



Pondhu

Primary School

Foundation Stage Policy

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| Date of Last Review: | Autumn 2022 |
| Date of Next Review: | Spring 2024 |
| Subject Leader: | Kirstie Vine |

FOUNDATION STAGE POLICY

PONDHU PRIMARY SCHOOL

Introduction

“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, 2021)

Philosophy

In the Early Years at Pondhu, the children are cared for and provided with a stimulating and challenging environment to facilitate the best possible start to their time in school. In partnership with the family and carers we enable the children to begin the process of becoming active learners for life. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Children begin their journey at Pondhu from the age of four. All children in our local area are welcomed into this setting. The school offers full time places for 30 Reception age children.

Aims

Our aims for the children in the Early Years are to:

- Provide a happy and secure environment in which to learn.
- Support, promote and develop personal, social and emotional well-being.
- Provide an appropriate Early Years Curriculum through the Foundation Stage working towards the Early Learning Goals.
- Develop the child’s full potential by offering activities to develop concepts, skills, knowledge and attitudes.
- Develop a partnership with parents.
- Work as a team to provide continuity and progression in each child’s learning.

Principles

The Early Years education we offer our children is based on the following principles:

- It builds on children’s existing knowledge and skills.
- It ensures all children feel valued and secure.
- It ensures all children are included regardless of culture, language, background, ability, special needs or gender.
- It offers a broad and balanced structure for learning that has a range of starting points, content that matches the needs and interests of young children and activity that provides opportunities for learning both indoors and outdoors;
- Children should have the opportunity to engage in activities planned by adults and those they plan or initiate themselves.
- It is a stimulating environment that is well planned and organised.
- It ensures that parents and practitioners work together effectively.
- ‘Play’ is a crucial element to enable quality learning experiences and much of what the children will experience is through a play-based approach.

The Curriculum

At Pondhu we use ‘The Statutory Framework for the Early Years Foundation Stage’ to support the provision of quality learning opportunities. The EYFS is based upon four principles:

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

The EYFS framework includes seven areas of learning and development that are important and interconnected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning and forming relationships and thriving. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our Early Years has a curriculum of learning which outlines how we teach the seven areas of learning throughout the year. The experiences and opportunities that the children have at Pondhu often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas of learning can be delivered in isolation from the others; they are equally important and depend upon each other to support a rounded approach to the development of each child.

Characteristics of Effective Learning

Throughout our continuous learning environment, the importance of developing the skills of an effective learner are fostered and encouraged throughout by providing an enabling learning environment indoors and outdoors.

The three Characteristics of Effective Learners:

Playing and Exploring – engagement

Active Learning – motivation

Creating and Thinking critically – thinking

Children learn to be:

- Resilient- I can do it, I can have a go
- Resourceful- I can find out about ..., I am good at finding out about things
- Reflective- I can add..., I can change this to be ...

Assessment

We make regular assessment of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS is on-going and is an integral part of the learning and development process. The staff make observations and assessments of children's achievements and interests. These are used to identify learning priorities and plan the next stages in the learning experiences for the child.

Partnership with Parents & Carers

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children. To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise. Parents are always welcomed into Pondhu School and we hope will

support the development of children's online learning journeys by uploading photos and comments via Tapestry.

Admissions

Arrangements for children settling into our school are flexible, so that children are given enough time to feel secure in their new environment. Parental involvement is valued and welcomed with plenty of opportunities for cooperation and collaboration. All pupils are encouraged to visit prior to starting in our school. At Pondhu, we follow the Cornwall Primary School Admission Arrangements as set out in the published admissions scheme on the Cornwall County website.

Policy review

This policy was reviewed in Spring 2023 and will be reviewed annually.

Prepared by **Kirstie Vine**