



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

Early Years Foundation Stage Learning & Teaching Policy

UPDATED	REVIEW DATE
1 October 2015	1 October 2016
Name of staff member responsible for documents	
Samantha Selkirk – Head of Early Years	



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

LEARNING AND TEACHING POLICY FOR THE EARLY YEARS FOUNDATION STAGE

Rationale

'The Early Years Foundation Stage sets the standards that all early years provides must meet to ensure that children learn and develop well.....It promotes teaching and learning to ensure children's 'school readiness' and gives the children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'

The Statutory Framework for the Early Years Foundation Stage, March 2014

At Reigate St Mary's 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 ensuring 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 with a mix 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.

'In their play children learn at their highest level.'

The Statutory Framework for the Early Years Foundation Stage, May 2008

Children do not make the distinction between play and work. Young children are active learners and need first hand experience, well structured, purposeful play and talk to motivate them and lead them towards effective learning and the development of positive attitudes.

'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 2000

The teaching of the curriculum in the Foundation Stage follows the Statutory Framework guidance March 2014. Our practice is shaped by the Overarching Principles and Characteristics of Effective Teaching and Learning. See our Curriculum Policy for additional information.

In addition, Reigate St Mary's embraces the development of Intellectual Characteristics and Values Education and Fundamental British Values, both of which are embedded within our whole school provision.

As a school and Leadership team, we ensure that staff make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct, upholding the Teachers Standards.

We want to provide an enabling environment that:

- is inclusive, secure, safe, inviting and stimulating
- is accessible to all children
- had a broad balance of provision to support all seven areas of learning and development
- has good quality resources which are clearly labelled and accessible to the children themselves
- enables children to be active learners
- offers a range of well planned play opportunities that are monitored and adapted according to differentiated needs
- builds upon what the children already know and takes account of their interests
- provides a range of clearly defined areas, giving access to learning opportunities both indoors and outdoors.

We want our children to:

- feel happy, secure and valued, able to develop as confident learners
- be actively engaged and concentrate in activities planned by adults as well as those they initiate for themselves
- encounter difficulties and enjoy achievements
- learn through enactive, first hand experiences, discovery and exploration
- have time to explore ideas in depth and make links with their learning
- communicate with others as they investigate or solve problems
- have the opportunity to access a wide range of differentiated play activities, indoors and outdoors
- make choices for themselves and develop independence
- to take risks without fear of failure and 'have a go'
- have and develop their own ideas, make links between ideas and develop strategies for doing things.

We want our staff to:

- provide a safe, happy, supportive and enabling learning environment, building upon what the children already know
- plan the indoor and outdoor environment carefully, in line with curriculum guidance and policy, to provide a positive and stimulating context for learning and teaching
- ensure that children have the correct mix of child initiated and adult directed activities
- understand the importance of play
- create an environment that enables children to flourish as active learners
- interact with, support and extend the children, encouraging a positive attitude and disposition to learn
- support children by using a range of different teaching strategies – as instructor, demonstrator, facilitator, questioner, motivator, scribe and assessor
- identify and respond to individual interests and differentiated needs
- plan, monitor and evaluate both their provision and children's progress, using observations to inform future planning
- 'mark' work in an appropriate way, considering children's maturity and understanding, using stamps, stickers, written comments and importantly giving verbal feedback

- are sensitive to the needs and preferences of individual children, their cultural beliefs and requirements
- ensure that all children have equal access to all opportunities
- provide good role models
- work in close partnership with parents and carers
- be well qualified and skilled to be able to deliver the best possible outcomes for children
- as a key person, ensure that learning and care is tailored to meet their child's individual needs.

Broad outlines

- Where space permits, staff will organise their classrooms into specific areas of learning e.g.;
book area
sand and / or water
graphics
construction
role play
creative area (including malleable materials)
Mathematics
Understanding the World
Literacy
Technology
- All learning areas should have relevant resources to hand in trays, boxes or shelving. These should be appropriately labelled.
- Outdoor and indoor activities should be provided across all areas of learning.
- Mark making equipment should be available for use in all areas of learning.
- There should be high quality fiction and non-fiction books.
- Children should have access to cards displaying their names which they can use in their play at any time.
- Numbers and letters should also be displayed in classrooms and be accessible to the children.
- Staff will plan regular opportunities for baking and other food preparation activities.
- Classrooms should be tidy, bright, and welcoming.
- The children's work should be displayed and clearly labelled, giving each child pride in their achievements. The displays should be relevant to the current topic work.
- There should be clear boundaries and guidelines for the children to observe, understand and follow.
- Staff will have the opportunity to attend relevant ongoing training to ensure practice is updated and effective.
- Specialist staff for Music, Physical Education, Computing and Technology and Swimming in Reception will plan appropriate activities for the children in each group.
- The learning experience is enhanced by day trips and outings, invited visitors, productions, church services and themed days.
- Additional learning support is available to individual children where necessary and this is overseen by our Special Educational Needs Coordinator.

Monitoring and Review

The Head of Early Years, in association with the Senior Leadership Team, will review this policy annually.

Reviewed by Samantha Selkirk, Head of Early Years – October 2015

Review due – October 2016