

# *Stradbroke Primary Foundation Stage Teaching and Learning Policy*

*Supporting the achievement of all children*



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
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## **Aims**

During the Foundation Stage, many of these aspects of learning are brought together effectively through creative and imaginative play and will help to promote the development and use of language.

Well organised play both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. A stimulating and well planned environment is essential to promote children's learning.

We believe in developing a positive relationship based on trust between practitioners, parents and children, so that children feel safe, secure and able to become confident learners.

## **Guidelines**

- Areas of continuous provision are set up to promote independent learning.
- The areas will be photographed and labelled to develop children's independence as they access resources.
- Children to have the opportunity to use available resources to initiate their own activities and explore their interests at their own pace.
- The 'Characteristics of Learning' as set out in the Development Matters (2012) are used to establish and develop children's learning styles.
- Children's learning will be developed through planned, purposeful play.
- In FS1/Little Teds a key worker system is in place with practitioners working with their own groups on a daily basis.
- To extend and develop children's language and communication in their play, practitioners will encourage children to develop their language skills through the use of modelling, questioning and the use of correct grammar. Refer to P4C documents.
- Children's achievements are recorded using the 'Development Matters' and on the school tracker. This information is then used to target specific children and areas.
- Short term planning will reflect the needs and interests of children
- If children are identified as having special needs parents will be approached sensitively to allow discussion to take place and the best way forward.
- Pupil Premium children: In nursery we will work with parents to identify children's needs, this we will achieve by termly meetings involving the nursery teacher, key worker and parents. From these meetings a pack of resources will be made available to support parents at home with their child's next steps using the child's interests. This will ensure nursery and parents are working on similar steps for the child. Progress will be monitored through the usual assessment processes. Children in reception are identified for further interventions and placed in appropriate small groups in order to focus more closely on their needs.