

Foundation Stage Policy

1 Introduction

- 1.1 The Foundation Stage applies to children from three years of age to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. (Compulsory schooling begins the term before a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.
- 1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on the following principles:
- it builds on what our children already know and can do;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2 Aims of the Foundation Stage

- 2.1 The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:
- personal, social and emotional well-being;
 - positive attitudes and dispositions towards their learning;
 - social skills;
 - attention skills and persistence;
 - language and communication;
 - reading and writing;
 - mathematics;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

3 Teaching and learning style

- 3.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stages 1 and 2.
- 3.2 The more general features of good practice in our school that relate to the Foundation Stage are:
- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
 - the understanding that teachers have of how children develop and learn, and how this affects their teaching;
 - the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

Foundation Stage Policy

- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

4 Play in the Foundation Stage

- 4.1** Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

5 Inclusion in the Foundation Stage

- 5.1** In our school we value all our children. We give them every opportunity to achieve their best. We do this by taking account of our childrens' range of life experiences when planning for their learning (see our policy on school inclusion).
- 5.2** In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of this stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children with visual impairment, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- 5.3** We meet the needs of all our children through:
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
 - using a wide range of teaching strategies based on children's learning needs;
 - providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
 - providing a safe and supportive learning environment in which the contribution of all children is valued;
 - using resources which reflect diversity and are free from discrimination and stereotyping;

- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

6 The Foundation Stage curriculum

- 6.1** The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.
- 6.2** The Early Learning Goals are in line with the objectives in the National Literacy Strategy and the National Numeracy Strategy. By the end of the reception year in our school, children have daily mathematics and literacy lessons. Teachers initially address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, they put the daily mathematics and literacy lessons into operation by the end of the Foundation Stage.
- 6.3** The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working at all levels including those who are expected to exceed the Early Learning Goals.

7 Assessment

- 7.1** We make regular assessments of childrens' learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate.
- 7.2** During the children's first half-term in the reception class, the ability of each child is assessed using the LES's baseline assessment scheme. We send the results of these assessments to the LES for analysis. The LEs returns these in the latter half of the Autumn term and we then use them to identify patterns of attainment within the cohort of children. We use this information to modify the teaching programme for individual children and groups of children. We share the baseline information with parents at the parental consultation meeting as soon as Baseline is finished.
- 7.3** Where appropriate for children who are identified as having a Special Educational Need we may complete the assessment again at the end of the child's reception year and record the child's attainment level. For the majority of children however we follow the school agreed assessment process for Literacy and Numeracy throughout the year and summarise attainment at the end of the summer term. The child's next teacher uses this information to make plans for the year ahead. We report overall progress in each area in the annual report to parents.
- 7.4** Each teacher keeps pupil progress books and uses these to record examples of each child's work. These progress books contain a wide range of evidence that we give to parents when the child leaves our school.

7.5 Parents receive an annual report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

8 The role of parents

8.1 We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children having the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress and future targets in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging for children to start school over the first few weeks of term (this is dependent on LEA guidelines). We divide the class into two groups and alternate morning and afternoon sessions, so that the children can get accustomed to coming to school in smaller groups and the teacher and nursery nurse can get to know individuals. We encourage parents to stay if there are problems with the child's admission, however we recognise that it is usually better for the parent to leave before the child becomes overly distressed and where requested we make a follow-up 'phone call to reassure the parent concerned;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's home/school diary. We invite parents to information evenings where appropriate e.g. the 'Jolly Phonics' programme.

9 Resources

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

Related Policies

Inclusion
Assessment
Induction Arrangements

Subject Policies
Target Setting
Resource Base Admissions Policy

Foundation Stage Policy

Written by: S Churchill 2003
Approved by Governors
Review date: 2004