



Mayville High School Foundation Stage Teaching and Learning Policy

We fundamentally believe 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. It is a secure, safe and happy childhood that gives each child the best start in life and we aim to work in partnership with parents on high quality early learning to give each child the best conditions to make the most of their abilities and talents as they grow up.

We follow the Early Years Foundation Stage (EYFS) curriculum to ensure that children learn and develop well and are kept healthy and safe. Our plans for teaching and learning ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Through the EYFS we aim to provide:

- ☐ **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- ☐ **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- ☐ **partnership working** between practitioners and with parents and/or carers;
- ☐ **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles

Four guiding principles shape our practice in the foundation Stage;

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through **positive relationships**;

3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and

4. **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The areas of learning and development

The Foundation Stage curriculum at Mayville is shaped by the seven areas of learning and development in order to

- ignite children's curiosity and enthusiasm for learning
- build their capacity to learn,
- form relationships and thrive.

Our educational programme involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Early Learning Goals

Children work towards achieving the Early learning Goals at the end of Lower 1 and it is expected all children will reach the desired expectation, exceed or still be emerging due to a range of factors.

We consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Practitioners working with the youngest children focus strongly on the three prime areas which reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Able, Gifted and talented children

Able, gifted and talented children are identified through observations of communication and language, literacy skills, mathematical ability, their level of interest and curiosity about the world, creative skills, physical ability and the extent to which they use their imagination. Children are extended and challenged through differentiated group activities, higher order questioning and opportunities to develop their interests.

Special Educational Needs

We use our observations and tracking system to monitor progress and achievement. If a child's progress gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child. We consider whether a child may have a special educational need or disability which requires specialist support and link with, and help families to access, relevant services from other agencies as appropriate.

English as an Additional Language

For children whose home language is not English we endeavour to take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English with the support of the Ethnic Minority Achievement Service (EMAS) in Portsmouth.

How do children learn?

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Practitioners plan focussed group times where teaching is focussed on the next steps in learning.

We make an ongoing judgement about the balance between activities led by children, and activities led or guided by adults and respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows the balance in Lower 1 gradually shifts towards more activities led by adults, to help children prepare for more formal learning, ready for Upper 1.

Characteristics of Learning

We recognize the characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Person

Each child is assigned a key person who helps to ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents and/or carers in guiding their child's development at home. They also help families engage with more specialist support if appropriate.

Planning and the Daily Routine in the Foundation Stage

The daily routine is made up of Continuous Provision in all areas of learning which is enhanced on a weekly basis according to the observations on how children are accessing the resources.

Each day there are age appropriate adult directed activities based on the information in each child's individual tracker and their next steps in learning.

Children have opportunities for lessons with specialist teachers in Dance, Music, PE and French.

Regular trips out and about are also a key part of the curriculum as we believe it is important to have real first hand experiences.

Healthy snacks together with a choice of water or milk are offered to all children in the morning and afternoon and hot lunches are cooked on site for those children who would like a hot meal. Alternatively children can bring their own packed lunch.

The curriculum is varied and stimulating and observations are used to inform planning. Adults engage in sustained shared thinking in order to support children in their learning and to promote the characteristics of learning as children progress through the foundation stage.

A Prisma April 2015

Reviewed April 2016

Reviewed April 2017

Reviewed April 2018

Reviewed April 2019