

Mount Primary School



Foundation Stage Two Learning & Teaching Policy 2024 – 2025

Contents

- Introduction
- Our Aims
- The Early Years Foundation Stage Curriculum
- Curriculum Planning
- Teaching and Learning
- Assessment, Recording and Reporting of Progress
- Moderation
- Partnership with Parents and Carers
- Classroom Organisation
- SEND
- Equal Opportunities
- Transition
- Children's Welfare
- Appendices

Introduction

At Mount Primary School we believe that, in the early years, high quality education is essential. It provides the foundations for learning and personal development.

We deliver the Early Years Foundation stage curriculum with a particular emphasis on;

- developing communication (speaking, listening and understanding skills)
- developing positive attitudes
- development of thinking and learning skills (co-operation, thinking, making choices)

Our Aims

- To provide a safe, caring and enabling environment, which enables our children to learn how to work, play and co-operate with others and ensure that they feel included, secure and valued.
- To provide relevant, interesting and enjoyable learning experiences that enable our children to consolidate and build on previous knowledge and make connections between new and prior learning.
- To have access to a variety of learning to match our children's different learning styles and develop positive attitudes and independence.
- To offer a broad and balanced curriculum, which covers all areas of the curriculum and enables each child to reach his/her full potential whilst fostering enjoyment of learning.
- To develop a strong partnership between practitioners, parents/carers and the child. This occurs in a variety of ways including parent's evenings, parent reading sessions, family dining sessions, school visits and open afternoons.

The Early Years Foundation Stage Curriculum

We acknowledge that children learn in many different ways and we recognise the need to develop strategies and provide opportunities that allow our children to learn in ways that best suit them.

- Teaching is based on a sound knowledge and understanding of the Early Years Foundation Stage Curriculum.
- Teachers set high expectations for children's attainment and progress
- There is a balance of teacher directed and child initiated/self-chosen activities.
- The learning environment is carefully planned to ensure that each child is both supported and challenged in their learning.
- Children are provided with a range of first hand experiences both indoors and outdoors.

Curriculum Planning

The Foundation Stage Curriculum is organised into seven areas of learning consisting of three prime areas and four specific areas. This is underpinned by the Development Matters document.

Personal, Social and Emotional Development (Prime Area)

Self-Regulation, Managing Self and Building Relationships

- PSED focuses on developing the ability to work and play alongside others. Children are encouraged to develop an understanding of their own and others emotions and strategies to regulate these feelings. This development is critical for very young children in all aspects of their lives and provides them with the best opportunity for success in all other areas of learning.

Communication and Language (Prime Area)

Listening, Attention, Understanding and Speaking

- This area encourages the development of basic listening and attention skills, provides opportunities for children to demonstrate their understanding and develops a wide vocabulary and confident speech skills, which provide the basis for further literacy development. It gives each child the tools to be able to communicate effectively and access all other areas of learning.

Physical Development (Prime Area)

Gross Motor Skills and Fine Motor Skills

- This area focuses on each child's developing physical control, mobility, awareness of space and manipulative control as well as developing a positive approach to healthy lifestyles.

Literacy (Specific Area)

Comprehension, Word Reading and Writing

- This area focuses on each child developing the essential skills needed to become early readers and writers. Children are encouraged to discuss and explore a range of texts to develop and share their understanding. A love of reading runs through literacy in the EYFS and links are made in all areas of learning to appropriate books and vocabulary. Children develop their phonic knowledge through direct teaching to develop confident independent word reading and writing skills.

Mathematics (Specific Area)

Number and Numerical Patterns

- This area focuses on learning through practical activities and on understanding and using mathematical language. Children are encouraged to journal and record their own ideas and understand and identify patterns, making connections and solving problems. Children are encouraged to develop a deeper learning, focusing on numbers and making links with calculation, shape, space and measure for each number they investigate.

Understanding the World (Specific Area)

Past and Present, People and Communities and the Natural World

- This area focuses on each child's developing knowledge and understanding of their own environment and the wider world, people who are important to them and form their community, the celebrations and events that are important to different cultures and religions, significant figures from the past and features of the natural world. It forms the foundation for later work in Science, Religious Education, Design and Technology, History, Geography and ICT.

Expressive Art and Design (Specific Area)

Creating with Materials and Being Imaginative and Expressive

- This area focuses on the development of each child's imagination and their ability to communicate and express ideas and feelings in creative ways. Children are encouraged to explore design, form, texture, function, materials and different techniques. They are encouraged to use their creative skills in storytelling, role play and music based activities. It incorporates Art, Music, Dance and Drama. Creativity is fundamental to children's development and successful learning.

Teaching and Learning.

There are four themes that underpin Teaching and Learning across the Early Years Foundation Stage. These are: *a unique child, positive relationships, enabling environments and learning and development.*

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Children are encouraged to take responsibility for their own learning in ways that are appropriate for their age and development. They are involved in reviewing ways in which they are learning. They are encouraged to identify what helps them learn and what their next steps are. Verbal feedback, self-review and peer review strategies are used.

Positive Relationships

Every child learns to be confident and independent through positive relationships. Therefore, we understand the importance of responding to the needs and interests of each child, of setting clear

and consistent boundaries and building up a 'key person' relationship so that each child knows that they have an adult they can go to when they need help.

