



Greenlands Community Primary School Foundation Stage Policy May 2027

INTENT STATEMENT 'Happy children are good learners'

At Greenlands Community Primary School, we want all our children to be happy, enjoy learning and fulfil their potential. It is within the Reception class that the children foster a love for learning.

We are passionate about providing a safe and stimulating learning environment that meets the needs and reflects the interests of all the children in our care. It is organised and resourced to promote independence, curiosity, problem solving and to provide challenge.

By delivering a high quality play based curriculum with communication and language at the heart of it, we not only make learning fun but provide the children with the skills and knowledge they need to make the best progress they can within their first year at school. We endeavour to prepare our children for the next stage in their education and beyond.

It is our intention through careful nurturing and by promoting our school values of respect, trust, compassion, resilience, ambition and perseverance to develop the whole child. We want our children to grow into rounded citizens who make a positive contribution to their community and the wider world.

IMPLEMENTATION Overarching Principles

The practice in Greenlands Reception Class is shaped by the four guiding principles in the Statutory Framework for the Early Years Foundation Stage. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.



Implementation of the overarching principles.

- Deliver a challenging and exciting curriculum based on the educational programmes and the seven areas learning as specified in the EYFS framework. It is play based and reflects the diverse interests of the children.
- Provide opportunities for children to engage in activities that are, adult initiated and child initiated.
- To prepare the children for Year One there is a focus on teaching the essential skills and knowledge in the specific areas of learning
- Promote equality of opportunity and anti-discriminatory practice. The children all have different needs and we strive to meet these so that, no child is excluded or disadvantaged. For those who require additional support we deliver early intervention strategies, including the NELI speech and Language programme.
- Work in partnership with parents and/or carers to promote the learning and development of all children in our care. A welcoming environment helps to promote a welcoming and trusting relationship between home and school.
- Visits and visitors develop links with the local community and helps to develop the children's awareness of the wider world and their part in it.
- Plan challenging learning experiences, based on children's needs and interests and informed by observation and assessment.
- Plan for and provide opportunities in the indoor and outdoor learning environments for the children to develop the three characteristics of effective learning.
- Positive and warm interactions coupled with secure routines for play and learning ensure that we respond to each child's emerging needs and development. Key person time helps to develop the personnel, social and emotional skills required to be a happy, independent and confident learner.
- Provide an environment where children feel safe, secure and valued.
- Provide a stimulating learning environment that enables the children to explore and learn in secure and safe, yet challenging indoor and outdoor spaces.

The Early Years Foundation Stage Curriculum

We plan a broad, exciting and challenging curriculum based on the seven areas of learning and development and the educational programmes. To ensure that all children achieve and fulfil their potential we take into account the interests



of the children, information from parents and/or carers and observation of the children's needs.

Seven areas of learning and development shape the educational programmes. All are important and inter-connected.

Prime areas

These are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

They are -

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

Specific areas

The three prime areas are strengthened and applied through the following four specific areas of learning and development -

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

Teaching and Learning

We plan challenging and enjoyable experiences, which meet the individual needs, interests and stage of development of each child in our care. The seven areas of learning and development and educational programmes provide the framework for planning in the Reception class. When planning and guiding children's activities we take into account the three ways that children learn.

These characteristics of effective teaching and learning are playing and exploring, active learning and creating and thinking critically. As a result, the children become confident, independent, resilient and articulate learners.

The curriculum is delivered using a play based approach to learning as it is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

The children engage in child initiated and adult led learning. Every opportunity is taken to develop language, extend vocabulary and develop a love of reading.

The children develop the skills and knowledge for Year 1 and acquire the characteristics of a good learner including self-regulation and executive function.



Within the Reception Class, children have whole group and small group times, which increase as they progress through the year. There are daily phonics sessions.

The learning environment, both indoors and outdoors, encourages a positive attitude to learning. The materials and equipment used reflect the children's interests and experiences as well as the community that they come from and the wider world. The children can select from a wide range of resources and task of the activities on offer, as we believe this encourages independent learning.

Praise and encouragement means that the children develop positive attitudes to themselves as learners. There are clear rules and routines to keep the children safe both indoors and outdoors.

Observation, Assessment and Reporting

During the first few weeks in the Foundation Stage, the children are assessed using the 'Reception Baseline Assessment' and the schools own baseline assessment. The observations along with the transitional documents from Nursery and information collected from parents are used as the starting point for future learning.

Ongoing assessment of children's learning enables us to recognise children's progress, understand their needs and to plan activities and support.

Assessment is seen as an integral part of the learning and development process. Through observations, the practitioner identifies the children's achievements, interests and learning styles. The next steps for learning can be identified and any misconceptions addressed.

Evidence of progress and achievements are kept in the form of written observations, photographs and the children's work. Significant achievements are collated in the children's 'Special books'. Pupil attainment is recorded on to the Lancashire Pupil Tracker. This is used to monitor and track progress.

In the summer term, the children are assessed against the Early Learning Goals. The children's levels of development are reported to the LEA. They are also shared with the Year 1 teacher and form part of the children's reports to parent and/or carers who are also invited into school to discuss them.

Parents are invited to discuss their child's progress at three meetings throughout the school year. In the final term, parents receive an end of year report that comments on their child's progress and attainment in each of the seven areas of learning and development.



