

Sir Robert Geffery's School

Early Years Foundation Stage Learning and Development Policy

Rationale

Our school ethos underpins all we do in the EYFS. Children develop and learn in different ways and at different rates. All areas of Learning and Development are equally important and inter-connected. At Sir Robert Geffery's School, however, we do recognise the importance of strong PSED, Communication and Language Development and Physical Development in determining children's future outcomes in learning. Through our enabling environment and with positive relationships each unique child can learn and develop individually to enable them to achieve their full potential. We are committed to a principle of 'Learning through Play' whereby children and adults engage and develop the 'Characteristics of effective learning'. Through playing and exploring, as active learners, where creativity and critical thinking is developed, supported and extended, and all areas of learning and development are implemented.

The **Prime areas of learning and development** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These underpin all learning.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The four **Specific areas of learning and development** support and strengthen the Prime areas.

4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive arts and design

All Areas of Learning and Development are embedded in all Continuous Provision.

Parent Carer Involvement

Parents and carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We work hard to ensure that parents/carers and staff work together to encourage children to develop positively.

-Home visits help to begin the partnership between parents and the school, and give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and pre-school to primary school a happy and relaxed experience. All of the parents will be given an introductory booklet called 'Learning Together'. This outlines how to support their children's learning at home and an outline of learning strategies at school. They are arranged in the term before the children are due to start school. Although home visits are always offered, parents can choose a school visit if preferred.

-Parents are invited to an evening meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the Head teacher, KS1 Co-ordinator and the Class teacher. Representatives of the Friends of the school are also invited to meet the new parents. The induction meeting also provides an opportunity for the parents to become familiar with the environment in which their children will be taught. A variety of resources and an introduction to the EYFS are discussed in an informal setting. School uniform will also be on display and parents have the opportunity to purchase items.

- Children will be invited to come to school to visit on three different occasions in the latter part of the summer term, prior to starting school. The children and their parents will be invited to have a school lunch during one of these visits. During the school visits, each child will be given a reading book to take home to share with their parents. A reading diary will also be given in preparation for September. The parents are encouraged to write in the diary, return the diary and book to school and choose another book on the next visit.

- Parents/carers are encouraged to settle their child/children in the morning and choose an activity/resource to use with their child. - Children's work is displayed for children to show to parents/carers.

- Learning Journeys are shared with parents at regular intervals and are always available for parents and children to access and contribute to.

- Wow moment slips are sent home at regular intervals throughout each term to encourage parents/carers to share children's learning and achievements at home.

- A weekly 'We have been Learning' information sheet is given on a Friday to summarise new learning.

- Resources are displayed in the classroom for the children to share with parents/carers

-Many of the daily routines of a young child will give opportunities for creative learning and problem solving that parents/carers can share and be part of.

-Workshops are offered to share our practice, ethos and ideas with parents/carers.

- Parents/carers are actively encouraged to volunteer in the classroom e.g listen to readers.

- Parents /carers are always offered the opportunity to share interests and expertise and are encouraged to become involved e.g visiting speakers.

-Home learning activities are set weekly for parents/carers to do at home with children.

-Parents/carers are always offered the opportunity to record their child response to experiences.

-Parents/carers are given the opportunity to take part in educational visits.

-Parents/carers are invited to attend church services, productions, speech day and other school events.

Planning

Planning incorporates a balance between adult and child initiated activities and experiences, taking account of children's interests and needs. Individual and group planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice. Planning occurs on a daily basis to ensure highly reflective practice which begins from child/children's exact starting points.

- Long term continuous provision plans are completed.
- Medium term plans are completed on a week by week basis to ensure a balanced curriculum is achieved.
- Half-termly coverage of all areas of learning is monitored and recorded.
- A weekly play plan details enhancements to continuous provision resulting from a need to offer a balanced curriculum, to support group/individual interests or to practise and apply skills linked to adult-led or adult-directed activities.
- Next steps are noted weekly on the play plan to inform the enhancements required for the following week.
- An 'As a result of observation' sheet notes individual/groups of children who need specific support in developing the next steps of their learning and play.
- Planning occurs daily.
- Annotations of daily planning occur to inform planning for the next day.

Equality of Opportunity Statement

Sir Robert Geffery's School is committed to equality of opportunity in education, training and employment. The commitment applies to all, regardless of gender, age, race origin, nationality, creed, sexual orientation, marital status, employment status or any disability.

