



Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

Policy for Foundation Stage/Early Years 2016

The Foundation Stage

This begins when the child reaches the age of three and continues until the end of the reception year. It is a crucial stage in education, both in its own right and in preparing children for learning in Key Stage 1. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Foundation Stage.

Aims

- To foster positive attitudes to learning including confidence, curiosity, responsibility, independence, perseverance and resilience.
- To provide children with a well planned programme which fosters enthusiasm for learning and is challenging and progressive.
- To develop children's knowledge, skills and understanding in all areas of learning.
- To provide opportunities for children to make choices, have and sense of adventure and become independent in their learning in a variety of safe and stimulating environments both indoors and outdoors.
- To establish and maintain a close partnership with parents/ carers, families and pre-school providers in our community, and with Key Stage 1 within the school.
- To use focussed assessment and record keeping based on direct observation of children and discussion with them. To use this to inform future planning, monitor progress and build on children's prior learning.
- To promote an inclusive ethos for all our children to ensure that none are excluded or disadvantaged.

Admission

Our school follows the Cornwall Primary School Admission Arrangements as set out in the annual admissions booklet given to the parents of prospective pupils in the Autumn term.

As from September 2011, all children are offered a full-time place to start in September of that year.

We have close links with Threemilestone Pre-school. Both reception teachers and support staff visit the pre-school and liaise with the pre-school staff during the summer term, before the children start school. The pre-school children are invited to come and watch Harvest Festival, Nativities and Sports days.

Starting school

Parents are invited to attend an induction evening in the summer term prior to their children starting school in September. This gives them the opportunity to find out about Threemilestone School, which class their child is in and to meet their child's class teacher. Parents are then invited to come and meet the teachers individually, during which time an Entry Profile is completed and any questions may be answered. Children then visit their new classes for 2 afternoons in July to familiarise themselves with the teacher, the other children and the school itself. The children are also invited to school, with their parents, for a "practice" school dinner in the July before they start school in September. Then in September a 'curriculum evening' is held to familiarise parents with the way the Foundation Stage Curriculum is delivered in the reception classes. In October, face to face meetings are held between parents and class teachers.

Accommodation

We review our accommodation annually to ensure that it meets statutory requirements. There are two adjoining reception classrooms which provide a bright and stimulating learning environment with a secure, enclosed area for outdoor play (the outside classroom).

The school has a stimulating EYFS garden which provides huge scope for additional learning opportunities. We make good use of our outside learning through our involvement with SUSTRANS. We have a wide range of resources to provide for the seven areas of learning in the Foundation Stage. We also use the school hall, library, field and playground regularly. We review our resources annually to ensure that they are;

- adequate to match the needs of the children;
- in a safe and clean condition for use; and
- appropriate for all seven areas of learning.

Our resources include the following:

- A good range of quality books housed and displayed in an attractive, comfortable area;
- Sand and water with a variety of equipment;
- Mathematical and scientific equipment;
- Materials for imaginative play including some equipment for different role play areas;
- A variety of papers and tools/implements to make marks and write;
- A variety of creative media such as paint, dough and clay, wood and junk materials;

- Small and large construction equipment;
- Computers, Beebots and access to the laptops and ipads located in a trolley;
- A variety of outdoor play equipment, including a huge assortment of balls, hoops, beanbags etc and a fleet of scooters, balance bikes and 2 wheeled bicycles with a large variety of helmets; and
- Access to cooking equipment, artefacts and growing/living things as and when appropriate

Staffing and Organisation

Our reception classes are taught by teachers with Early Years qualifications and experience. In addition the classes have well qualified and experienced teaching assistants on a full and part time basis.

We also welcome parental help in the classroom and on trips and visits which are planned regularly.

We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all our staff in the Foundation Stage attend courses and training on a regular basis as part of our school Professional Development. We also attend a number of different EYFS cluster groups in order to share expertise.

Curriculum

At Threemilestone School our core reference document is Development Matters which includes the principles for good practice. This underpins the EYFS provision at this school.

Our planning includes a more formal structure for the teaching in maths and literacy/phonics as well as providing opportunities for child initiated learning during our Independent Learning Time.

We use a “floorbook” to record the children’s contributions to the plan, do and review process and therefore we do not have half termly topic plans.

The curriculum is organised into 7 areas of learning: Personal, Social and Emotional Development, Communication and Language, Literacy, Maths, Understanding of the World, Physical Development and Expressive Arts and Design.

Within these seven areas of learning, the Early Learning Goals (ELGs) establish expectations for most children to reach by the end of the Foundation Stage. Some children in our school will exceed these goals and others will still be working towards them as they enter Year 1. Although the seven areas of learning form the framework for our planning, we know that children's learning is not divided into distinct areas. Often, one experience helps a child to develop a range of new skills and concepts across several areas of learning and our planning reflects this. We encourage parents to become actively involved in their children's learning by sharing curriculum information with them and giving them plenty of opportunities to share information,

experiences, thoughts, concerns and resources with us (the EYFS section of the school website is an excellent communication source and encourages parental involvement). The children have regular phonics homework, such as practising letter sounds, blending sounds to read words, homework writing sheets and reading books.