Safeguarding and Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. Spending time with their key person helps to promote this.

It is recognised that, it is our statutory responsibility to safeguard and promote the welfare of all the children in our care.

All staff are provided with the necessary information and training to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children.

Reference is made as to how the safeguarding and welfare requirements are met in the relevant whole school policies.

The people employed in the Reception Class are suitable to fulfil the requirements of their roles. All staff, which includes a class teacher and full time and level 2 teaching assistant are DBS checked.

All staff undertake appropriate training and professional development to ensure they offer quality learning and development experiences for children that continually improves.

Appropriate arrangements are in place for the supervision of the TA staff. Both the teacher and TAs are involved in the annual school appraisal system.

The class TA holds a current paediatric first aid certificate. The certificates are displayed in the classroom.

At Greenland's we regularly consider how we can improve our setting so that it meets the highest standards and experience for the children in our care. The Foundation Stage Action Plan, written annually by the Reception Practitioner identifies the areas for development.

The good health, including the oral health of the children is promoted in numerous ways, including the provision of nutritious food and following set procedures when children become ill or have an accident.

Only named adults aged 18 and over are allowed to collect the children at the end of the school day.

There is a separate document with regard to risk assessment, which ensures that the Foundation Stage Classroom and Outdoor Area are safe and accessible.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and ensures that all fulfil their



potential. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. We work closely with parents and outside agencies to ensure that this is achieved.

Children with Special Educational Needs have individual educational programmes. Learning Mentors work with children who exhibit challenging behaviours. The individual programmes are shared with parents and/or carers. When necessary, external agencies are involved.

Parents as Partners and the Wider Community

Parents are children's first and most enduring educators. When parents and practitioners work together in early years' settings, the results have a positive impact on children's development and learning.

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 their children.

We promote positive relationships with parents and carers by:

- Providing a carefully planned induction programme in the summer term prior to the children starting school. This includes information on how the EYFS is delivered and where to find out more about it.
- Going on home visits at the beginning of the autumn term and talking to parents about their child before he/she starts school.
- Regularly communicating with parents by sending home letters, Class Dojo, and on Reception class page on the school website.
- Welcoming parents and children at the beginning of the school day.
- Encouraging parents to share any concerns they might have.
- Having parents' meetings in the autumn, spring and summer terms.
- Providing a 'class library' where the children can choose and take home a book to share with their parents.
- Involving the parents in their child's education by sending home reading books and tasks to complete together at home.
- Encouraging parents to complete 'My child's a Superstar' each half term.
- Having 'stay and play' sessions throughout the year.
- Sharing the children's achievements on Class Dojo and encouraging parents and/or carers to do the same.



Transitions

Transitions are carefully planned for to make sure that the children are prepared emotionally and socially as well as to ensure continuity of learning as they move from one setting to another. We want the children to feel safe and secure as they begin each step of their learning journey.

We have carefully structured induction programmes, which enables the school to get to know the children as well as their needs and interests. Just as importantly, the children become comfortable with their new settings and the adults they will be working with.

Transition into the Reception Class

We gather information, develop relationships with parents and/or carers and prepare the children for starting school by:-

- Liaising with nurseries, childminders and parents
- Visiting children in their pre-school setting. When this is not possible telephone conversations take place.
- The children visiting the school four times in the summer term.
- Having a meeting with parents as part of the pre-school induction programme.
- Keeping the 'New starters' page on the school website up to date.
- When required the SENCO attends transitional reviews.
- Giving each child a welcome gift.
- The head teacher sending a welcome postcard.
- Visiting the children at home in September.

Transition from the Reception Class into Year 1.

To ensure that the learning journey continues smoothly into Year 1 the following steps are taken: -

- The Reception teacher meets with the Year 1 teacher to discuss each child including his/her development against the Early Learning Goals and the characteristics of effective learning.
- In the summer term, the Year 1 teacher visits the Reception class to get to know the children.
- In the summer term, the children visit their new classroom. One of these visits is for the whole day.
- There is a 'Meet the teacher' session for parents



IMPACT

By following the Early Years Foundation Stage Policy, we endeavour to make the children's first experience of school an enjoyable and fulfilling experience. We strive to develop good relationships with all our parents and/or carers and for all our children to achieve their potential and develop a lifelong love of learning.

The impact of our policy.

- The Foundation Stage curriculum meets the statutory requirements of the Early Years Foundation Stage.
- The children develop a love for learning that stays with them throughout school.
- All children have the best possible start and fulfil their potential.
- All children are valued as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- Most of the children will achieve the Early Learning Goals at the end of the Foundation Stage.
- Children feel secure, safe and happy at school.
- The children have developed the three characteristics of effective learning.
- All children in our care are ready for Year One.
- High quality practitioners who have a good understanding of the Foundation Stage Curriculum and how children learn.
- Practitioners have access to training to improve their practice.
- The children leave Reception with a broad range of knowledge and skills that provide a good foundation for future learning through school and life.
- There are good relationships between practitioners and parents and /or carers who work together for the good of their children.
- The welfare requirements of the children are met.
- Children who quickly and confidently settled into school life
- A transition programme that prepares the children for starting school and for moving into Year 1.
- A safe and stimulating learning environment that meets the needs and reflects the interests of all the children
- Children who are independent, curious, solve problems and enjoy challenge.
- Children who have developed a love of reading and the skills to read.