
Foundation Stage Policy

Spring 2017

Summary

This policy is a summary of our Foundation Stage Curriculum at Fieldhead Carr Primary School.

Author's Role	Assistant Head Teacher (EYFS)
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Review	As changes

Introduction

The Foundation Stage applies to children from three years of age to the end of the reception year. At Fieldhead Carr Primary School, foundation 1 (Nursery) and foundation 2 (Reception) work as a team to ensure continuity of provision and progression across the Foundation Stage. We ensure that all Foundation Stage children learn in a challenging and stimulating environment, in a way that is always appropriate to their age and stage of development. Most children in our setting will join foundation 1 in the term after their third birthday and foundation 2 in the September of the year they are 5 years old. The Foundation Stage is important in its own right, it is the child's first experience of education and research has shown that it is crucial in setting positive attitudes towards learning and achievement. It is a period of rapid growth and development during which children discover a great deal about the world and themselves. Staff: child ratio meets national guidelines and includes a teacher and a teaching assistant in foundation 2 and a teacher and teaching assistants in foundation 1. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

Principles

The early years education we offer our children is based on the following principles:
the education of 3 - 5 year olds is valid in its own right.

- young children should feel safe and secure.
- early years children should have a wide and rich programme.
- young children learn best through doing and talking.
- parents of young children are the prime educators.
- staff teach young children best through supporting, managing, listening to, playing with and providing role models.
- the right curriculum is based on observing children, assessing what they can do and providing direct experiences which help them to build on their achievements
- young children are entitled to full physical, intellectual, linguistic, emotional and social development
- no child should be excluded or disadvantaged because of his or her race, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- 3 - 5's are entitled to decent buildings, generous space indoors and out, sufficiently qualified teachers and teaching assistants and good quality equipment and materials.

Our Philosophy

At Fieldhead Carr Primary School we believe that:

- children are active and independent learners.
- early years children learn best in a stimulating, exciting and enjoyable environment. One in which they can direct their own learning through carefully planned play experiences and have fun!
- children should learn in an environment where they can succeed.
- each child knows that she or he is valued and that each other's background is understood, respected and reflected in the setting. From this basis every child can maintain and develop a confident and positive self-image, which is the foundation of a happy and successful life.

- each child is an individual and brings to the setting diverse experiences arising from a unique combination of family, religious and language backgrounds.
- promoting a positive relationship with parents has a positive effect on the child's achievements, and that we gain insights into the child's abilities by valuing the parent as the child's primary educator.
- children need to build on what they already know and can do.
- adults in the setting are valued as an important resource, and that sensitive interaction, observation and assessment will ensure that the children achieve their potential.

Aims of the Foundation Stage

Our developed curriculum at Fieldhead Carr Primary School underpins all future learning by supporting, fostering, promoting and developing children's:

Prime Areas

- Personal Social and Emotional development
- Communication and language
- Physical Development

Specific Areas

- Literacy
- Maths
- Expressive Arts and Design
- Understanding of the World

Teaching and Learning Style

At Fieldhead Carr Primary School we have adopted a 'workshop' approach to classroom organisation. Resources are organised to provide a wide range of areas of provision, each promoting learning opportunities across some or all of the areas of experience. These areas of provision form the basis of our Foundation Stage Curriculum.

Throughout the Foundation Stage children are encouraged to play, explore, experiment and find out new things about the world. Children move between areas of provision, both indoor and outdoor, on their own initiative. This reduces the need for adult management and gives staff the time to provide a good balance between adult initiated activities and quality interactions whilst supporting children's spontaneous play.

In foundation 1 children come together at the end of the session for 20 minutes. During this time we tidy the room together then have 5 minutes mental maths work and/or in the Summer term 10 minutes phonics work. Children then discuss where they have worked during the session, possible challenges are issued by staff and peers for the following session and stories and songs are shared.

In foundation 2 the children are moving towards a day with more structure. During the day children come together to discuss ideas about Literacy and Maths and are then given challenges to pursue in the areas of provision. Staff are on hand to challenge and encourage the children through adult initiated activities and the children's spontaneous play.

