



FOUNDATION STAGE POLICY

Signed by:

Headteacher:

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Chair of Governors:

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“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them.

Development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.” DFES 2012.

1 Introduction

- 1.1 The Foundation Stage extends from the age of three (children can start in our nursery after their third birthday) to the end of the reception year. Entry into our reception class is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 At Shirley Manor Primary Academy we value the important role that the Early Years Foundation Stage plays in laying the foundations of future learning and development and its preparation for life.
- 1.3 Children joining our school have already learnt a great deal. Some 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 practitioners work with parents/carers effectively to support children’s learning and development.
 - 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 At Shirley Manor the over-arching aim of the EYFS is to help young children achieve and to make sure that appropriate arrangements are in place for their safety and welfare. The EYFS outcomes which guide the work of all practitioners are grouped into four distinct but complementary themes.
 - A Unique Child
 - Positive Relationships
 - Enabling Environments
 - Learning and Development

SAFEGUARDING

An effective safeguarding children policy and procedure has been implemented. This includes the procedure to be followed in the event of an allegation being made against a member of staff. All members of staff understand the safeguarding policy and procedure. Staff refer to paragraphs 3.8 – 3.9 of the *Statutory Framework for the Early Years Foundation Stage* for details of how to record and make available all of their policies and procedures. The whole school policies for child protection, health and safety, e-safety, administration of medicines, behaviour, anti-bullying, SEN, equal opportunity, risk assessment, visits and visitors into school all apply to the Foundation Stage. Please also see our Phonics Policy for detailed information about the teaching of letters and sounds.

3 Teaching and learning

The curriculum of the Foundation Stage underpins all future learning by promoting and developing:

- a broad, balanced, rich and stimulating curriculum and environment which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.
- a safe environment which is sensitive to the needs of the child, including children with additional needs.
- Phonics is taught every day for thirty minutes, from 9.30am – 10.00am. (Please also see our Phonics Policy for detailed information about the teaching of letters and sounds).
- In reception we follow the “Floppy phonics” system of teaching phonics along with letters and sounds.
- The teaching of phonics is active and interactive and sessions are fun, using **phonic play** games.

3.1 The early learning goals and the educational programmes are set out in the “The Development Matters” document, (DFES 2012). The seven areas of learning are:

Areas of Learning and Development	Aspects
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self care

Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

3.2 The more general features of good practice in our school that relate to the Foundation Stage are:

- Identifying that every child is unique and reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.
- the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding and knowledge 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 and carers;
- 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 Learning through play

“The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.”
DFES 2012,

4.1 At Shirley Manor Primary Academy we do not make a distinction between work and play. 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

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 In 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.

The School's Special Educational Needs Coordinator is responsible for providing additional information and advice to practitioners and parents and for arranging external intervention and support where necessary

6 The Foundation Stage Curriculum

- 6.1 Early Years staff have developed long term plans together and meet regularly to plan for the shared outdoor classroom looking at planning, evaluation and the progression of learning. They meet each **half** term for medium term planning and profile discussion. The curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across the learning areas.
- 6.2 The Early Learning Goals are constantly referred to and teachers address the requirements in a flexible way. Guided reading sessions are introduced in the autumn term.
- 6.3 The Development Matters document provides the basis for planning throughout the Foundation Stage. A framework has been created for long term planning which gives structure and coherence to the curriculum. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes in line with the Development Matters curriculum, and also for those working towards the National Curriculum. Our short term planning identifies specific learning objectives, activities, differentiation, deployment of adults and resources.
- 6.4 The school makes full use of the outdoor classroom, where a planned programme of appropriate activities takes place at all times of year. Children wear suitable clothing at all times.

7 Assessment

- 7.1 Within the first four to six weeks in Nursery **and Reception** we aim to complete an entry to nursery assessment with the child's parents. All staff make on-going daily observations on pupil progress and **significant achievement**. These observations are recorded on the **Evidence Me** programme. These observations are shared with parents and carers **electronically**. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning. Work samples are kept and observations are stored electronically on the iPad. On entry to the Reception class summative assessments are shared with the Reception Class teacher. Writing and language assessments are also kept.
- 7.2 The Development Matters document 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 curriculum guidance for 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 this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. A decision is made at the end of Reception as to whether the children are Entering, Expected or Exceeding the Early Learning Goals. All assessment data is recorded on **O Track half termly**.

- 7.3 During the first term in the reception class, the teacher assesses the ability of each child, using summative assessments and records from the nursery. 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. We share the information contained in these assessments at our parental consultation meetings.
- 7.4 The teacher completes an assessment on entry to nursery and reception and at the end of each **half term**, and then updates this on **O track**. At the end of the final term in reception, we send a summary of these assessments to the LA for analysis. There are 17 summary scales. Year 1 teachers use this information to make plans for the year ahead. This information is shared at parental consultation meetings.
- 7.5 Each teacher keeps observations electronically (using the **Evidence Me** programme) and assessments, and examples of each child's work. We share this wide range of evidence with parents and carers at each parental consultation meeting.
- 7.6 Parents and carers 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 and carers in early July each year.

8 Home/School Links

- 8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:
- talking to parents or carers about their child before their child starts in our school;
 - visits by the teacher to all children in their home setting prior to their starting nursery;
 - opportunities given to the children to spend time with their teacher before starting nursery/reception;
 - inviting all parents and carers to an induction meeting during the term before their child starts school;
 - offering parents and carers regular opportunities to talk about their child's progress in our reception class;
 - encouraging parents and carers to talk to the child's teacher if there are any concerns;
 - having flexible admission arrangements, and allowing time to discuss each child's circumstances;

- arranging for children to start **reception** over the first **two** weeks of term, so that the teacher can welcome each child individually into our school;
- admission into the reception class is staggered over the first 2 weeks of the Autumn term;
- encouraging parents and carers 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/carers for example stay and play sessions and open days; (**Stay and play sessions are postponed at the moment due to Covid 19**).
- providing various activities that involve parents and carers, i.e. regular communication with home through the child's school diary, messaging parents through Class Dojo, inviting parents and carers to curriculum events, in order to discuss the kind of work that the children are undertaking;
- keeping parents informed by providing a curriculum letter at the beginning of each half term.

8.2 There is a formal meeting for parents and carers twice a year, at which the parents/carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each school year.

9 The Learning Environment.

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. The learning environment is divided into a variety of different areas. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10 Reception to Year 1 Transition

- Children are encouraged to develop independence throughout the reception year.
- reception practitioners plan some more structured activities to take place
- Assessments are passed on to the Year 1 teacher
- the reception and year one teacher meet to discuss individual needs in the summer term
- reception children visit the year 1 classroom in the summer term
- during the autumn and spring term elements of the EYFS curriculum are maintained for continuity and individual needs
- the year 1 classroom has defined areas of provision
- The year 1 teacher has attended early years training and taught in the EYFS stage.

11 Monitoring and review

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