



Learning and Teaching in the Foundation Stage

Mission Statement

We aim to create a happy and secure atmosphere in which each child is respected as an individual beginning to take her or his place within the wider society. We are fortunate in having children of many cultures attending our school so that from a very early age they are learning to live together and are helping to create a more harmonious society.

Aims of this policy

- To ensure a common approach to teaching to meet the wide ranging needs of our young pupils
- To outline a range of strategies which ensure all children make progress from their starting points.

Planning and provision

Good planning is the key to making children's learning effective, exciting and progressive. It ensures all children have equal access to an appropriate, broad and balanced curriculum that meets their needs and their interests. Our planning is informed by observation and assessment and builds on what children already know. Plans include adult and child initiated activity, with the majority of time spent on child initiated learning.

Our "workshop" approach enables children to access both resources and learning, independently; we actively encourage and promote their autonomy. Children are supported by an adult in a "focus" activity or by adults playing with or alongside them in their self-initiated activities.

All areas of learning are delivered both inside and outside.

Alongside the workshop approach are frequent, regular and carefully planned adult led sessions.

Observation and assessment

Observation is integral to classroom routines. It is the cornerstone of all planning and assessment. We observe learning to inform planning and provision and to meet the needs of individual children.

Observations and annotated photographs are kept as evidence of achievement for individuals and groups. They are monitored by staff to ensure they include all areas of learning over a given period of time.

Parents are invited to contribute to their child's record/profile. Reception classes have an open session in the mornings for parents to come in and read/contribute to their child's record/profile. They are also invited to contribute at Parent's Evenings.

Observations inform the completion of the Early Years Foundation Stage Profile for every child.

Monitoring and evaluation

The impact of this policy will be reviewed regularly and evaluated against the following criteria:

- The proportion of teaching and learning judged as good or better
 - The level of independence in learning shown by our pupils
 - Behaviour within lessons
 - The quality of the learning environment and how it supports and enhances learning
- The Link Governor for the EYFS will visit school with the headteacher and/ or EYFS leader to monitor the impact of this policy and report the outcomes to the Governing Body.

Review date 2016