

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Foundation Stage Policy

November 2023

- An exciting, quality environment.
- A happy, healthy, safe place to learn how to look after our bodies and minds
- A Christian school.
- An inclusive place that nurtures individual talents.
- A creative, inspiring school.
- A place to learn 'People Skills', to prepare us to become good citizens.

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FOUNDATION STAGE POLICY

1 Introduction

1.1 The Foundation Stage within our setting applies to children from four to five years of age. In our school, children join us at the beginning of the Autumn term. (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 Years Foundation Stage Framework sets 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 supports the development of a unique child.
- It encourages positive relationships.
- It provides an enabling environment.
- It fosters learning development and curiosity.
- 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 activities that provide opportunities for learning both indoors and outdoors.

2 Aims of the Foundation Stage

2.1 The Early Years Foundation Stage Curriculum underpins all future learning by supporting, fostering, promoting and developing children's:

- Physical Development
- Personal, Social and Emotional development.
- Communication and language.
- Mathematics.

- Literacy
- 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 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 good knowledge 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 objectives in the Early Years Foundation Stage profile 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, including regular forest school sessions.
- The identification for 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 for 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 become more self-aware and have a greater awareness of boundaries. 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. Through play based activities children are encouraged to be curious about the world around them.

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 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 objectives in the Early Years Foundation Stage profile by the end of the year. 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 supporting 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. This involves speech therapy for some of our children.

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 Years Foundation Stage Curriculum. 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 Years Foundation Stage profile is in line with the objectives in the New Curriculum (2023). Children in the Foundation Stage in our school have a daily phonics, mathematics and literacy session. Teachers initially address the requirements in a flexible way but becomes more formal, as part of the smooth transition to key stage 1.
- 6.2.1** The Early Years Foundation Stage Curriculum provide the basis for planning throughout the Foundation Stage. Our thematic medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Years Foundation Stage profile and for those working towards key stage 1.

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 photographs, this involves the teacher and other adults as appropriate.
- 7.2** The teacher completes the assessment throughout the Foundation Stage and records each child's attainment using the Foundation Stage Profile and in their learning journey. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents at the parental consultation meeting in July.
- 7.3** Each child has a Literacy, Numeracy and challenge folder to support judgements made against a Foundation Stage Profile. Photograph and note based evidence is also collected on Tapestry and shared with parents/carers.
- 7.4** Parents receive an annual report that offers brief 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 have 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 foundation 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 in private with the teacher. Parents receive an annual report on their child's attainment and progress at the end of each school year.
- Having flexible communication arrangements that enable children and parents to become secure and by allowing time to discuss each child's circumstances.
- 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 school diary. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the foundation class.
- Yearly Plan It, Teach It sessions.
- Our school website and app.

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 activities on offer as we believe that this encourages independent learning.

10 Transition

10.1 Working in partnership with the Transition Policies of feeder settings. We plan to provide a productive and caring transition into our Foundation class and full time school.

Our program to facilitate transitions is as follows:-

- Invite parents/carers to an introductory meeting in the summer term as soon as is practically possible following the completion of the admissions process.
- Obtain and plan from "All about Me" documentation provided by previous settings.
- Children will be invited in for a morning/afternoon taster session. This will start and finish within the existing school day.
- Children will be invited to attend a morning session including trying a school dinner in the Autumn Term.
- The school will work in partnership with feeder agencies and fit in with their Transition Policies where possible. (See other relevant agency Transition Policies as appendices).
- The above procedures are of course flexible to meet the needs of individual children. (See SEND and Equal Opportunities Policies).

Reviewed: September 2023

Review: September 2025

Reviewed by Staff: Mrs J Bloom

Reviewed by Governor: