

FOUNDATION STAGE POLICY

1. INTRODUCTION

This policy has been written in response to the Statutory Framework for the Early Years Foundation Stage (EYFS). It is a description of practice and document of intent throughout the Foundation Stage.

2. AIMS OF THE SETTING

- To provide a caring and supportive environment which recognises each child as a valued member of the group promoting strong self-image and self-esteem.
- To deliver a well-planned Early Years curriculum through high quality play activities giving children access to a variety of resources.
- To show respect for and understanding of the role of the parents in their child's education by keeping parents/carers fully informed about the curriculum and other aspects of the Foundation Stage.
- To monitor each child's progress in all aspects of learning and identify early difficulties or concerns.

3. PRINCIPLES OF EARLY YEARS EDUCATION

- Staff within the setting should be familiar with the EYFS curriculum and be able to implement the curriculum requirements effectively. They should have an understanding of how children develop during the early years physically, intellectually, emotionally and socially.
- Staff should ensure that all children feel included, secure and valued and that no child should be excluded because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- Staff should acknowledge the stage of each child's development and plan the curriculum accordingly.
- Staff should encourage parents, wherever possible, to share in their child's learning and become involved in all aspects of school life.
- The Early Years curriculum should be carefully planned, building on the child's existing knowledge and skills development. It should be based on the Characteristics of Effective Learning (Playing and exploring - engagement; Active learning - motivation; Creating and thinking critically - thinking)
- The learning environment should be stimulating and well organised, both inside and outside, providing valuable experiences for the children to explore, experiment, plan and make decisions for themselves.

4. AREAS OF LEARNING

The EYFS is organised into 3 Prime Areas:

1. Personal, Social and Emotional Development.
2. Physical development.
3. Communication and Language

and 4 Specific Areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

- Within each of the 7 Areas of Learning and Development, the Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage.
The 'Development Matters in the EYFS' / Ages and Stages of Development show progression of skills and knowledge towards the Early Learning Goals.
- The Prime Areas of Learning and Development are continuous throughout the Foundation Stage and the Specific Areas are planned for specifically within the school's Learning Challenge Curriculum.

5. PLANNING

- The Foundation Stage curriculum is planned as a part of the school's Learning Challenge Curriculum and also through long term plans for the continuous provision in the Foundation Stage both indoors and outdoors.
- Medium Term Planning is on a half-termly basis by all Foundation Stage Staff.
- Short Term Planning is carried out by individual teachers on a weekly basis and all practitioners and students are encouraged to contribute in the planning/review process.
- Specific opportunities for assessment are highlighted on Medium and Short Term planning sheets. (Other formative assessment is on-going.)
- Staff recognise differing abilities and attitudes of the children within the Foundation Stage setting and differentiation for these is highlighted in the Short Term planning.

6. ORGANISATION OF THE LEARNING ENVIRONMENT

Indoor and outdoor environments are planned to include the 7 Areas of Learning and Development and change focus according to the Learning Challenge Curriculum.

7. ASSESSMENT, RECORDING AND REPORTING TO PARENTS/CARERS

Assessment at the Foundation Stage includes the following:-

- Online tracking (Scholar Pack) based on 'Ages and Stages of Development' from the EYFS Development Matters
- EYFS Profile score at the end of F2
- Online profile (2 Build a Profile) for each individual child including photographs and observations
- Writing Journals
- Parent /Teacher interviews including discussion of children's targets
- End of Foundation Stage written report to parents/carers.

8. COMMITMENT TO EQUAL OPPORTUNITIES

Through a carefully planned curriculum, the staff ensure that issues related to gender, multiculturalism and Special Educational Needs are approached in a sensitive and positive way.

Pupil Support Plans are written for those children with Special Educational Needs. These are shared with parents/carers and are then followed up with termly reviews.

9. PARTNERSHIP WITH PARENTS/CARERS

A close link is formed with parents/carers throughout the Foundation Stage as follows:-

- A meeting for parents/carers of new children prior to entry to Foundation Stage, when 'Welcome' booklets are given out and there is an opportunity to meet staff and look around the Foundation setting.
- Optional Home visits are offered to families who are new to the school.
- Two accompanied visits made to introduce the child/parent (or carer) to the Foundation routine.

- As the children move to full time, we recommend that the length of the day is gradually increased, and parents are invited to stay with their child for their first lunchtime.
- Parents' meetings to discuss the child's progress and future targets are held at regular intervals during the Foundation Stage.
- Information regarding the Learning Challenge Curriculum is sent home on a half termly basis.
- Wow moment cards for parents to record children's achievements at home

In the Foundation Stage there are Notice Boards giving general information about aspects of the Foundation Stage and also special details regarding the current Learning Challenge and how parents/carers can be involved.

10. DISCIPLINE AND BEHAVIOUR

See the School Behaviour Policy.

11. HEALTH AND SAFETY

An annual inspection of the school is carried out by the Governing Body, the school Health and Safety Representative and the Head Teacher in accordance with the school Health and Safety Policy.

12. TRANSFER TO KEY STAGE 1

Visits are made by the full time children at the end of the Foundation Stage to their new class. All records are passed to the Key Stage 1 teacher and examples of work are kept in individual children's folders.

13. ROLE OF ADULTS

In the Foundation Stage, there are three key teams (one team for the F1 children and two teams for the F2 children). Each key team consists of a Teacher and a Teaching Assistant. Students from local schools and colleges are given opportunities for placement within the Foundation Stage setting.

14. ADMISSION AND INDUCTION PROCEDURES

A meeting is arranged for parents/carers of children to be admitted during the term after their third birthday (subject to places being available).

An optional home visit is then offered for new families, in order to meet the child in his/her familiar surroundings.

Two accompanied visits of one hour are made with the child and he/she is admitted the following day.

At the beginning of the year they become five, we recommend that the children are gradually integrated into a full school day. This process spans a period of approximately one week.

15. LINKS WITH OTHER AGENCIES

When it becomes necessary to contact other agencies in Health or Education regarding individual children, this will be outlined in the child's Pupil Support Plan.

Links with the community are made through educational visits (e.g. visits to local allotment etc.) and visitors to school (e.g. police officer, firefighters)

Links with the Children's Centre are made through staff attending 'Enjoy and Achieve' meetings

Staff support and encourage students, and liaise with college staff.

16. COMPLAINTS PROCEDURES

Initially parents/carers should contact the Foundation Teachers regarding any complaints or concerns. Depending upon the nature of the concern an appointment can always be made at the end of the day to ensure confidentiality.

In certain cases, parents/carers may prefer to speak directly to the Head Teacher (see Complaints Procedure).

17. ASSURING QUALITY

Monitoring and evaluation of teaching and learning takes place through classroom observations some of which are linked to staff appraisal.

Priorities are closely linked to the School Development Plan.

During Foundation Stage planning meetings, staff have the opportunity to evaluate the previous learning, considering areas such as:-

- Effectiveness of teaching methods
- Management of areas within the setting
- Children's attainment

This policy was reviewed in Autumn 2017 and will be reviewed in Autumn 2018.