Enabling Environment

Children learn and develop best when the environment meets their needs. The environment should both support their developing learning and challenge them to make their next steps. We acknowledge that there must be strong partnerships between practitioners, children and family members and so we strive to invite family members in regularly throughout the year.

Learning and Development

Our curriculum is inclusive of all children and we ensure that children are able to access activities across the whole of the Early Years Curriculum. This ensures that children get the chance to play, explore and engage in active learning to become critical thinkers. It is vital that any barriers to learning are identified early and support is put in place to ensure each child can access the curriculum. If necessary, extra support will be discussed and this may be supported by the SENDco (Mrs. Sexton-Perinkadiakatt) in order to access Special Educational Needs support.

Children learn in different ways. Planning reflects this in order to ensure the three characteristics of effective teaching and learning are developed. These 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.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment, Recording and Reporting of Progress

In Foundation Stage Two we use a data system called Target Tracker to record progress and attainment. Each child is assessed through:

- Observations based on EYFS outcomes;
- Dated examples of work (both supported and independent);
- Objective led planning;
- Photographs and observations in work books.

Children's practical learning is regularly observed and discussed by staff. Each piece of recorded work is dated, with comments from adults where appropriate and verbal feedback is always given to the child. Staff use EYFS profile Exemplification materials as an example of good practice when discussing observations and providing feedback.

All adult directed tasks have a clear learning objective which can be differentiated. All work will have verbal feedback shared with the child and this will usually include both an indication of what the child has done well and a clear next step so the child knows how to improve work next time. All pieces of work will have an indication as to whether the work is Independent – **I**, Supported by an adult – **S** or Child Initiated work - **CI**

Practitioners will also use self and peer assessment, observations and verbal feedback to inform future planning and learning opportunities.

Children will have Literacy, Maths and Learning Journey books which show evidence of the children's learning across all areas of the curriculum. Classes will also have floor books which will evidence experiences and learning further.

All evidence must be;

- Dated.
- Specific EYFS learning outcomes.
- Whether activity is independent (I), supported (S) or Child Initiated (CI)

At the start of the year staff will complete the children's Baseline Assessment. Children will complete both the statutory baseline assessment and further observations and activities to inform the schools own baseline assessment. Target Tracker is then completed at regular intervals throughout the year. Children's progress is shared with parents during meetings held in the autumn and spring term.

In addition a written report is provided at the end of each academic year covering;

- Progress on the seven areas of learning.
- A personal comment from the teacher, focusing on the whole child.

Moderation

- The F2 team will moderate the baseline in October (before half term) with the HT and DHT.
- Moderation will also take place within the F2 team with teachers and TAs, to ensure consistency across both classes.
- The EYFS staff will also attend the regular EYFS cluster meetings.

Partnership with Parents and Carers

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- Inviting parents to contribute to their child's Baseline Assessment;
- Allowing children and parents the opportunity to spend time with their teacher before starting school;
- Supporting children through a carefully planned transition from F1 to F2;
- Inviting all parents to an induction meeting during the term before their child starts school in order to detail how we aim to work with their child particularly in relation to prime areas, phonics, reading and writing;
- Encouraging parents to talk to the child's teacher if there are any concerns;
- Encouraging parents to join Class Dojo so they can communicate directly with class teachers and be part of their child's learning journey.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents;

SEN

All children and their families are valued at Mount Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs or disabilities (SEND) that affect their learning are identified at the earliest possible opportunity. Early identification of any additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENDco is called upon for further information and advice.

Appropriate steps are taken in accordance with the school's Inclusion policy for SEND. Our school also publishes the SEND information report on the school website and links into Wirral's Local offer for children with SEND.

Equal opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances.

All staff are aware of the need for the curriculum to reflect both British Values and Cultural Diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Transition

From Foundation Stage 1 settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition.

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The child's families are invited to fun activities where the children are able to play and families have the opportunity to meet staff.
- Parents and children are encouraged to complete an "All about me" booklet. It is used during the autumn term to support transition and to inform planning.
- The children are invited to visit their F2 class.
- Parents receive a phone call from EYFS Lead to discuss transition to school any concerns or questions before staff visit the F1 settings.
- Members of staff from Mount Primary make visits to the F1 settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

From Reception Class to Key Stage 1

During the final term in Foundation Two, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels.

Teachers in the F2 and Key Stage 1 classes will meet to discuss the children and any additional needs or information will be shared to ensure an easy transition to the next key stage.

Children's Welfare in the Foundation Stage

It is important to us that all children in the school are 'safe'. We aim to educate children on their rights and responsibilities. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

We understand that we are required to:

- Ensure all children have a designated key worker.
- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Provide children with access to snacks, water and lunch to promote good eating habits. This has been assisted by the development of Universal Infant Free School Meals. Families are invited to family dining events to observe their children's eating habits at school.
- Ensure that our children are encouraged to undertake regular exercise. We do this through continuous provision, outdoor learning, PE lessons and extra-curricular clubs.

- Work with a range of agencies to support children and families with promoting their child's well-being. This includes family support workers, paediatricians, school nurses, welfare officers etc.

This policy will be reviewed annually by the EYFS Lead.