



Lawrence View Primary and Nursery Policy on the Foundation Stage

Introduction

- 1.1 The Foundation Stage extends from the age of three to the end of the reception year. Entry into our primary school is in September following their 4th birthday (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- 1.3 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational 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 activities that provide opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2 Aims and objectives

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

- creative development.

3 Teaching and learning style

3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2. The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, 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 space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

4 Play at the Foundation Stage

4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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 at the Foundation Stage

5.1 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 we are planning for their learning (see our policy on inclusion).

5.2 At the Foundation Stage, we set realistic and challenging expectations keyed to 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 help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid 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 providing support (such as speech therapy), as necessary.

6 The Foundation Stage curriculum

6.1 Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our Foundation 1 children's curriculum focuses on the prime areas of: Personal, Social and Emotional, Physical development and Communication and Language firstly. Our children's learning experiences enable them to develop competency and skill across all areas of learning.

6.2 By the end of the reception year, our children have a daily mathematics session and a literacy session. Teachers address these requirements in a flexible way at first, but by the end of the Foundation Stage, as part of the smooth transition to Key Stage 1, they are in place.

6.3 The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the Development Matters document as curriculum guidance, national schemes of work, where appropriate, to support their planning for individual children. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and those working beyond.

7 Assessment

7.1 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 their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the Foundation Stage. 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 interaction with children in a variety of activities, and this involves both the teacher and other adults, as appropriate. Assessments happen all of the time, on a daily basis to help us inform how we can best help children progress.

7.2 During the first half term in Foundation 1 and the reception class, the teacher assesses the ability of each child to determine what age band within the development matters statements they fall into. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

7.3 The teacher and teaching assistant complete an assessment each half term, and then update the age bands on the tracking document. This information is used to inform planning for the next half term. At the end of the Foundation Stage, the child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings.

7.4 Each teacher keeps progress books, and uses these to record examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting.

7.5 Parents receive an annual report that offers brief comments on each child's progress in each area of learning in the Foundation 2. 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. Photographs

8.1 We take photographs of children engaged in activities in the foundation stage to display within our unit, and share with parents via dojo, but do this with due care and respect. Consent is sought before any photographs are taken and children who do not have consent are not photographed.

8.2 Photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. We will not use images of identifiable

individuals for school publicity purposes without the consent of either the individual themselves or, in the case of pupils, their parent, guardian or carer.

8.3 We will adopt the same principles as outlined above when publishing images on the website as we would for any other kind of publication or publicity material. However, the school recognises that there is no control over who may view images, and consequently a greater risk of misuse of images, via the internet. We will therefore give specific consideration to the suitability of images for use on the school's website

8.4 Any evidence of the use of inappropriate images, or the misuse of images, will be reported to the school's child protection designated teacher, the LEA, Social Services and/or the police as appropriate.

8.5 Mobile phones that can take and transmit images will not be permitted in areas of the school, such as changing areas where they could be misused. No staff will use a mobile phone to take photographs or videos in the foundation stage. Misuse will be regarded as a breach of school discipline and dealt with accordingly.

9 Child protection

9.1 Some children may require a change of clothing during the day if they become wet during water play or soil or wet themselves. Some children may still be in nappies when they enter the foundation stage. A care policy is in place to outline details - please see.

10 The role of parents

10.1 We believe that all parents have an important role to play in the education of their child. We therefore 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;
- Pre nursery sessions for parents and children before they begin in Foundation 1, providing familiarization time for the child and information for the parents;
- opportunities given to the children to spend time with their teacher before starting school including a lunch trial;
- offering parents regular opportunities to talk about their child's progress in Foundation; encouraging parents to talk to the child's teacher or key worker if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- encouraging parents to stay if there are problems with the child's admission;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through the child's school diary, and inviting parents to craft days, reading cafes, stay and play sessions, library visits.

10.2 There is a formal meeting for parents each term for Foundation 2 children and after the second term for Foundation 1 children, at which the parents discuss the

child's progress in private with the teacher or key worker. Parents receive a report on their child's attainment and progress at the end of the Foundation stage.

11 Resources

11.1 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.

12 Monitoring and review

12.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.