In planning and providing for Learning and Development; we consider the following:

- Differentiation, a consideration of all children's needs to ensure progression in their learning and development.
- The use of artefacts and experiences that reflect our society, to motivate and enhance children's creative thinking and active learning.
- All children have access to continuous provision- the classroom is resourced and planned so that children can be involved in play activities which they have chosen.
- Planning focuses on the needs and interests of individual children.
- We work closely with Parents/carers, Physiotherapists, Educational Psychologists, Schools Nurse and Doctor, Speech and Occupational therapists to ensure all children have access to the full curriculum, including vigorous activity and movement play indoors and out.
- We ensure the space within the centre is organised to facilitate free access and independent movement.
- Staff ensure all learning opportunities, experiences and resources are inclusive and enable children to learn collaboratively.
- Children's communication both verbal and nonverbal is valued; children are able to communicate using both gestures and spoken language.
- Children are given time to explore and play at their own pace. In some individual circumstances children are given a structure to support them in the ownership of their learning time.

Evaluation and Assessment

Evaluation occurs through discussion and dialogue at weekly team meeting, weekly teacher staff meeting, observations, SLT meetings. In addition annotations are included on daily planning and weekly play plans.

At Sir Robert Geffery's School we also self-evaluate through our annual review of the school's development plan. Our self-evaluation is supported by the collation of evidence:

- Evidence of settled, confident and increasingly independent children is reflected both in school and their community.
- Evidence of children's progress is monitored through daily internal assessment and observation and moderation, external moderation visits and meetings, half-termly pupil review meetings, our reporting cycle and parental feedback.
- Evidence of quality teaching and curriculum is monitored through classroom observations of teaching and learning and provision, book scrutiny, teacher and TA performance management.
- Evidence through parent/carer feedback in questionnaires, report feedback sheets and observation sheets.

Monitoring Policy and review

- The Curriculum Committee of the Governing Body ensures the EYFS Learning and Development policy is reviewed and updated.
- The Assistant Head (Head of EYFS and KS1) is responsible for ensuring all staff understand and monitor the policy.

Professional Development

- Regular training both locally and nationally is undertaken by the staff members and is disseminated appropriately.
- There is a large resource of reference books and documents available for staff to gain further information and to act as a point of reference.
- Staff contribute to training events for practitioners from other settings and schools.

Curriculum

1. Personal, Social and Emotional Development

Rationale

Children's emotional wellbeing is crucial to their learning and development and outcomes for the future. If staff and parents can support children in developing self-esteem, self-confidence, social skills and positive dispositions to learning then children can develop as autonomous, confident and social learners. Learning about themselves and other people and the world around them is at the centre of PSED.

Our Aims

- To help children develop the following attitudes and dispositions to learning: Curiosity, Empathy, Perseverance, Independence, Responsibility, Self-control, Valuing themselves and others, A sense of security, A sense of enjoyment and fun, A sense of success, Trust in others, Confidence and Positivity.
- Seeing differences in people as positive, and respecting others.
- Value communication in its many forms, e.g. friendship and support.
- To develop social skills and learn how to understand and manage their behaviour.

Aims into Practice

- High adult-children ratios to ensure attachments and development of positive relationships

- Opportunities to play alone and in groups of different sizes
- Individual planning from children's strengths and interests
- Images and experiences that challenge children's thinking
- Role modelling, embracing differences and similarities in gender, ethnicity, language, religion, culture and SEND
- Continuous provision that supports and enables autonomous learning
- Patterns of the year- planned festivals that are celebrated across the centre
- Following the Healthy Schools Programme
- Following the SEAL programme
- Persona dolls ad puppets

Adult Role

- Staff should interact with children in support of their interests and allow them to learn from their mistakes.
- Provide a secure base from which children can explore
- Help children to safely use and care for materials and then trust them to do so independently
- Provide activities that encourage children to ask questions, seek answers, take decisions and solve problems.
- Encourage children to explore and talk about new learning, valuing their ideas and ways of doing things
- Listen to parents' views on their child's development and any concerns that they have about their child's progress
- Support children's growing ability to express a wide range of feelings by labelling emotions and modelling noticing how others are feeling
- Give information that helps children to understand why people do things differently from each other and encourage talk about these differences
- Explicitly challenging negative comments and actions towards peers and adults
- Have consistent and appropriate expectations of all children that take account of their individual development, starting point and cultural background
- Establish routines that are flexible but have predictable sequences and events
- Provide activities that involve turn-taking and sharing
- Share with parents the rationale of boundaries and expectations to achieve a joint, consistent approach
- Demonstrate concern and respect for others and living things.
- Consider if and when to intervene/offer support.
- Encourage children to see adults as a resource and as partners in their learning
- Create a feeling of openness so that children feel able to learn from each other and each other's experiences and interactions.
- Ensure support for all children to participate in discussions and to be listened to carefully.
- Anticipate the best from each child and be alert to their strengths.
- For staff to view themselves as learners with an understanding of the importance of on-going training and professional development