Teaching and Learning

We believe that our children learn best by being actively involved in activities, through first hand experiences and their senses. We therefore provide a range of activities which are interesting, enjoyable, challenging and fun! Through these, we encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills. We firmly believe that if a child is excited and motivated by learning, especially in the early days at our school, then we are already helping that child to become a lifelong learner. We recognise that children learn in different ways and at different rates. For example, Jolly Phonics has a multi-sensory approach to learning and also allows children to progress at their own rate. We also provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary. For example: we have a piece of fruit and a drink of milk or fruit juice at mid-morning snack time and we do not join the rest of the school for playtime in the morning.

The afternoon session has a strong emphasis on child initiated learning.

Play

We believe that 'well-planned play is a key way in which children learn with enjoyment and challenge during the foundation stage.' We therefore ensure that children have plenty of opportunities to play in a secure environment with effective support from caring adults. We use the classroom and our outdoor area to enable children to access both planned, structured play activities and self initiated, spontaneous play activities.

Assessment

Our assessment of pupils as they progress through the Foundation Stage is based on regular and close observations of children as well as discussion with individual children. We involve all adults who come into contact with the child and regard parents as important in this respect. We therefore want to ensure that parents are able to contribute to the assessment process through an ongoing dialogue between home and school. Our initial 'on entry assessment' provides an ideal opportunity for this. During the first six weeks of being admitted into school each child is assessed using the Baseline Assessment. Information is shared with parents and targets are set. The whole school uses 'Target Tracker' to record each child's individual progress and we update this for every child, every half term. The children are very carefully monitored in their progress within Literacy and Maths, to ensure that measurable progress is being made. In the Summer term, we make a judgement about how the children fare against the 17 ELGs and they can be deemed to be "emerging", "expected" or "exceeding ". We also report to the parents about the children's characteristics of effective learning. Observations are made and recorded

throughout the year and we track each child's progress against specific learning objectives/intentions, recording outcomes and reporting to parents termly. Parents are regularly informed of their child's targets, in case they wish to support them at home. We encourage parents to be actively involved in achieving agreed targets with their children. We also encourage use of the home/school reading diaries and our open door policy where parents can come and speak to us at either end of the day/session.

We were part of the DFE Baseline Assessment initiative trial in Sept 2015. This will become statutory from September 2016.

Meeting individual needs

We provide a safe and supportive learning environment at our school where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs. In particular we plan carefully to meet the needs of:

- boys and girls;
- children with special educational needs;
- children with disabilities;
- children from all social, cultural and religious backgrounds;
- children of different ethnic groups including Travellers and refugees;
- children from diverse linguistic backgrounds.

In addition we select our resources, equipment and materials thoughtfully, choosing those which positively reflect diversity and are free from discrimination and stereotyping.

Partnership with Parents

We firmly believe that 'parents are children's first and most enduring educators.' To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise in a range of ways including:

- Induction evening/Entry Profile interviews prior to admission;
- Parents are welcomed into school as voluntary helpers;
- Parents views and knowledge about their own child are listened to eg on admission, during formal/informal consultations;
- Parents are given clear information about the school e.g. prospectus, newsletters, displays, meetings, regular letters; and
- Parents and other family members are encouraged to support their child's learning e.g. Jolly Phonics, Numeracy, sharing books, collecting resources for topic work, visits and celebrations, postcards or books about holidays etc

Our school has links with Threemilestone Pre-school which include:

- Reception teachers visiting pre-school
- Class teachers and pre-school leaders meeting to discuss transition
- Informal social occasions such as Harvest, Christmas, pre school graduation and sports day

We do have links with other feeder pre-school settings and endeavour to visit all settings. We aim to meet staff from every setting in order to discuss the children that we will be receiving, prior to deciding the proposed classes. Once the classes have been decided, we check with the pre-schools to see if they are happy with the way they have been organised.

High Ability / Gifted and Talented

Children who are considered to be High Ability / Gifted or Talented in EYFS will be identified in exactly the same way as they would be identified in KS1 or KS2. In general, it is possible that EYFS may be too early to place children on the HA or G& T register, however, the names of any EYFS children who are considered to be potential candidates for the register will be noted and passed raised in progress meetings for future reference.

Monitoring and evaluation

This policy is monitored on an annual basis by the Early Years Governor. It also forms part of our annual school self review process and is therefore incorporated into our School Development Plan.

_____ Dated _____
Author

_____ Dated _____
Headteacher

_____ Dated _____
Chair of Governing Body

_____ Dated _____
Chair of Pupils and Curriculum Committee

Ratified at Full Governing Body Meeting:

Date of next review: