



HYTHE BAY
Church of England
Primary School

EARLY YEARS FOUNDATION STAGE TEACHING

Signed	Designation	Date
	Headteacher	
	Chair of Governors	

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

"We should love people not only with words and talk but by actions and true caring."
1 John 3: 18

We aim to create a Christian environment in which each child is valued and special and in which respect for the rights and needs of others is nurtured. As a Church school we believe all we do is supported by biblical guidelines.

RATIONALE

Children in the reception classes in this school will follow the Early Years Foundation Stage Curriculum. The Early Years Foundation Stage tracks children's development from birth and continues until the end of the reception year, when children who are ready begin the National Curriculum. The Early Years Foundation stage curriculum is organised into seven areas of learning, three prime and four specific:

Prime

Communication and language.

Physical development

Personal, social, and emotional development

Specific

Literacy

Mathematics

Understanding the world

Expressive arts and design.

This does not mean that all children's learning is divided up into discrete subject areas. Young children learn in a holistic way and one experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning

AIMS

The curriculum for the foundation stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- Effective early years education requires a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements
- Effective early years education requires practitioners who understand how children develop rapidly in the early years – physically, intellectually, emotionally and socially.
- Practitioners should ensure that all children feel included, secure and valued
- Early years' experience should build upon what children already know and can do.
- No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability
- Parents and practitioners should work together
- To be effective, early years' curriculum must be carefully structured with opportunities for both adult directed and child initiated learning.
- Practitioners must be able to observe and respond appropriately to children.
- Staffs are aware of issues concerning Gifted and Talented pupils and address their individual needs accordingly.

PRINCIPLES OF TEACHING AND LEARNING

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, rehearse, repeat, revise and consolidate their developing knowledge,

skills, understanding and attitudes. During the foundation stage many of these aspects are bought together effectively through playing and talking.

EFFECTIVE LEARNING IN THE EARLY YEARS INVOLVES

- Children initiating activities that promote learning and enable them to learn from each other
- Children learning through movement and all their senses
- Children having time to explore ideas and interests in depth
- Children feeling secure which helps them to become confident learners
- Children learning in different ways and at different rates
- Children making links in their learning
- Creative and imaginative play activities that promote the development and use of language

Teaching in the early years means systematically helping children to learn so that they are helped to make connections in their learning and are actively led forward as well as helped to reflect on what they have already learnt. Early years teaching has many aspects including planning, creating a learning environment, organizing time and material resources, interacting, questioning, responding to questions, working with and observing children, assessing and recording children's progress and sharing the knowledge gained with other practitioners and parents. The quality of each of these aspects of teaching is informed by the practitioner's knowledge and understanding of what is to be taught and how young children learn. Personal and social skills are developed and targeted through snack groups, circle times, and through individual programmes.

EFFECTIVE TEACHING REQUIRES:

- Working in partnership with parents, because parents continue to have a prime teaching role with their children.
- Promoting children's learning through planned learning experiences that are challenging but achievable
- Practitioners who model a range of positive behaviour
- Using language that is rich, recognizing that the practitioner can help children develop linguistic structures for thinking
- Using conversation and carefully framed questions because this is crucial in developing children's knowledge
- Direct teaching of skills and knowledge
- Children teaching each other
- Interacting with and supporting children in a way that positively affects the attitude to learning that children develop
- Planning the indoor and outdoor environment carefully to provide a positive context for teaching and learning
- Observations often inform future planning within both early years' settings.
- Skillful and well planned observation of children with timetabled sessions for staff to reflect on them and consider implications regularly
- Assessing children's development and progress. Assessment opportunities may be identified in planning or arise spontaneously
- Working with parents who are vital partners in the assessment and planning process
- Identifying the next step in children's learning to plan how to help children make progress

- Where identified children are supported with individual interventions plans which are assessed and reviewed on a regular basis with the SENCo.

PLAY

Well-planned play, both indoors and outdoors is a key way in which young children learn. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing and sometime they will be quiet and reflective as they play. The role of the practitioner is crucial in planning and resourcing play, supporting children's learning during play, extending and supporting child initiated play and extending and developing children's language and communication in their play. Children do not make a distinction between work and play and neither should practitioners.

SPECIAL EDUCATIONAL NEEDS

Practitioners must plan for each child's individual learning requirements including those children with special educational needs. Activities should be differentiated so that every child feels they are able to achieve at a level appropriate to their capability. Early year's practitioners have a key role to play in working with parents to identify learning needs and to respond quickly to any area of difficulty.

Practitioners will be aware of children's level of development on entry using the records of transfer provided by the nurseries. All children's learning will be taken from individual starting points to ensure that children's learning and development is supported at the appropriate level. All children's levels of learning are recognised and development according to achievement.

ENGLISH AS AN ADDITIONAL LANGUAGE

Some children in the foundation stage may have a home language other than English. Practitioners will value this linguistic diversity and try to provide opportunities for children to develop and use their home language in their play and learning. These children may be at many different stages of learning English as an additional language. As with their first language, English needs to be learnt in context, through practical meaningful experiences and interaction with others.

KEY PERSON APPROACH

Each child in The Early Years foundation stage will have a key person to support and nurture them giving them the reassurance to feel safe and cared for. In the Reception class this will be the Class Teacher.

PARENTS AS PARTNERS

Parents are children's first and most enduring educators; when parents and practitioners work together the results have a positive impact on the child's learning and development. To encourage a successful partnership between parents and the school we:

- Welcome parents into the school and classroom at any time
- Visit children in their own home prior to them starting school
- Have flexible settling in arrangements for all children
- Encourage parents to be involved with the development of each child's personal learning plan

- Are available for informal discussions with parents whenever necessary
- Give parents opportunities to meet with Key person (Class Teacher), SLT and offer support in contacting other professionals as needed.
- Promote school run parenting courses
- Encourage active participation in keeping personal diaries / journals about their children

EQUAL OPPORTUNITIES

In line with the school's equal opportunity policy we plan to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children from different ethnic groups including travellers, refugees, asylum seekers and children from diverse linguistic backgrounds by providing a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged

HEALTH AND SAFETY

Health and safety issues that may arise should conform to the guidelines in the school's health and safety policy.

ASSESSMENT, REPORTING AND RECORDING

The Early Learning Goals establish expectations for most children to reach by the end of the reception year. By the end of the Foundation stage some children will have exceeded some or all of the goals and others will be working towards some or all of the goals. Parents have the chance to meet with their child's teacher to discuss progress through the year. Parents are also able to book an appointment to speak to a member of staff at any time if they are concerned about their child.

Each child has a Journal where practitioner's record information about that child's learning. These records will be shared with children, parents and other members of staff. Annual reports will be given to parents at the end of the academic year which will include reference to the characteristics of effective learning these will also be shared at parents evening. Teachers will use target tracker to record and monitor individual's progress.

MANAGEMENT AND ADMINISTRATION

1) Monitoring the curriculum

The Early Years classes will be managed by the Early Years Leader who will produce the Early Years policy. She will help practitioners with the planning and delivery of a balanced curriculum based on The Guidance for the Early Years Foundation Stage. She will oversee in-house training of all Early Year Staff. She will monitor the coverage and effectiveness of the curriculum. She will also encourage staff to seek opportunities for professional development in the subject.

2) Review of the curriculum:

The Early Years subject leader will monitor classroom teaching on a yearly basis. She will also monitor coverage of the areas of learning termly.

The Headteacher will evaluate the effectiveness of the subject manger. Resources, teaching methods and needs will be identified and priorities for professional development established through the subject development plan which will inform the school improvement plan.

CROSS-CURRICULAR LINKS;

Subject leaders will monitor specific subject areas, recommending areas of study to ensure progression and continuity throughout the school. This does not mean that the learning is divided up into subjects in the Early Years Foundation Stage curriculum; many subjects may be developed through one activity.

COMMUNITY LINKS:

The importance of effective home school partnerships is stressed and relations with local preschool groups are encouraged to ensure smooth transition between providers.

Reviewed December 2022

Approved by Learning and Achievement Committee on 9th January 2023