2. Communication and Language

Rationale

The development and use of communication and language is at the heart of young children's learning. The ability to communicate gives children the capacity to participate more fully in their society. At Sir Robert Geffery's School this is achieved by development of

close relationships and though experiences which engage all the senses. Sir Robert Geffery's School practitioners value and respect the notion that non-verbal messages remain an important form of communication throughout life. Being read to and learning to read and write is fully supported and extended.

Our Aims

- All children will be supported in developing skills and dispositions to enable them to become skilful communicators.
- Children will be supported in engaging all the senses whilst developing speaking and listening skills building the foundations for communication and language.
- Children will develop confidence and positive dispositions to using communication and language in a range of situations and for a range of purposes.
- Children will listen attentively (e.g. to stories, songs and rhymes).
- Children will talk about their experiences and ideas.
- Children will use increasing vocabulary to express thoughts and explore meanings.
- Children will take part in role play and make up their own stories.
- Children will develop an understanding of spoken and non-verbal communication that enables them to respond to others, give and follow instructions and ask and answer questions.

Aims into practice

- Providing communication friendly spaces and a rich language environment with multi-sensory experiences.
- Providing time and space for children to play uninterrupted by adults
- Modelling and encouraging talking and listening to each other
- Developing an awareness of different sounds in words, songs, the environment
- Development of the Every Child a Talker programme
- Monitoring, observing and evaluating children's communication in the environment
- Sharing developments in communication with families
- Supporting and sharing children's home language
- Encourage the participation of all children through expression i.e. pointing, gesturing, vocalisation and language
- Encouraging an interest in rhythm and rhyme through play
- Provide time and opportunities to develop spoken language through conversations
- We have continuous, enhanced provision.
- We extend children's interests and experiences through planning, parental involvement, educational visits and by listening to individual children.
- The library is a resource which supports the provision within the curriculum.

Adult Role

- To encourage children to use language, to predict and to imagine by modelling, demonstrating and engaging in verbal and non-verbal conversations with children as is appropriate.
- To use songs and singing within everyday practice, encouraging children to participate in rhyming and rhythmic experiences.
- Modelling and sharing an enjoyment of stories, storytelling and role playing
- Value and notice children's contributions and communications
- Accept and value the language and communication systems of each child.
- To create situations and provide equipment that encourage communication and imaginative text.
- To introduce a variety of language structures including story, rhyme, non-fiction and poetry.

- To create situations where children follow instructions.
- To share books with children and read to them on a regular basis, encouraging children to participate according to their language and sensory skills.
- Demonstrate reading and storytelling to children and encourage them to take part.
- To model and demonstrate listening and distinguishing different sounds in words, songs and the environment.
- To identify children’s stages of communication development.
- Children have opportunities to spontaneous and planned musical activities and experiences.
- To plan and lead focus groups for ECAT.
- Staff plan for communication, language and literacy development through long and short term planning including plans for each individual child.
- Staff follow child’s interest and schemas and develop learning opportunities in these situations.
- Staff observe all children on a regular basis to extend their Communication and Language development.
- Involve close teamwork between all appropriate professionals, workers, speech and language therapists and practitioners.

3. Physical Development

Rationale

“Everything we discover about life, we discover through movement, light waves reach the eye, sound waves contact the ear. Both smell and taste involve movement.

Above all our capacity to touch and move to gain further experience, confirms our awareness”. (Hodgson 2001)

“Human beings are essentially playful, physical beings who need to live in their whole bodies not just their heads”. (Greenland 2000)

At Sir Robert Geffery’s School, our aim is to encourage children’s Physical Development as they grow in body awareness and explore the range of movement experiences within their environment.

