Westlea school

Foundation Stage Policy

Intent

All children are welcomed into a safe, secure environment where they form positive relationships with adults and peers. Inside and outside play environments enable their learning and development. Children are supported in gaining the skills of exploration, perseverance, concentration, creativity and independence in order to become life long learners.

Curriculum

Our curriculum follows the Early Years Foundation Stage Curriculum. It is a play based curriculum which is best suited to the needs of young children. The curriculum is underpinned by 4 principles: ‘unique child’, ‘positive relationships’, ‘enabling environments’, ‘learning and development’. Opportunities to develop the necessary ‘Characteristics of Effective Learning’ are part of all play and learning. Three prime areas of learning, Personal, Social and Emotional Development, Communication and Language and Physical Development form the foundations of all other learning. Specific areas of learning, Literacy, Maths, Understanding of the World and Expressive Arts and Design build on these foundations.

Phonics as the basis for reading is taught discreetly every day, following the DfE Letters and Sounds Programme.

Inclusion

Every child is unique and planned for to meet their individual needs.

Assessment

Assessment in EYFS takes the form of observation by the staff. All children are assessed on entry to determine starting points, mid year to assess progress, and at the end of the year to provide attainment and progress information to parents and KS1 staff in readiness for moving on. Formative assessment of children is ongoing in between these times to determine next steps in learning.

Parents

Our children’s education is a partnership between school and parents. Parents are invited to an induction evening, workshops, Stay and Play sessions, weekly story times, a Nativity performance and parents’ evenings in order to understand ways in which they can support their children’s learning.

Entry to school

Entry to school is the September after the child’s fourth birthday. A home visit, school induction days and phased start in September support the transition.

Staffing

School intake is up to 45 children split into 2 classes, each with a teacher and a TA.

This policy was reviewed in February 2020 by Lesley Ponsonby, Sarah Green and Sarah Sumner