

# Early Years Foundation Stage

*"We seek to develop the whole child within a Christian Ethos, preparing them for a happy, healthy and fulfilled life ahead."*

## Foundation Stage

Date	Review Date	Author	Curriculum Committee
September 16	2020	S Kay – replacing Policy of 2012	Reviewed and Amended Decision to renew every 4 years

We acknowledge the statement that 'the period from birth to five is one of rapid growth and development – physical, emotional, moral and intellectual. At this stage children's development needs are complex and inter-related'. (Starting with Quality – DES 1990)

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, well motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We want all of our children to be successful learners, to be confident individuals and to become responsible citizens

We believe the Foundation Stage, which covers the development of children between the ages of three and five years, is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge.

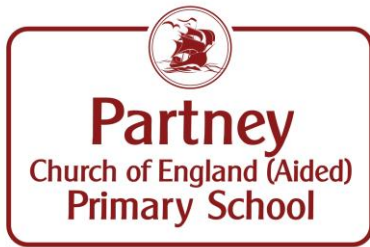
The Foundation Stage is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Foundation Stage curriculum is organised into six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

We believe learning is holistic in the Foundation Stage. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant



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Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## Aims

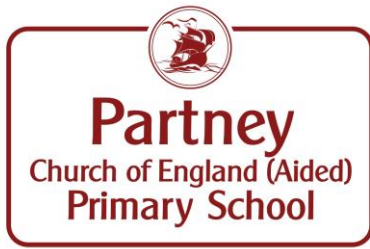
- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children's learning through purposeful observation, evaluation and interaction.
- To work with other schools to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

## Role of the Governing Body

The Governing Body has:

- appointed members of staff to be the Early Years teachers;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a committee (Curriculum) to visit the school regularly, to liaise with the Headteacher and the teachers and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy



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## Role of the Headteacher

The Headteacher will

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the curriculum committee and Early Years teachers;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

## Role of the Early Years Teachers

The Early Years Teachers will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the curriculum committee;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

## Role of the Curriculum Committee

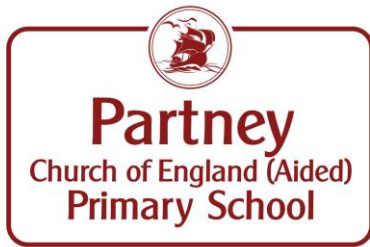
The Curriculum Committee will:

- work closely with the Headteacher and the Early Years Teachers;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## Role of Teaching and Support Staff

The teaching and support staff work:

- together as a team in conjunction with the Early Years Teachers;
- to promote confident and independent learners;
- to create a learning environment that reflects learning across all six areas of the curriculum



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- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## Organisation

The Early Years Teachers are responsible for the management of the Foundation Stage team and the Foundation Stage Area.

The area covers one classroom and one outdoor area and is staffed by teachers and additional support staff.

## Planning

Medium term planning is completed for each new topic to be covered.

Short term planning outlines the adult supported learning for the half term and includes Foundation Stage profile points to be assessed for all areas of learning.

Teachers collaborate over planning, sharing ideas for activities, resources and special events

## Assessment

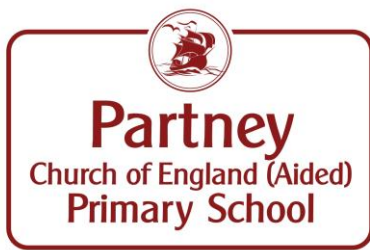
Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.

The Foundation Stage Profile, which focuses on the progress along the Early Learning Goals within the six areas of learning, is completed on entry and at the end of each term.

## Role of Parents

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks which are given to Reception parents;
- attend informal parent workshops;
- attend termly parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school



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- interact with the online Learning Profile (Tapestry) by posting comments and appropriate pictures.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

## Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## Equality Impact Assessment

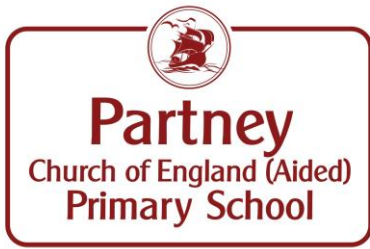
Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)



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## Linked Policies

▪ Assessment policy	▪ Curriculum
	Teaching & Learning policy

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	



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## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion																			
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No									
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS								
		✓			✓			✓			✓			✓			✓			✓			✓					✓							
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
	✓			✓			✓			✓			✓			✓			✓			✓			✓						✓				
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓						✓				



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Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

## Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				





**Partney**  
Church of England (Aided)  
Primary School

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• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				