Our Aims

- To help children explore and enjoy the freedom of movement both indoors and outdoors.
- To encourage children to be active and interactive.
- To support children in using their senses to learn about themselves.
- To help children develop increasing control over their bodies.
- To help children practice and consolidate new skills.
- Provide opportunities for children to practice and refine developmental movement patterns.
- To help children become aware of sensation in different parts of their body.
- To help children develop confidence and self-esteem.
- To help children develop a sound central nervous system, raising awareness of sensory stimulation.
- To help children recognise the importance of keeping healthy through good eating, sleeping and hygiene routines.
- To help children increase their vocabulary, practice and develop understanding of new words.
- To help children develop a sense of space indoors and outdoors.
- To help children express feelings through movement, and experience different

emotions.

- To help children to develop independence in their self-help skills.
- To listen to and work closely with parent/carer in raising awareness of child's physical needs and interests.
- To help children by providing opportunities for children to develop fine motor skills.

Aims into practice

- Through the provision of an exciting, stimulating, challenging and imaginative outdoor and indoor learning environment; the children are presented with a wealth of opportunities to learn, rehearse and extend their physical skills. Playing in this environment, with their friends and interested adults supports physical development and confidence.
- We work closely with outside professional's e.g. hearing support, Physiotherapists, Occupational Therapists to support children with physical disabilities physical development. Our well planned environment provides for children's sensory needs. Where we observe children are not processing and organising sensory information effectively and demonstrate behaviours that seek sensory impact elsewhere we talk to parents and plan strategies that enable the children's sensory development fully. If we felt more specialist input was required we would refer to the O.T service.

Adult role

The adult's role is to:

- Identify schemas/interests in children's movements and encourage the dynamic aspect
- Listen to parents/carers views on their child's development and interests to inform a shared understanding of the child's learning.
- Ensure observations inform planning allowing practitioners to match the challenge – finding challenges children can manage and which develop their schema/ interest.
- Allow children free exploration and enjoyment of movement.
- Allow freedom of space and movement both indoors and outdoors
- To observe children's movements, healthy practices and fine motor skills.
- Provide opportunities for children to revisit and practice developmentally appropriate movement patterns.
- Provide opportunities for time to consolidate new skills and to use their new movement knowledge in a variety of situations
- Build children's confidence to take risks within a safe environment
- Motivate children to be active
- Value children's spontaneous movements
- Allow children time to support and develop their understanding
- Promote healthy active lifestyles and choices
- Introduce vocabulary alongside their actions
- Carry out risk assessments regularly
- Create a safe environment
- Identify and support progression in all aspects of physical development
- Talk with children about body parts and bodily activity- teaching the vocabulary of body parts, positions and movements.
- Support parents routines with their children's toileting and developing self-care
- Work together with outside professionals to meet the needs of all children
- Talk about different spaces within their environment-so they are able to match spaces with actions.
- Mirror children's movements, vocalise actions and participate with enthusiasm.
- Demonstrate new skills and use of equipment
- Consider if and when to intervene/offer support.

- For staff to view themselves as learners with an understanding of the importance of on-going training and professional development

4. Literacy

Rationale

Literacy has its roots in communication and language but is developed through all areas of learning. High wellbeing and opportunities for movement, music and imaginative play and creative mark making are prerequisites to developing early literacy. Literacy development involves encouraging children to link sounds and letters and to develop phonic knowledge, reading and writing skills. Children must be given access to a wide range of reading materials (books, magazines, labels, ICT-based reading material and other written materials) to ignite their interest.

Our aims

- Children will readily turn to mark making and emergent writing as a form of expression and communication.
- Children will use and enjoy books, know that pictures and words have meaning and that pages turn, text reads from left to right and top to bottom.
- Children will use their confidence in communication to extend their reading and writing skills.
- Children will use literacy as a continuation of relating to each other
- Children will respond to and recognise their names and other words verbally and in written form
- Children will become aware of letters of the alphabet by grapheme (shape) and phoneme (sound), naming and sounding all of the alphabet as well as Phase 3 long vowel phonemes.
- Children will recognise upper and lower case letters.
- Children will associate sounds with patterns in rhymes, with syllables and with words and letters.
- Children will use pictures, symbols, familiar words and letters in their writing to communicate meaning.

