when:

- Observing play and activities children are engaged in
- Noting children's achievement and response to an adult led or structured activity



On entry into Reception children are assessed against the Development Matters Banding. This is quality assured by the Early Years Leader and shared with the Senior Leadership Team. Each child will have a Baseline document produced by WAT Early Years Leaders and should be used to record baseline assessment.

Nursery and Reception children's progress and attainment is tracked against the development matters. These achievements are recorded on paper copy for use by key person and also electronically which is updated termly.

At the end of the child's time in Foundation Stage their attainment is recorded against the Early Learning Goals in the Profile handbook. Each child is recorded as Emerging, Expected or Exceeding. This is quality assured by the Early Years Leader and shared with the Senior Leadership Team.

Assessment in the foundation stage is recorded in the following ways:

- Short observation notes – small observations of children's actions
- Focus task sheets – containing information on children's actions and achievement etc during an adult led task
- Children's work – children's independent work is collated in a learning journey as evidence of their achievement
- Photographic evidence
- Narrative observations sheets – observations of children for a prolonged period of time. This is only carried out for children we have concerns about.
- Professional Knowledge of the child – a picture of the child's learning and development is developed through practitioner engagement and professional knowledge of each child is also crucial to assessment and no recording of this is required

Assessment is vital to the learning and development of the children at Tenterfields foundation stage so that all adults know where each child is, the skills they have and the skills and knowledge that need to be developed. This is used within planning daily, weekly and monthly to scaffold children's learning. All adults who work with the children in our setting are included in the assessment process. This includes parents, outside agencies and staff at school.

Assessment information is used to analyse the gaps and strengths of the children and cohort and is fed directly back into our planning to close gaps in learning and development and plan challenging activities. It is also used to drive Pupil Progress meetings to ensure we are helping and encouraging children to achieve to their full potential and identify any children who need extra support.

Adults within the Foundation Stage



"A quality learning experience for children requires a quality workforce. A well-qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children," (EYFS statutory framework, page 10) Tenterfields Foundation Stage values the importance of adult involvement makes to our children's learning. All adults within the Foundation Stage are committed to fostering children's learning by;

- Assigning a Key person to each child
- Creating a safe and secure atmosphere that children feel happy, safe and secure within
- Engaging with children during their activities, modelling and scaffolding their learning
- Encouraging children to be independent and problem solvers
- Taking an active part in planning for and assessing each child in the setting
- Working alongside all adults and children within the setting fostering good relationships
- Tailoring learning and developing to children's needs

In Tenterfields Foundation Stage each child has a key person. This key person is available for the children and their families to create a close relationship with an adult within the setting who they can communicate with ease.

Positive Relationships

At Tenterfields Foundation Stage we believe it is important that all adults that are involved in the life of a child at our setting play a crucial part of the child's journey within our setting. To foster positive relationships we will;

- Inform parents of any activities that are taking place in our setting
- Create opportunities for parents and families to learn alongside their child within our setting
- Ensure that parents have access to children learning Journey at any time
- Invite and encourage parents and families to take an active involvement in their child's learning Journey
- Invite and welcome any outside agencies that are involved with a child within our setting and ask their advice to help foster the child's learning

It is important to highlight that the features of effective teaching and learning in Tenterfields Primary School are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

See the Parents as Partners Policy for further information

Inclusion at the Foundation Stage

We believe that all children at Tenterfields Foundation Stage matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).



At Tenterfields Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence, independence and resilience;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children's progress, and providing support (such as speech therapy)

Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equality Policy

March 2017

Emily Russell
(Early Years Foundation Stage Leader)