



For the love of learning, friendship and faith

MELLING (ST. WILFRID) CHURCH OF ENGLAND PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Philosophy

At Melling (St Wilfrid) CE Primary School, we believe that early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage - it is vitally important in itself.

Introduction

Early Years within this document refers to children in the Reception Year. The School can admit up to eight children, each year.

Requirements

Children are required by law to attend full time school from the term after their fifth birthday. At Melling (St Wilfrid) CE Primary School we have one admission point during the year which is in September.

The environment

Children in Reception class have access to a learning area where provision is made to cover the different areas of learning in the Foundation Stage curriculum. Outdoor learning is actively encouraged and children have access to the outdoor learning area.

All children have timetabled access to the Hall for PE and, when appropriate, the School Field can be used for outdoor activities. In addition the children have access ICT equipment.

The Curriculum

The Early Years education we offer our children is based on the principle that:-

- Every child is a unique child who is constantly learning.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments.
- Children develop and learn in different ways.

The curriculum for the Foundation Stage underpins all future learning and is based on ongoing observations and assessments in three prime areas of learning:-

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

and four specific areas

- literacy
- mathematics
- understanding the World
- expressive arts and design

In Years 1 and 2 the children follow the National Curriculum in order to acquire knowledge and skills for the core subjects of Literacy and Mathematics, Science and ICT and the foundation subjects of History, Geography, Design Technology, Art and Design, Music, RE, PE and PSHE. Weekly planning takes into account the needs of the individual or groups of children using ongoing observations and informal assessment.

Approach to Learning

The general features of good practice in the education of the young children in our care are:

- the provision of a happy and welcoming setting where all children feel secure and valued;
- the provision of an exciting and stimulating environment where children will be motivated with a desire to learn;
- opportunities for the children to take part in activities that build on and extend their interests and skills and develop their intellectual, physical, social and emotional abilities, enabling them to develop into confident and independent learners;
- encouragement of children to play an active role in their learning, to question, discuss and listen to other points of view, in the knowledge that their opinions are valued;
- the commitment to outdoor learning giving children the opportunity to learn through active play and exploration;
- encouragement for the children to develop creative thinking, curiosity and successful acquisition of skills;
- the development and support of the children's social and emotional aspects of learning;
- the promotion of a personalised approach to learning, ensuring all children are supported at a level and pace that enables them to realise their full potential;
- the inclusion of all children and access to the whole curriculum;
- the adoption of a variety of teaching styles, appropriate to the needs of the children and the curriculum;
- involved in practical activity, enquiry and purposeful play;
- to build on what the children already know;
- partnership between parents/carers and teachers in supporting the education of the children, encouraging a team approach which involves home and school working together
- good relations between our School and the 'settings' that the children experience prior to joining our School.

Quality of Teaching

Effective teaching takes place where:

- staff have a clear understanding of how children learn.
- staff plan, co-operate and work as a team.
- activities are purposeful and clearly planned.
- staff work directly with the children.
- children's play is supported and extended sensitively.
- there is a good use of space, materials and equipment.
- staff are flexible and explore opportunities that occur spontaneously.
- staff have high expectations based on each child's ability.

In addition in Reception class

- Children have full access to and use of the inside and outside environment
- There is a balance of self-chosen, adult initiated and directed activities

Planning

- To provide a broad and balanced curriculum;
- To plan according to the learning objectives for the Foundation Stage and National Curriculum for Years 1 and 2;
- To have thorough planning as a guide while also being mindful to make the most of opportunities for learning as they arise.

Assessment

- Regular assessments of the children's learning ensure that future planning reflects identified needs. Assessment is mainly through observation and discussion carried out by the teacher and other adults as appropriate.
- In Reception class a record of the children's progress towards the Early Learning Goals of the Foundation Stage Profile is kept using a Learning journal.
- In Year 1 children are assessed through the Phonic screening programme.
- Teachers in Years 1 and 2 assess the children's progress in literacy and mathematics in line with the National Curriculum levels. Children working below Level 1 of the National Curriculum are assessed using Lancashire's PIVATS, (Performance Indicators for Value Added Target Setting).
- Children in Year 2 take part in SATs during the Summer Term.

Home/School links

We recognise that all parents/carers, as their child's first educators, have a vital role to play in their child's education. We aim to establish strong links with them:

- We offer induction meetings during the term prior to their child starting School, and invite them and their child to spend time in School together.
- Regular parents' evenings throughout the year and daily informal chats ensure parents/carers are kept informed.
- Parents/carers are encouraged to talk to the class teacher if they have any queries or concerns.
- Parents can also contact the School by telephone or make appointments to see staff at a mutually convenient time.
- Weekly newsletters keep parents/carers informed regarding School events/activities.
- The termly class newsletter informs them of the current focus of learning in all areas of the curriculum.

Signed (Headteacher):

Signed (Chair of Governors):

Date: January 2014

Review date: January 2017