**Elm Tree Community Primary School**

**Early Years Foundation Stage Policy**

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| **Approved by:** | D. Lamb & Governing Body |  |
| **Last reviewed on:** | September 2023 | |
| **Next review due by:** | September 2024 | |

The following policy is intended to support our continuously developing understanding of learning and teaching in the Foundation Stage, providing advice and guidance to all members of our school community.

**Aims of the Foundation Stage**

In the Foundation Stage we believe that every student has a right to the highest standards of learning and teaching. We believe that each student should be regarded as an individual and that we should constantly strive to identify the most appropriate methods to meet each learner’s needs. The Foundation Stage staff are committed to developing positive, student centred approaches to teaching. We believe in working closely with families in order to better understand our students and share their achievements.

**Reception Baseline Assessment**

The Reception Baseline Assessment (RBA) is a short assessment, taken within the first six weeks in which a child starts reception.

**Teaching and Learning**

The curriculum that we teach in Foundation Stage meets the requirements set out in the EYFS and National Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children’s skills and experiences. As experienced early years practitioners we understand that children are competent learners from birth and therefore develop in a wide variety of ways. With this in mind all staff will look carefully at the children in our care, we will consider their needs, their interests, and their stages of development in order to plan a challenging and enjoyable experience across all areas of Learning and Development through planned, purposeful play with a balance of adult-led and child initiated activities.

We will take a holistic approach to learning as the children engage with staff, other children and their environment- playing and exploring, active learning, and creating and thinking critically- underpin learning and development across all areas as we support each child to remain an effective and motivated learner.

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

• It builds on what our children already know and can do;

• It ensures that no child is excluded or disadvantaged;

• It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provide opportunities for learning both indoors and outdoors;

• It provides a rich and stimulating environment.

• It enables children to make an effective transition from home to school.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

• communication and language

• physical development

• personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

• literacy

• mathematics

• understanding the world

• expressive arts and design