Aims into practice

- Children have free access and planned opportunities for movement activities and experiences
- Children have access to high quality, readily available picture books
- Children will have access to high quality, readily available mark making materials
- ECAT and storytelling teaching techniques used
- Children have opportunities to spontaneous and planned musical activities and experiences
- Create an environment where books and reading are enjoyed and valued and positively reflect a diverse range of languages and cultures.
- Give children a wide experience of many types of books and opportunities to browse and talk about books.
- Encourage children to recognise the use of print and symbols by adult demonstration in the environment
- Encourage children to explore and experiment with mark making
- Using and modelling a common letter formation when children are ready to begin to form letters (REF letter formation sheet literacy strategy)
- Referring to letter names and letter sounds

Adult role

- To introduce and discuss media, including Interactive Whiteboard (IWB), computer, IPAD, recording equipment and cameras.
- To embrace opportunities to play with words using rhythm, rhyme and alliteration.
- Make the forms and purposes of writing explicit by providing situations where writing is meaningful and appropriate.
- To teach children as appropriate to their development the correct names and sounds for letters of the alphabet.
- To use technical subject specific vocabulary e.g phoneme, long-vowel.
- To model the correct formation of letters in their own writing/scribing.
- To teach children as appropriate to their development the correct formation of letters.
- Encourage children to participate in mark making and writing in a variety of contexts
- Act as a scribe so that the child's own ideas can be written down and read by others.
- To value and support children's attempts at communicating through print
- To use and develop story props and sacks.
- To provide dual language texts and books in children's home languages when necessary.

5. Mathematics

Rationale

Children's mathematical development arises out of daily experiences in a rich and interesting environment. Children must be supported in their enjoyment and exploration of problem solving and mathematical development. They should be enabled to learn, revisit and reflect on their skills and understanding within numeracy and problem solving.

Our Aims

- To provide children with opportunities to learn, discover, think, practise, problem solve, challenge, count, share and to enjoy all mathematical learning indoors and outdoors.
- To encourage problem solving in young children at every opportunity – in the sand, in the water, at story time, at mealtimes, on walks, in the taxi, in the bath, on the bus, in the park, on holiday, at cooking sessions, outside and inside, at school, at home and in between!
- Children will show pleasure and enjoy problem solving because it is purposeful and fun.

Aims into practice

- It is important that children have a variety of opportunities to talk about their mathematical experiences and to relate situations in all play activities to their developing understanding of number and mathematical concepts. Talking, observing, manipulating, counting and exploring all materials and play opportunities is important, as is the provision of specific and carefully selected resources and activities.
- Children will show an interest in number and counting.
- Children will use developing mathematical ideas and methods to solve practical problems related to number, shape, space and measures.
- The most useful mathematical learning for young children will come from playing with real objects and trying to solve real problems based on their personal interests.

Adult role

- Adults provide a range of mathematical opportunities and encourage children to explore real life problems, to make patterns and to count and match together. Adults plan for mathematical development through long, medium and short term planning.
- Adults ensure the environment provides a wealth of mathematical opportunities e.g. stories, songs, games, the natural environment, daily routines

- Adults regularly observe, assess and plan for a child’s mathematical learning
- Adults participate in children’s play to encourage their use of mathematical language, ideas and concepts
- Use mathematical vocabulary in conversations so that children have an opportunity to hear mathematical words in context
- Through observation adults will identify mathematical learning in children’s spontaneous play.
- Support children who use a means of communication other than spoken English
- Value children’s graphic and practical exploration of Mathematics
- Practitioners will support parents in their understanding of children’s mathematical learning.

6. Understanding of the World

Rationale

Our children live in a complex interesting world and we need to provide opportunity to help them make sense of their environment and the world around them. We must provide them with skills, knowledge and understanding to do this.

Refer to the ICT policy for specific information concerning ICT provision across the school.

Our aims

- Children will learn to investigate and explore, be curious, be enthusiastic, experiment, solve problems, pose questions, use reference skills, adopt appropriate language.
- Children will observe and identify features in their local environment and the natural world.
- Children will learn to use tools and equipment correctly and maintain safety in their world. They will extend and develop their interests and skills in designing and constructing.
- Children will find out about and identify the uses of everyday technology and use communication technology to support their learning.
- Children will develop an interest in the past and the present, in their own families and the wider community.
- Children will develop an appreciation of the diversity of their world and encompass an understanding of festivals, culture and faiths.

