

Winscombe Primary School

Foundation Stage Policy

Updated: October 2022

Review: October 2024

This policy is to be reviewed every 2 years

1 Introduction

1.1 The Foundation Stage applies to children from three years of age to the end of the Foundation year. In our school, all children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after 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;
- ensures that no child is excluded or disadvantaged;
- offers a structure for learning that has a range of starting points,
- offers content that matches the needs of young children
- provide opportunities for learning both indoors and outdoors;
- provides a rich and stimulating environment.

2 Aims of the Foundation Stage/Induction

2.1 The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing the unique child's **characteristics of effective learning through:**

Playing and exploring – engagement

Active Learning – motivation

Creating and thinking critically – thinking in the following areas of learning;

Personal, Social and Emotional Development,

Physical Development,

Communication and Language

Literacy – Reading and writing

Mathematics

Understanding the World

Expressive Arts and Design.

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 Stage 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/carers, 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;
- 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 and carers;
- the good relationships between our federation staff with regular meetings, observations, internal moderations and sharing of good practice.
- the good relationships between our federation pupils through joint celebrations and activities.
- the good relationships between the settings that our children experience prior to joining our school;
- the good relationships between other EYFS staff in North Somerset through regular training and an EYFS cluster group with neighbouring schools.
- 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 practise 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 believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our Single Equality Policy).
- 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 the 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 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** By the end of the reception year in our school, children have regular mathematics and literacy sessions. Teachers initially address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, they ensure that the children are 'school ready' to cope with literacy and mathematics lessons in Year 1.
- 6.3** The 'Development Statements' which then progress to the Early Learning Goals, provide the basis for planning throughout the Foundation Stage. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals.

7 Assessment

- 7.1** We make regular assessments of children's 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 simple tasks shared with an adult, and this involves the teacher and other adults as appropriate.
- 7.2** The regular assessments of children's learning are used to complete the Early Learning Goals profile. This profile is an on-going assessment, which is regularly updated throughout the year. We share the information of the profile with parents/carers and encourage them to contribute.
- 7.3** This profile provides the information used in the end of year reports and enables the Y1 teacher to be fully aware of each child's range of achievements.
- 7.4** Each child has an electronic Learning Diary (Tapestry) which contains some examples of their achievements in all areas of learning. These Learning Diaries contain evidence that we share with parents and with North Somerset moderators.
- 7.5** Parents and carers receive an end of year report that offers brief comments on each child's progress in each area of learning and their Characteristics of Learning. It highlights the child's strengths and development needs and gives details of the child's general progress and next steps. The end of year report is completed in June.

8 The role of parents/carers

- 8.1** We believe that all parents/carers have an important role to play in the education of their child. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:
- talking to parents/carers about their child before their child starts in our school;
 - children having the opportunity to spend time with their teacher before starting school;
 - inviting all parents/carers to an induction meeting
 - offering parents/carers regular opportunities to talk about their child's progress in our Foundation class;
 - encouraging parents/carers to talk to the child's teacher if there are any concerns. There are two formal meetings for parents and carers in the child's Foundation year at which the teacher and the parent/carer discuss the child's progress in private with the teacher. Parents/carers receive a report on their child's attainment and progress at the end of each school year;
 - encouraging parents/carers to be actively involved in the school and their children's learning;
 - regular communication with home through the child's reading diary. We invite parent's/carers to a curriculum evening in the first term. During this we explain the teaching of reading, the phonic scheme and give a general overview of the Foundation Stage curriculum

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.

- 9.2 Where relevant we use the local resources, community, parents and staff to enrich our children's educational experience.**
- 9.3 Resources are shared across the federation in line with topics and interests of the children.**