

# Great Orton Primary School



## Teaching and Learning Policy for the Foundation Stage

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This policy outlines the principles for good practice across the Foundation Stage. It uses the guiding principles from the EYFS framework:

Every child is **a unique child**.

Children learn through **positive relationships**

Children develop well in **enabling environments**

**Children develop and learn in different ways and at different rates.**

These principles will ensure a continuity of practice through the Foundation Stage which will enable all children to become competent and confident independent learners.

The Foundation Stage is a distinct phase of education. The curriculum for The Foundation Stage underpins all future learning by supporting and fostering children's personal, social and emotional well being and establishing positive attitudes towards learning.

**Our aims are:**

- To provide a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- To provide a curriculum which is relevant, fun, and based on real experiences.
- To provide quality and consistency in teaching and learning so that every child makes good progress.
- To ensure a close working partnership between staff and parents and/or carers
- To ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.
- To provide a safe and secure learning environment.
- To develop social skills and relationships
- To encourage and motivate children to become independent learners.
- To provide a free flow curriculum where learning happens inside and outside.
- To provide first hand experiences to put their learning into context.
- To provide the children with a secure grounding in the core skills necessary for them to be successful in Year 1.

**The Early Years Foundation Stage Curriculum**

The curriculum is divided into seven areas of learning

**Three prime areas:**

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

**Specific areas:**

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

**Planning**

Our staff plan activities and experiences for the children that enable them to develop and learn effectively. Staff also take into account the individual needs, interests and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child has a special educational need or disability, staff consider where specialist support is required, linking with relevant services from other agencies where appropriate. In planning and guiding children's activities staff reflect on the different ways children learn and include these in their practice.

**Teaching**

Each area of learning and development is implemented through planned, purposeful play. Staff respond to each child's emerging needs and interests, guiding their development through positive interaction.

**Environment**

A wide range of independent play opportunities will be provided through stimulating , well-resourced areas such as:

- Sand
- Water
- Role play areas
- Maths area
- Writing and mark making areas
- Book area
- Small world play
- Construction

Areas need to be set up with a clear purpose for learning. Children need to have as much access to the outdoors as possible. Reception class have their own outdoor area accessed from their classroom.

**Assessment**

At Great Orton Primary School ongoing assessment is an integral part of learning and developmental processes Staff observe pupils to identify their level of achievement, interests and learning styles and these contribute towards formative assessments for each child. At the end of Reception, the Foundation Stage profile is submitted for each child using the statutory Early Learning Goals. These are shared with parents and/or carers for their child. This profile is moderated in partnership with other local schools to ensure consistent assessment judgements.

**Safeguarding and welfare procedures**

We recognize that children learn best when they are healthy, safe and secure when their individual needs are met and they have positive relationships with the adults who care for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where the children are able to enjoy learning and grow in confidence.

We ensure that the appropriate statutory staff/ child ratios are maintained. There is at least one person with a current paediatric first aid certificate at all times.

## List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\) for 2024](#) and has taken into account the Development Matters document 2023.

This policy will be reviewed and approved by the Headteacher every 3 years. At every review, the policy will be shared with the governing board.