



## FOUNDATION STAGE POLICY FOR LEARNING AND TEACHING

### Rationale

*“Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skill, understanding and attitudes. During the foundation stage many of these aspects of learning are brought together effectively through playing and talking.”*(Curriculum Guidance for the Foundation Stage – QCA).

We believe that children bring a variety of experiences, knowledge and skills to the setting and that they are able to take responsibility for their learning. We aim to build on the positive aspects of this ensure that all children achieve their full potential, according to their individual needs. We believe that children learn most effectively in a supportive environment that makes connections with their life experiences. Children’s learning is best supported when the curriculum is well planned and structured to allow for an equal balance between child initiated and adult directed activities, both in the classroom and in the outdoor area. We aim to provide an inclusive educational setting which values the whole child. We positively embrace the belief that all aspects of a child’s development and individuality must be encouraged to flourish. This includes the child’s gender, culture, race, religious belief and disability.

### Purposes

Our supportive learning environment should:

- Be inclusive, safe, welcoming and attractive
- Be accessible to all children
- Provide experiences/resources that stimulate enquiry
- Provide connections between home, community and school
- Provide indoor and outdoor access
- Have a broad range of provision to support all 6 areas of learning
- Be monitored and adapted according to differentiated needs

The children should be:

- Actively engaged
- Working towards positive interaction
- Confident and happy
- Independent learners to be able to select, use and return resources appropriately

The adults should:

- Devise and implement plans in line with curriculum guidance and policy
- Support children by using a range of different teaching strategies – as instructor, demonstrator, facilitator, questioner, motivator, scribe and assessor
- Be able to respond to children's differentiated needs
- Ensure that children have an equal balance of child initiated and adult directed activities

## **Guidelines**

To achieve this:

- We carefully plan the learning environment in and out of doors, to ensure the children can experience the curriculum in a variety of ways
- All resources are organised into curriculum areas and labelled with pictures and bilingual headings, so they are easily accessed
- All interactive displays are at child level
- A piece of work by each child is attractively displayed
- The parents are encouraged to share their knowledge/experiences
- Strong visual aids are used, particularly in those lessons and activities for EAL (English as an Additional Language)
- The pace of lessons must be adapted and modified to suit individual needs
- Repeat and reinforce EAL students



## FOUNDATION STAGE POLICY FOR LEARNING THROUGH PLAY

### Rationale

*“Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge”*

(Curriculum Guidance for the Foundation Stage – QCA)

We believe that play should be meaningful to each child's life experiences. Play allows the teacher to teach new concepts in a familiar and child friendly environment. We believe that children tend to be more comfortable in being themselves and confident to try new things while playing. We aim to provide the students with play that will help make their transition from their home environment to school a positive experience and will encourage independence from their caregiver. We believe that play allows children to use their imaginations and to think creatively. Learning through play can help develop student's social skills and allows them the opportunity to interact with other children.

### Purposes

Our supportive play environment should:

- Be safe, stimulating, positive
- Encourage social interaction
- Provide real life experiences
- Encourage role playing
- Support all six areas of learning
- Play areas should be appropriate for all levels of ability in the Early Years
- Offer children opportunities to play with the home corner; sand table and water; computer corner; shop; dolls corner; puzzles and games; and blocks, duplo, lego etc

The children should:

- Express themselves freely in an appropriate manner
- Be confident and happy
- Be actively engaged
- Interact positively with others when appropriate
- Play independently and co-operatively
- Be able to select, use and put away toys appropriately

The adults should:

- Support children's learning by providing well planned play situations
- Provide various opportunities and activities that will interest the different individual needs, tastes and learning styles in the classroom
- Support students in a variety of ways as an instructor and demonstrator
- Identify the teachable moment and knowing when to intervene to move a child on.

## **Guidelines**

To achieve this:

- Teachers will monitor children's learning through play by on going observations throughout the day
- We will carefully plan the play areas and centres to ensure the children can experience the curriculum in a variety of ways
- All resources are arranged into different areas and labelled with pictures and headings, so they are easily accessed
- All play areas are accessible
- Play areas change according to the theme therefore integrating all areas of the curriculum



## FOUNDATION STAGE POLICY FOR LEARNING THROUGH OUTDOOR PLAY

### Rationale

*“Outside play is an entitlement for all children in the Foundation Stage. In our society, anxiety about children’s safety and the increasingly sedentary nature of family life means that children may grow up with few opportunities to play outdoors. Many have no contact with their friends at the end of the day or at weekends. Playing in the garden or the park is an unfamiliar concept to many, and extended periods of uninterrupted physical activity are rare, even inside our settings.”*

(The Little Book of Outdoor Play, Featherstone Education)

We believe it is important to make good use of outdoor space so that children are enabled to learn by working on a larger, more active scale than is possible indoors.

*“Outdoor activities allow children to have real experiences with weather, creatures in their natural environment and of the buildings that surround them”*

(Curriculum Guidance for the Foundation Stage – QCA)

We believe outdoor play should give the students an opportunity to play with friends using all their senses and involve all muscles as well as stimulate the imagination. Outdoor play allows students to make more noise, make more mess and use more speed than would be allowed indoors. We believe that with a little bit of imagination and organisation of resources any outdoor area can be transformed into an exciting place to be.

### Purposes

Our outdoor environment should:

- Inviting and stimulating
- Safe and accessible
- Practical and challenging
- Well resourced with supportive adults
- Fresh air and space to move freely

The children should be:

- Actively engaged
- Imaginative
- Confident and happy
- Developing fine and gross motor skills
- Independence and co-operative

Practitioners should:

- Plan activities which offer appropriate physical challenges
- Provide sufficient space, indoors and outdoors to set up relevant activities
- Give sufficient time for children to use a range of equipment
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement alongside their actions
- Use additional adult help to support individuals and to encourage increased independence in physical activities
- Devise and implement plans in line with curriculum guidance and policy

## **Guidelines**

To achieve this:

- Plan, develop and resource an appropriate outdoor play area that is accessible to the Early Years
- Carefully plan the outdoor learning environment and activities that ensure the children can experience the curriculum in a variety of ways
- Label our resources
- Model activities and participate with the students



## **EARLY YEARS FOUNDATION STAGE IMPLEMENTATION FOR OUR SETTING**

Play is integral to the Early Years experience at The Royal School and to our implementation of the EYFS.

Constant observation and assessment of pupils ensures that we evaluate and monitor each pupil's needs and build this into planning to promote development across each of the six areas of the curriculum.

Teachers plan using a monthly theme. They incorporate pupil's interests and monitor their planning based on daily observations and focused observations.

Each day there is a phonics, literacy and maths input which is either whole class, group based or with individuals. Pupils are encouraged to read with the Reception teacher and Teaching Assistant during the week and at home with parents.

In Nursery there is a phonics and maths input on alternate days.

Teachers model new concepts and ideas to the whole class, groups and individuals and there is a daily focused activity with a discrete area of learning as well as many opportunities to use this learning independently in free play.

Teachers use questioning to engage pupils and to support and extend their learning and allow pupils time to respond.

Independence is encouraged daily with pupils putting on their own coats, setting the table at lunch, washing their hands and tidying up.

Independence is reinforced within learning through having resources labelled and accessible to the pupils and enabling pupils to think through problems to find solutions.