



Foundation Stage Policy

1. Introduction

1.1 The Foundation Stage applies to children from birth to the end of Reception year. The Foundation Stage is important in its own right and prepares children for later schooling. The Early Learning Goals set out what each child is expected to reach by the end of the Reception Year.

1.2 Children beginning Foundation Stage in our school have already learnt a great deal, with most attending a range of pre-school settings. The early years education we offer builds on children's existing knowledge and abilities.

2. Aims of the Foundation Stage

2.1 The curriculum of the Foundation Stage underpins all future learning by supporting and promoting children's:

- Personal, social and emotional development
- Communication and Language
- Reading and writing
- Mathematics
- Understanding the world
- Expressive arts and design
- Physical development
- Social skills
- Positive attitudes and dispositions towards their learning

3. Teaching and learning style

3.1 The general features of good practice in our school that relate to the Foundation Stage are:

- A good partnership between staff and parents, so that children feel secure at school.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- A carefully planned curriculum that helps children achieve the Early Learning Goals by the end of Reception year.
- Provision of activities that support and extend children's interests and abilities.
- Encouragement for children to communicate and talk about their learning.
- To help children develop independence and self management.
- To support their learning by providing appropriate space, equipment and facilities.

- Close observation of children’s achievements to plan for future learning, and share this information with parents.
- Good relations between our school and the settings our children attend prior to starting school.
- Attending training and identifying areas where staff need further training to continue providing good quality education.

4. Play in the Foundation Stage

4.1 Through play children can have first hand experiences of the world around them. They learn important fine and gross motor skills that they need for future learning, and build up ideas of how to control themselves and understand the need for rules. Play provides the opportunity for children to think creatively and socialise amongst other children. They express fears or re-live experiences in a safe and controlled environment.

5. Inclusion in the Foundation Stage

5.1 In our school we believe that all children matter and should have access to quality teaching and provision. In the Foundation Stage we set challenging yet appropriate targets and challenges that meet the needs of every individual child. This means that some children will progress further than the Early Learning Goals. We plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and any from diverse linguistic backgrounds.

5.2 We meet the needs of our children by:

- Planning opportunities that build upon and extend children’s knowledge, interests and experiences.
- Using a wide range of teaching strategies based on children’s learning needs.
- Providing a wide range of opportunities to motivate and support children to help them learn effectively.
- Provide a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources that reflect diversity and are free from discrimination and stereotyping.
- Monitoring children’s progress and taking action to provide support as necessary. This involves speech therapy and the educational psychologist for some of our children.

6. The Foundation Stage Curriculum

6.1 The curriculum for our school follows the areas of learning identified in the Foundation Stage Curriculum. The experiences that our children meet often enable them to meet, and sometimes exceed a number of competencies, skills and concepts across all the areas of the curriculum.

6.2 Our medium term planning is completed half termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and those working above and below this.

7. Assessment

7.1 We assess the children formally three times a year in Reception and use this for future planning. Assessment in the Foundation Stage takes the form of observation from the class teacher and other adults as appropriate. Informal observations are collected all the time and collated onto Tapestry.

7.2 At the beginning of the child's Reception year, a baseline assessment is taken and recorded using Tapestry. This shows the ability that each child comes into school with and informs future planning.

7.3 In January and May of the child's reception year they will be assessed against the Foundation Stage Profile. These assessments are made against each area of the curriculum as stated in part 2 of this policy. The outcomes of these assessments are used to identify the needs of future planning and the needs for individual children. The teaching programme for the next term can then be modified accordingly.

7.4 At the end of the reception year the teacher will take a final assessment of the child's attainment level. Their results are measured against statements relating to each area of the Foundation Stage Curriculum. This is used to identify the individual needs of all children and to identify the patterns of cohorts of children.

7.5 Children's assessment results are recorded on Tapestry and are used to inform the next years planning and learning. This information is shared with parents at the end of each school year.

7.6 Staff keep records of children's achievements which are used to inform the final assessment results.

7.7 Parents receive an annual report and learning journey that offers brief comments on the child's progress in each area of the Foundation Stage Curriculum. It highlights the strengths and development needs and gives details of the child's general progress. These are completed and received in July every year.

8. The role of parents

8.1 We believe that parents have a vital role in the development and education of their children. We recognise the importance of their role and how they can play a future role in educating children. We do this through:

- Talking to parents before their child starts school by inviting them to an open evening.
- The children have the opportunity to spend time with their class teacher before they begin school
- Offering parents regular opportunities to talk to staff about their child's development and achievement.
- Encouraging the parents to talk to the class teacher if they have any concerns about their child.
- Having a formal meeting twice a year where parents and teacher can discuss their child in private and confidence.
- Arranging activities throughout the year that involve parents, school and children.

9. Resources

9.1 We provide a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials that reflect both the community that the children come from and the wider world. We encourage children to make their own selection of the activities on offer, wherever possible, as we believe this encourages independent learning.

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