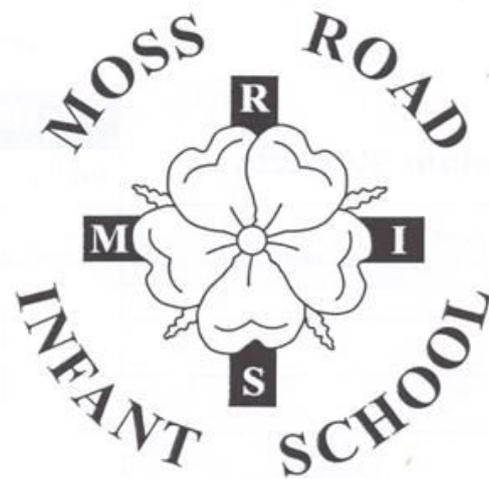


# ASKERN MOSS ROAD INFANT SCHOOL



## FOUNDATION STAGE POLICY

Updated January 2018

## **Foundation Stage Policy**

### **Rationale:**

#### **The Foundation Stage is .....**

The Foundation Stage begins from birth and continues until the age of five. Within our school both the Nursery (F1) and Reception(F2) children learn together within our Foundation Stage Unit.

The foundation Stage is a distinct stage in itself and one which key skills such as listening, speaking, concentration, persistence, co-operating with other children along with many other skills are developed. It also begins to develop early communication, literacy and numeracy skills, which prepare young children for Key Stage One of the National Curriculum.

### **Purpose:**

#### **We aim to.....**

- Make our children's first experience of school happy, positive and fun.
- Ensure a broad, balanced curriculum is carefully planned using the Development Matters Month Bands through to the Early Learning Goals of the Foundation Stage.
- Encourage parents / carers to become partners with our school in the education of their children.
- Help children to become active learners by choosing activities and talking about what they have done.
- Help children to develop self-control and to respect the feelings of others.
- Foster a love of learning, to develop enquiring minds and the ability to discuss, adapt and negotiate.

#### **Our principles .....**

Our principles are as those set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) .

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early

years and a child's experiences between birth and age five have a major impact on their future life chances. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

### Overarching principles

Four guiding principles shape practice in our early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates.**

### Guidelines and planning the curriculum

The Foundation Stage is planned through the 7 areas of learning which aim to meet the intellectual, social, emotional, creative, aesthetic and physical needs of the young child.

Within these 7 areas, Development Matters Months Bands show the skills, knowledge, understanding and attitudes that children need to learn in order to achieve the later Early learning Goals.

By the end of the Foundation Stage some of our more able children may have exceeded these Goals.

The 7 areas of learning as set out in the guidance are divided into three prime areas

- Personal, social and emotional development
- Communication and language
- Physical development

and four specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These areas provide a framework for the Early Years Curriculum.

Teaching and learning in our school takes place in a variety of ways. It is a mix of individual, SEN 1:1 work, small group work and large group work.

Within the unit both the Reception (F2) and the Nursery(F1), children are encouraged to become active and independent learners by selecting their own equipment and resources to try out their own ideas. The High Scope approach has been implemented whereby children are encouraged to plan their activities, make choices and review and talk about their experiences at the end of the session.

Children are encouraged to learn through first hand experiences both indoors and outdoors within which they can explore, experiment, interact and learn from each other.

### **Play in the Foundation Stage**

We value play as an important part of the way in which children learn. In order for play to be of value we appreciate that at times it may be boisterous and energetic and at others quiet and reflective.

Through play children can

- Take risks and make mistakes

- Think creatively and imaginatively
- Explore, develop and learn about the world in which they live
- Learn how to control impulses and understand that we need rules
- Practise and build up skills, knowledge and concepts
- Be alone, be alongside or co-operate as they communicate
- Communicate with others as they investigate and solve problems
- Express fears or anxieties in a controlled and safe setting

### **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive and independent 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 choices of the activities on offer as we believe that this encourages independent learning. All resources are clearly labelled to develop the children's independence.

### **Inclusion**

The Foundation Stage is taught in accordance with our present policy for Equal Opportunities.