Inclusion in the Foundation Stage

At Fieldhead Carr Primary School we believe that all our children matter. We give our children every opportunity to achieve their potential. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that most of the children are achieving the Early Learning Goals by the end of the stage. 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.

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. This involves speech therapy for some of our children.

The Foundation Stage Curriculum

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals and these goals provide the basis for our planning. Our long term plans for our continuous areas of provision form the basis of our offered curriculum. Medium term plans detail any enhancements to or any current changes of these areas of provision. Short term plans detail adult focused activities and for foundation 2; literacy, maths and foundation subject activities.

Assessment

At Fieldhead Carr Primary School we see assessment in the Foundation Stage as a way of gathering information that will help us to enhance the education of the children. We are committed to making this process a positive experience for the child, not a process whereby the child feels tested or 'a failure'. The assessments are gathered during usual classroom routine and are recorded in a positive way to inform staff and parents of the child's achievements.

Our assessment process includes:

Prior to the children starting foundation 1 and foundation 2, families are invited to the school to meet staff in an informal setting. At these meetings parents can begin to share their knowledge of the child.

Profiles are started after the initial meeting and are on going throughout foundation 1 and foundation 2. These are in the form of an online learning journal called Tapestry. Tapestry transfers from foundation 1 to 2 and observational evidence is gathered in the form of photographs, videos and narration.

All the children's observations are levelled using the EYFS Development Matters in foundation 1. This enables us to ensure progression is being made across the curriculum. These levels are then transferred to a class information sheet and inputted into the whole school assessment tracking system; Otrack, which allows staff to assess the cohort as a whole. We can then identify any strengths and areas for development and adjust our provision accordingly.

On entry assessment

Assessments are gathered as part of everyday practice: observations, interactions and every day activities, These outcomes are levelled against Development Matters descriptors. Meetings are held termly with the Headship team to discuss the gathered data is used to identify strengths and areas for development and reflected upon to adjust provision accordingly

Exit assessment

At the end of foundation 2, the children are assessed against the 17 Early Learning Goals and data is transferred to the LEA in June, the end of the school year for foundation 2. The data is analysed to identify any strengths and areas for development and provision adjusted accordingly.

Moderation

Regular internal moderation and moderation between schools within the family of schools takes place. Foundation 2 teacher is expected to attend the Statutory moderation meetings held each year. External moderation takes place every 4/5 years.

The Role of Parents

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:

- inviting families to a 'welcome' meeting prior to them starting foundation 1.
- all parents and children are invited to stay and play sessions in the Summer term prior to starting foundation 2
- we stagger the starting date of the children, so that staff can welcome each child individually into the school.
- having flexible admission arrangements that enable children and parents to become secure and by allowing time to discuss each child's circumstances. Parents are encouraged to stay if there are problems with the child's admission.
- staff are available every day, particularly at the beginning and end of the session, to talk to parents. This offers regular opportunities to talk about their child's progress in the foundation stage, it also ensures that any minor concerns or worries are addressed quickly before they can become a major issue.

- in foundation 1, we start the day/session with a 'question of the day', this encourages parents into the classroom and promotes involvement with the child's day.
- there are parents consultation evenings twice a year.
- the child's individual profile (Tapestry Learning Journal) includes and informs the parent about the child's achievements. They encourage collaboration between child, school and parents by detailing activities that support the child's learning in a way that is appropriate to the child's age and stage of development. The observations are uploaded and parents receive a notification email. Parents have the opportunity to 'like' and leave comments on the observations.
- Parents receive a report on the child's attainment and progress at the end of foundation 1 and foundation 2.

Resources

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. Resources are displayed so that children can make their own selection of the activities on offer, as we believe that this encourages independent learning. Equipment and resources are stored on open shelving in clearly labelled storage, labels are a mix of handwritten and in the printed form and include photographs and words. All equipment is regularly checked and cleaned to ensure continued high quality and hygiene.