



**Nettlebed Community School**  
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Headteacher: Mrs Bethany Greenwood

### Early Years Policy 2020 - 2021

<b>STATUS:</b>	
<b>RECOMMENDED</b>	<b>STATUTORY</b> ✓
<b>REVIEW FREQUENCY</b>	<b>Annual</b>
<b>DATE OF POLICY</b>	<b>November 2021</b>
<b>DATE OF LAST REVIEW</b>	<b>November 2020</b>
<b>REVIEW DUE</b>	<b>November 2021</b>
<b>COMMITTEE</b>	<b>Curriculum and Standards</b>
<b>Signed: Chair of Governors</b>	
<b>Date:</b>	



## 1 Introduction

**1.1** The Foundation Stage applies to children from three years of age to the end of the reception year. In our school, all children attend full time from the September of the school year in which they turn five (*see admissions policy*). Compulsory schooling begins at the start of the term after a child's fifth birthday. Key Stage 1 begins at the start of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Years Foundation Stage Curriculum sets out what is expected of most children by the end of the Foundation Stage.

**1.2** Many children joining our school have already learnt a great deal and many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on Development Matters which follows development through the Early Years from 0 – 5.

**1.3** Nettlebed School has formed a Partnership Foundation Stage Unit (PFSU) with Happy Days Pre-School. This is a contract which is overseen by the LA in which we undertake to work closely with each other to ensure good continuity between settings and provide opportunities for sharing resources and expertise. A governing body called the Joint Steering Group (JSG) meets termly to discuss these matters. It is made up of leaders from both settings as well as parents. In addition, the leaders of both setting meet together regularly to negotiate the day-to-day running and overlap of joint activities.

**1.4** Nettlebed offer a programme of induction to support transition to school and encourage 'School Readiness'. Children from Happy days visit regularly from March onwards. Children who will be joining the school from other settings are offered transition opportunities during the summer term. Meetings are also held for new parents as a group and individually. Nettlebed staff also liaise with all settings of pupils and visit the children before they start.

**1.5** On arrival to school, children are allocated a key worker but there is very much a team approach towards planning and assessment. Ratios are kept within national recommended guidelines of 1:13 and classroom numbers are governed by National Infant School size limits.

## 2 Aims of the Foundation Stage

**2.1** The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children through the 7 areas of learning:

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematical development
- Understanding of the world
- Expressive arts and design

We also promote the characteristics of effective learning:

Playing and exploring – Engagement

Active learning – Motivation

Critical Thinking - Thinking



### **3 Teaching and learning style**

**3.1** Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching across the rest of the school (see Teaching, Learning and Assessment and Feedback policy).

**3.2** The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

### **4 Play in the Foundation Stage**

**4.1** Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

### **5 Inclusion in the Foundation Stage**

**5.1** In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (*see our policies on Inclusion and Equal Opportunities*).



**5.2** In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

**5.3** We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This involves liaising with outside agencies such as speech therapy for some of our children.

## **6 The Foundation Stage curriculum**

**6.1** The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

**6.2** The Early Learning Goals are in line with the objectives in the National Literacy Strategy and the National Numeracy Strategy. Children have daily mathematics, literacy and phonics inputs. The content of these lessons reflects areas of the Early Years Foundation Stage Curriculum and are age appropriate in their timings and expectations. Children are invited to join small adult led learning activities aimed at their needs as well.

**6.3** The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards standards expected within National Curriculum.

## **7 Assessment**

**7.1** We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate. Results are collated within the Foundation Stage Profile (FSP). From September 2020 a new baseline assessment will be introduced by the DfE.



**7.2** At the end of each term, each child's FSP is updated and parents are given an opportunity to discuss their child's progress within the seven areas. Targets are then set for each pupil which are reviewed regularly.

**7.3** The teacher completes the assessment of the Early Learning Goals at the end of the child's reception year and records each child's attainment level. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents in the end of year report in July. It is also used to inform the setting of targets for the end of Y1 and Y2.

**7.4** Each teacher keeps progress books and uses these to record examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting. We welcome parental input in the books as well.

**7.5** Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

## **8 The role of parents**

**8.1** We believe that all parents 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 the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Offering opportunities to informally come and look at their children's classroom and work during 'Open Classroom' sessions;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school diary. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the reception class.
- Weekly information is available on the school's website specifically related to Adventure Class;



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## 9 Resources

**9.1** We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. There is an outside learning area for free flow sessions which is always available to the children.