



Akrotiri School

Foundation Stage Policy

Created: September 2014

Updated: April: 2016

Review Date: April 2017

SLT Lead: RB

This policy should be read in conjunction with other school policies such as: teaching and learning, inclusion, Safeguarding, assessment, subject leadership, SMSC, marking, assessment, curriculum and the Foundation Stage.

VISION AND VALUES

Our School Vision

Our vision was created by all members of staff, members of the SGC and pupils in January 2016.
(Updated January 2017)

In Akrotiri School we always have the highest expectations of all our pupils and we know them well. In our school we promote an ethos of respect and empathy, where diversity is valued and celebrated within a safe and stimulating environment. We support the social, emotional wellbeing of all children and staff and we promote a healthy lifestyle. Open and honest communication with parents, carers and specialists is fostered. We actively seek to engage with all members of the Akrotiri community in a positive and supportive manner.

At Akrotiri School we celebrate perseverance, resilience and risk taking, ensuring our children welcome challenge and are not frightened to make mistakes. All achievements are celebrated and shared in school and the wider community. The relationship between our staff and children underpins the inspirational, supportive and high quality teaching and learning in our school. Our pupils are taught the virtues of kindness, appreciation and what it means to be courageous. We aim for all our children to be independent learners with self-belief and an abiding respect for others.

At Akrotiri School we strive to ensure our learning is a continual journey towards further improvement and progress. We aim to instil a lifelong love for learning and a strong grounding for future success. Our children are encouraged to take ownership of and responsibility for their learning. We aim to ensure that assessment always leads to next steps in learning. We challenge all children to achieve academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.

Whole School Values

Akrotiri School feels proud to promote and model six whole school values which were created by the pupils and staff. They are:

Responsibility
Respect
Aspiration
Teamwork
Honesty

Creativity Introduction

The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year. Entry into our school is at the beginning of the term after the children are three. Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Akrotiri School. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

Aims of the Early Years Foundation Stage

We aim to:

- Enable all children to make a smooth transition between home and school.
- Enable all children to make a smooth transition from Pre- School settings and into Key Stage 1.
- Provide a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk and other means of communication.
- Ensure that teachers understand how children develop and learn, and how this must be reflected in their teaching.
- Carefully plan a curriculum that helps children achieve the expected levels in the Early Learning Goals by the end of the Foundation Stage.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Encourage children to communicate and talk about their learning, and to develop independence and self-management.
- Support their learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors.
- Develop children's understanding of social skills and the values and codes of behaviour required for people to live and work together harmoniously.
- Ensure children are given the experience of learning to take risks, and safely explore and care for their environment.
- Identify, through observations, children's progress and future learning needs and share these regularly with parents and carers.
- Regularly identify training needs for all staff in our school.

The Early Years Foundation Stage Framework

Teaching in the Foundation Stage at Akrotiri School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage'. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

We also support activities through four specific areas which strengthen the prime areas:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

Educational programmes which practitioners deliver in the setting must involve activities and experiences from one of the following seven areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

In addition planned activities seek to promote and enable the practitioner to assess the 'Characteristics of Effective Learning' which are:

Playing and exploring – engagement
Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking
Having their own ideas
Making links
Choosing ways to do things

All these areas are promoted through the use of both indoor and outdoor classrooms. Whenever possible, and appropriate, children's learning will be through first-hand experience and/ or structured play activities with plenty of opportunities for children to talk about what they discover and what they are being taught.

[Play in the Early Years Foundation Stage](#)

Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

[Assessment and Record Keeping](#)

Ongoing assessment is an essential aspect of the effective running of the Foundation Stage setting at Akrotiri School. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment within each child's 'Learning Journey'.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). The observations maybe planned or spontaneous in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). We use an online journal to capture our evidence called Tapestry which parents and children can access to.

Practitioners use observations to support their developing knowledge of individual children which informs them of children's abilities, needs, interests, play schemas and learning styles as well as focusing. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the Foundation Stage setting include engaging alongside children in their play, annotation of children's recorded work, talking with children about their task or play and reflection of Learning Journeys. An initial Baseline assessment is carried out during the children's first four weeks upon entering the setting. There is continuous monitoring and assessment of each child's development through regular pupil progress meetings which is tracked termly. At the end of the year it provides a summary of every child's development and learning achievements.

Parents and carers receive an annual report at the end of FS2 that offers comments on each child's progress in all areas of learning. Information is also shared relating to the Characteristics of Effective learning. The child's strengths and development needs are highlighted, and details of the child's general progress are given. Next steps are identified to support the children's future learning.

The role of parents and carers

We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children.

We do this through:-

- Talking to parents or carers about their child before their child starts in our school.
- Visits by the teacher to the children in their preschool setting prior to their starting school.
- The children have the opportunity to spend time with their teacher before starting school on visits.
- Inviting all parents and carers to an induction meeting during the term before their child starts school.
- Offering parents and carers regular opportunities to talk about their child's progress.
- Offering parents the chance to find out more about their children's learning through information workshops that discuss the kind of work that the children are undertaking within the setting and how they can be supported at home.
- Encouraging parents and carers to talk to the child's teacher if there are any concerns.
- Inviting parents to termly meetings to discuss their child's progress.
- Providing arrangements so that all children can start full time after the initial induction at the beginning of each term.
- Arranging a wealth of activities, throughout the year, that encourage collaboration between child,
 - school and parents/carers
- Offering a range of activities that involve parents and carers, i.e. regular communication with home through the weekly news, child's reading diary and home school link book.
- Providing 'Tapestry' as an online tool for parents, staff and children to engage in with their children's learning

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child-minders. Children attend introductory sessions to FS1 to develop familiarity with the setting and practitioners. Parents also receive information pertaining to the transition in school and have opportunities to come and work with us in school prior to their children beginning school.

In the final term in FS2 the children have many opportunities to work within the Y1 environment as well as opportunity to work alongside Y1 teachers.

The Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. We also provide opportunity for FS2 teachers to visit the children in September after they have moved to year one to ensure that all information has been acted upon and the children are happy and settled.

Mobility

Mobility is a key feature of our setting and community. The setting adheres to the policy for mobility which has direct timely pathways for contact and inclusion to enable the child to maintain continuity of education.

On notification of posting to Akrotiri parents will contact our setting, all relevant information and paperwork is then sent to them. On their arrival we organise visits for both parents and children to visit us to gain familiarity and confidence about attending.

Our intake procedure also includes:

- ✓ Opportunity to meet the teacher and class
- ✓ A parent meeting to share information about our school
- ✓ At least two visits prior to starting school with either crèche members or Parents or Carers
- ✓ A 'Stay and play' session within the induction process to play alongside the children in the classroom

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Equality

All practitioners at Akrotiri School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the Foundation Stage setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the Foundation Stage setting at Akrotiri School.

See Equality Policy for more information.

Inclusion

We value all our children as individuals at Akrotiri, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Special Educational Needs

See Special Educational Needs Policy.

Review Date: April 2017

The Assessment Triangle

