

Contents Page

- Early Years Foundation Stage
- Aims
- Curriculum
- Organisation and Enabling environments
- Parental involvement
- Assessment
- Health and Safety
- Reception to Year 1 transition

Frieth School Vision statement

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

Early Years Foundation Stage

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

Statutory framework for the early years foundation stage
Setting the standards for learning, development and care for children from birth to five
Published: 31 March 2021
Effective: 1 September 2021

Four guiding principles shape practice in early years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

Aims

At Frieth we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with Parents/Carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Curriculum

There are seven areas of learning and development that shape our curriculum. All areas of learning and development are important and inter-connected.

The **prime areas** are:

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

The **specific areas** are:

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

We aim to meet the Early Learning Goals by the end of the Foundation Stage.

Opportunities are given for children to enjoy the activities planned by the teacher to incorporate all of the areas of learning and also to engage in **self-initiated** activities.

We deliver daily Phonics sessions, **based on the validated phonics scheme, 'Twinkl', teaching Levels 2 - 4.**

At Frieth we aim to develop a positive attitude to learning and encourage the development of children's learning through enjoyment.

Organisation

EYFS has its own classroom with toilets and a secure outdoor area. The teacher liaises with the Learning Support Assistants, regularly involving them in planning, preparation and assessment.

We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, EYFS network group and local cluster group training.

The classroom is organised to offer hands on resources, which are always accessible to the children.

Enabling Environments

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through personal learning. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. The classroom provides an engaging and challenging working environment for all.

Activities are planned for both inside and outside encouraging the children to learn and ask questions about their own discoveries. The children have the freedom to move between the indoor and outdoor classroom throughout the school day.

The learning environment incorporates a variety of different areas of continuous provision, for example: role play, book corner, writing area, numeracy area, , creative area, fine-motor skills area, , tuff tray, sand, water, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

Children are encouraged to initiate their own lines of enquiry and investigation during child-initiated time by planning and choosing their area to play and learn.

Parental Involvement

We believe that all parents play a crucial role in the education of their children. We support this by:

- Offering an open-door policy allowing parents regular opportunities to talk about their child's progress.
- Visiting some pre-school settings each year in the Summer term.
- Inviting the new children to visit Frieth Reception classroom for a programme of short transition sessions during the summer term, and organising an evening information, question/answer parent meeting.
- Organising a Welcome Service in the church and a New Parents coffee morning in the Autumn term, to offer social and informative opportunities.
- Autumn and Spring term formal parent consultations with mini reports, when all profile assessments can be fully discussed.
- A full written report in the Summer term and the opportunity for the parents to discuss their child's achievement.
- Parental help is always welcome.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- A training of phonics, reading and writing and mathematics workshops with guidance for parents.
- Using Tapestry to share children's learning experiences in school with parents. Parents also have the opportunity to comment, and upload significant moments of their child's home learning.

Assessment

Pupils are assessed on entry to Reception using the Reception Baseline Assessment (RBA). Formative assessment is ongoing throughout the year and the final assessment against the Early Learning Goals of the EYFS Profile is the statutory assessment that is reported to parents, the governing body, the Local Authority and the DfE in the summer term.

We make ongoing assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and learning support assistants, as appropriate.

At Parents Evening the parents receive a mini report of their child's achievements and targets. Parents also receive an annual report which highlights the child's strengths and gives details of the child's general progress. Additional meetings are held between the parents and teacher in relation to any arising concerns.

Health and Safety

If a pupil is absent from school, a letter of explanation or telephone call from the parent is required.

Initially, the Learning support Assistant deals with illnesses and accidents.

Parents are asked not to bring into school any child who has been vomiting or had diarrhoea for at least 48 hours.

In the Autumn term the children are dropped off by their parents at the front of the school building, with adult supervision. At the end of a school day the children are led by the teacher to the front of the school building and dismissed individually.

Reception to Year 1 Transition

Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year.

Reception practitioners plan for more structured activities to be undertaken during the summer term, encouraging less dependence on adult support.

The children will visit their new class and meet their new class teacher in the summer term for a couple of transition sessions.

The 'Twinkl' scheme of work for phonics and spelling is continued throughout Year 1 and 2.