Aims into practice

- Opportunities for children to experience awe and wonder.
- To use the potential of daily events i.e. weather, visits, child’s interest/objects of reference as a focus for exploration and experimentation.
- To introduce children to a broader vocabulary and descriptive language.
- To extend children’s knowledge and understanding of a range of interests and experiences through educational visits.
- To extend and enhance the provision in the outside environment throughout all seasons.
- Core entitlements e.g. cooking, woodwork, clay, sensory experiences and festivals.
- Offer children opportunities to use a range of tools safely e.g. woodwork and gardening,
- Provide opportunities for children to encounter creatures e.g. natural habitats within the garden, pond dipping, bird watching, visiting pets.
- Provide opportunities for children to encounter different people- visits from parents, sharing of skills, expertise, cultures, food, visitors from the community, photos and artefacts from familiar people’s lives.
- Provide opportunities for children to encounter plants, e.g. gardening, digging area, natural environments, pond, nature trail and observational drawings

- Provide opportunities for children to explore objects from real life experiences e.g. real tools, vehicles, machines, visits from different workers.
- Forest school experiences

Adult role

- Adults observe children at play, analyse their learning, schemas and interests, and develop their knowledge and understanding of each individual child.
- Adults plan for knowledge and understanding through long, medium and short term planning, through observations, children's intents and dialogue.
- Plan, deliver and participate in woodland days that ignite children's interest in the natural environment.
- Adults provide a range of exciting and interesting opportunities for children to explore and investigate every day.
- Adults inspire and provide challenge.
- Adults 'seize the moment' and respond to a child's spontaneity.
- Adults follow children's interests and schemas, and develop learning opportunities in these situations.
- Adults will enhance children's learning by providing stimulus artefacts, experiences.
- Adults will have an awareness and recognition of different cultures in our society.
- Adults: refers to all adults working within the setting – staff, governors, parents/carers, external professionals, students and visitors.

7. Expressive Arts and Design

Rationale:

Creative learning should be inspired and inspiring, challenging and fun, unique to the individual. In accordance with the Early Years Foundation Stage, and following learning through play ethos using continuous provision, all children are entitled to:

- A stimulating environment in which creativity, originality and expressiveness are valued.
- Sufficient time to explore, develop, revisit and finish working at their ideas.
- Opportunities to work alongside artists and other creative adults.
- Experiences that enable them to express their ideas through a wide range of types of media.
- Acknowledgement and celebration of their diverse and specific needs, interests and cultural beliefs.

Our Aims

- We value and appreciate young children's painting, drawing, collage, sculpture, dance, music, imaginative play at every stage of development.
- We support children's developing confidence in responding to what they see, hear, smell touch and feel.
- We plan learning experiences that develop creativity and support children's schemas and interests and where appropriate teach the skills required for certain techniques and materials.
- We enable children to use gestures and words to communicate their ideas about their own creations and the creations of others.
- We promote aesthetic awareness and an appreciation of things of beauty.
- We provide a variety of media, tools and materials for children to explore, experiment with and enjoy.

Aims into practice

Practitioners are aware that Expressive art and design is cross curricular and that creative thought is embedded in all areas of the curriculum.

- We give the children opportunities to develop their own ideas by giving them ownership of their learning play time.
- We interact sensitively and support children to make decisions, take risks and play with ideas.
- We value and display the child's voice displaying the learning journey of individuals and groups of children.
- We have continuous and enhanced provision.
- We provide a range of experiences to extend children's creativity through painting, drawing, construction, music, mathematical experiences, woodwork, collage, clay, cookery and use of range of different media.
- We provide and display good quality resources and artefacts from a variety of cultures which stimulate new ideas.
- We encourage visits and visitors
- Staff ensure children feel secure to "have a go", learn new things and be adventurous.

Adult Role

- Staff value children's own ideas by not imposing pre-determined end products e.g. not providing templates or outlines
- Staff model and pass on skills, but children are encouraged to make things their own
- Staff enable children to communicate their ideas through works and gestures, and where appropriate introduce and model vocabulary to express this.
- Staff make effective observations of developments and progress in Expressive art and design.
- Staff participate in children's play to encourage them to develop confidence in their creativity and imagination and work in new ways
- Staff Plan for Expressive art and design based learning through individual and group planning.
- Staff enhance children's creative experiences by providing stimulus resources, artefacts, visits and visitors.

- **THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of The FOUNDATION STAGE at Sir Robert Geffery's School.**
- **IT WAS DEVELOPED during the Spring Term of 2013 through a process of consultation with teaching staff.**
- **IT WAS REVIEWED and APPROVED** by the Curriculum Committee in Spring Term 2015
- **THIS POLICY WILL BE REVIEWED biannually in line with the school's review programme.**