Early Years practitioners in our school are aware that children come to school with different experiences, skills, interest and knowledge. We plan to meet the needs of both boys and girls, children with special educational needs, children who are more able (G+T), children with disabilities, children from all social, cultural and religious backgrounds, children from different ethnic groups such as traveller children, refugees or asylum seekers and also children who may have English as a second language. All children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, gender, beliefs and ability.

## Home / School Liaison

We value our parents as first educators and the part they play in their children's education. A successful partnership means a two-way flow of information, knowledge and expertise.

The home / school liaison is begun in the nursery with home visits prior to entry and it continues through school in the form of invitations to events occurring in school, Open Days, Welcome Meetings, Transition Meetings, Garden Open Day, fundraising activities decided by the children to raise money for their class, newsletters, school prospectus, Sharing the Learning, brochures etc and many others. Parents are encouraged to come to school at any time if they have concerns or worries. Some parents / carers (with a DBS) help on a regular basis in the unit. We are aware that many of our parents have various skills, knowledge and expertise, which can be used to support their children's learning. Each child is sent home with an overview of the topic each half term as well as individual targets that the child is working on. Learning Journals where the children's achievements are regularly recorded are available in the classrooms for the parents to look at and add to. (Parent / carer observations)

## Assessment, Recording and Reporting

Assessment, recording and reporting procedures in our school take account of the whole child's social, emotional and physical development as well as intellectual development.

'An affective assessment presents a holistic view of a child's learning and development'

[Foundation Stage Profile Handbook 2018](#)

On entry to Nursery, children are observed and assessed using the Developmental Matters Birth band statements for all areas of learning. This is used as a baseline. Percentage grids are formulated using the school tracking system to show where children are on entry and they are analysed using vulnerable groupings (Boys, Girls, SEN, Travellers, FSM, LAC, G&T).

On entry to Reception the children are assessed using the Early Excellence baseline (EExBA) The assessments for this are imputed to

the EExBA system and the results are formulated and sent back to school. The Foundation Stage staff also assess the F2 children on entry against the developmental Matters Birth bands to ensure continuity throughout the assessment in the Foundation stage journey. The staff then use this information to group, plan and support the children during their journey through the Reception class. During the year in both Nursery and Reception, assessments and observations are made during child initiated and adult led activities both indoors and outdoors. These are recorded and at the end of each term are up dated on the school tracking system using the Development Months and Early Learning Goals of the Foundation Stage Curriculum.

Percentage grids are also formulated at the end of each term to highlight progress that children are making. Again these are analysed using vulnerable groupings.

The tracking system is used to inform parents of progress and possible targets at open evenings which are usually held in the Spring and Summer Term.

The Foundation Stage profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage and to summarise pupils' progress towards the Early Learning Goals.

Regular assessments and observations are added to individual learning journeys to highlight the child's learning progress and development throughout the Foundation Stage.

'They are not required or expected to carry out other assessments in addition to the EYFS Profile. Settings can record children's learning in any way which helps practitioners to support their learning development and make accurate summative assessments'.

[Foundation Stage Profile Handbook 2018](#)

Foundation Stage staff regularly meet to moderate work both within school and with our pyramid schools and other Early Years providers (Surestart, private nurseries etc)

### **Admission to Nursery and Reception and 15 hours Provision**

From Sept 2011, all children in our Nursery receive their full 15 hours of provision. Children either attend for the morning or afternoon session and we offer 8 full day places where children stay all day on Monday, Tuesday and Wednesday morning or Wednesday afternoon, all day Thursday and Friday. Full day place children receive a school dinner and an hour of childcare over the lunchtime period. Planning is organised throughout the week so that no child repeats activities and school events are organised on a Wednesday so that no child misses out.

In consultation with parents, children in Nursery receive their entitlement to full provision from the first day. Home visits and stay and play take place during the Summer term prior to the children starting in September. In the event of there being spare places in Nursery, Early starter children sometimes start at Christmas or Easter (in the term after their 3<sup>rd</sup> birthday).

At the end of the Reception year several transitional activities take place to prepare the children for entering Year One and staff visit any children coming from other providers. Assessments are shared with Year One staff who spend time both within the Reception setting and Year One work areas getting to know the children.

A M Collins  
Foundation Stage Co-ordinator