

# Rack House Primary School

## Foundation Stage Policy

*A school of excellence which nurtures and inspires all, where success is our achievement.*

### School Aims

- to provide a safe and stimulating learning environment
- to be an inclusive school where all children realise their potential
- to celebrate social and cultural diversity so that everyone feels valued and respected
- to develop confident and creative learners
- to encourage independence in thinking and learning
- to promote health and well-being (through PHSE)
- to engage parents who are actively contributing to pupils' success
- To develop children to encourage each other
- to prepare pupils to be resilient learners who are Year 7 ready

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Rack House Primary School children join the 60 place Nursery class full time in the September after they turn three years of age, after an initial period of staggered entry. The children join the Reception class the September after their 4<sup>th</sup> Birthday.

### The Curriculum

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) statutory guidance document which is available to download at:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-003372014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-003372014.pdf).  
This clearly defines what we teach .

The EYFS framework includes 7 areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive they support children's learning in all other areas, they are known as the prime areas. The 3 prime areas are;

**Communication and Language** 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.

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

We deliver learning for all the areas through planned purposeful play and learning experiences with a balance of adult-led and child-initiated activities. Topics based on the children's interests are expanded into medium term plans for each term which incorporate all seven areas of learning. These can include current events which are relevant to the cohort of children. Weekly plans including learning objectives in all seven areas of learning, taking account of Development Matters statements and the Early Learning Goals which are written as appropriate. At the start of each half term parents receive a newsletter outlining the topic and what children will be learning at school in the coming term.

In planning and guiding children's activities, staff always reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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; and

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

### **British Values**

We are an inclusive setting and our ethos and curriculum enables children to be independent learners, to make choices and to build strong relationships with their peers and all adults. Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We would challenge pupils, staff or parents who expressed opinions contrary to fundamental British values.

### **Democracy**

We respect, listen to and act on children's and parent's voice. Children are involved in making class rules and they are expected to contribute and cooperate with them, taking into account the views of others.

### **The Rule of Law**

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Our 'Behaviour Management Policy' aims to teach children to behave in socially acceptable ways and to understand the rights and needs of others. We use positive strategies to handle any conflict and praise and acknowledge desirable behaviours.

### **Individual Liberty**

At Rack House children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices, to manage risks, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms and are given opportunities to resolve conflicts effectively.

## **Mutual Respect**

At Rack House Primary School we value all of our children and families. We celebrate our rich cultural and religious diversity and promote mutual respect. Children are modelled respect through caring, sharing and listening to others. Adults help children to understand how actions and words affect others. All children, including those with special educational needs and disabilities are valued for their individuality and supported to achieve their best. Children are taught that life is not the same for everyone and we support charities such as 'Red Nose Day', 'Children in Need',

## **Tolerance of those of Different Faiths and Beliefs**

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events. We monitor all forms of bullying and harassment and actively promote courtesy and good manners towards all.

## **Assessment and reporting arrangements**

As we believe that planning should start from what the children already know, observation and evaluation of our lessons provides the teacher with the knowledge of whether the learning objective has been achieved or whether it requires further lessons. From this future planning is informed as well as possible target groups who may need further support identified.

The seven areas of Learning and Development are working towards ensuring children can achieve the 17 Early Learning Goals. Evidence for the achievements of the children in relation to the 17 Early Learning Goals is documented in the Children's Profiles on 2Simple profiles.

Staff currently use 'Target Tracker' (an online assessment tool) to record children's progress. This contains the 'Development Matters' statements and is used to track progress through the seven areas of learning. Baseline assessments are completed within 3/4 weeks of the children starting school and then are carried out each term. A summative assessment of children's achievements is sent to the LA at the end of the Reception year. Parents also receive a detailed written report at the end of the summer term each year, which will also include information on the children's characteristics of learning.

Assessments of the children and achievements are mainly made through observations of child-initiated activities in the indoor and outdoor classrooms and evidence is collected. Evidence takes the form of photographs, videos, post-it notes and examples of independent work. Parents have access to their child's online learning journey and are given chance to add their own observations.

## **Welfare and Safeguarding**

At Rack House Primary School we understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage (Sept 2014) (See Safeguarding Policy). These requirements are audited each year. Jenny Kelly is the Designated Person for Safeguarding Pupils.

**Policy ratified by the Governing Body June 2017**