

**WOODBURY SALTERTON CHURCH OF ENGLAND PRIMARY SCHOOL**

**FOUNDATION STAGE POLICY**

**OUR MISSION STATEMENT:**

Every Child Matters as a child of God.

Within a Christian environment we aim to educate and encourage every child to live happily with others and to develop and make the best of his or her ability. Everybody is special, and we believe in you not only as you are but also in what you can become.

**This policy was adopted on .....**

**The policy is to be reviewed on .....**

**Signature of Governor responsible.....**

**Signature of Head teacher.....**

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A copy of this document can be provided in an alternative format e.g. in large print or audio if needed, on request from the school office.

## 1 Purposes

There are four main purposes to this policy:

- to establish an entitlement for all children within the Foundation Stage
- to establish expectations for all staff working with children in the Foundation Stage
- to set out the school's approaches to the Foundation Stage curriculum in order to promote parents and carers understanding of the curriculum
- to promote continuity and coherence across the Foundation Stage

## 2 Aims of the Early Years Foundation stage

As outlined in the EYFS Statutory Framework 2012 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework for the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

We aim to achieve these outcomes by:

- setting the standards for the learning, development and care of young children
- providing for equality of opportunity and anti-discriminatory practice
- forming good working partnerships with parents, professionals and all settings that the child attends
- planning for learning and development based on the needs and interests of individuals and informed by the use of on-going observations and assessment

### 3. The Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

#### Communication and Language

#### Physical Development

#### Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

#### Literacy

#### Mathematics

#### Understanding the World

#### Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

All of the areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities, both indoors and outdoors. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and to relate to others. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, adults interact to stretch and challenge children further.

The needs of individual children are met through:

- planning opportunities that build upon and extend children's knowledge,
- providing a range of experiences which 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;

- monitoring children's progress and taking action to provide support as necessary. This involves liaising with outside agencies

#### **4 Learning Indoors and Outdoors**

All areas will be attractively resourced and presented, so that children are drawn to them and engage in purposeful, challenging activity with or without the presence of an adult. Resources will be organised in such a way that children are enabled to make informed choices, independently selecting what they need and taking responsibility for clearing away. Children should be able to relate personally to the resources available, in that they reflect children's varied home and community experiences. Resources should also reflect the multi-cultural nature of this country.

We place great emphasis on the purpose of the outdoor environment. Children should have access to the total learning environment in and out of doors for a substantial part of each school week. Resources should be organised in a similar way both indoors and outdoors so that children can retain independence and responsibility. All children need to be encouraged to take part in the full range of outdoor experiences

#### **5 Equal Opportunities and inclusion**

In our school we believe that all 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. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most children able to achieve the Early Learning Goals by the end of the stage. 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.

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;
- monitoring children's progress and taking action to provide support as necessary. This involves liaising with outside agencies

#### **6.. Assessment and observations**

Assessment in the Foundation Stage takes the form of discussion, questioning and observation that involves the teacher and other adults as appropriate.

These ongoing observations are used to inform the EYFS Profile/developmental matter bands. The child's progress is reviewed every term/half term.

An initial (on entry) assessment is made when a child starts school. This is based on information provided by pre-school settings, parents and other adults' observations, and observations undertaken by the class teacher and other adults working with the children in the first few weeks of school. It is expected that that most pupils starting school in September will be working/ready to work within the Development Matters Band 40-60months.

Regular assessments and observations of children's learning and development is made on a day to day basis. The information is used to support future planning and to identify individual needs. During each half term specific goals to be assessed will be identified which are relevant to planned activities. Not all scale points will be assessed every half-term, but they will be covered over the year.

At the end of the Reception Year all children's performance is assessed against each of the 17 Early Learning – indicating whether children are meeting expected levels of development, exceeding expected levels, or not yet reaching expected levels (emerging).

Assessment information is recorded termly on Pupil Tracker (SPTO).

## **7. Transition and the Role of Parents**

‘Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.’ (Statutory Framework for the Early Years Foundation Stage)

At Woodbury Salterton C of E Primary School we aim to provide a warm and welcoming environment for all our children. We believe that a positive introduction to schooling is crucial to the development of positive attitudes to school and lifelong learning.

We value the individual child and work alongside parents and carers, pre-schools and other agencies involved with supporting the child to meet their needs and help every child to reach their full potential. We acknowledge the importance of the partnership between the home, school and aim to foster good working relationships with them. Parents and carers have a crucial role in the education and development of their children. To support this the following processes have been developed:

- the half term before the children start school they are invited into story time once a week – this is a chance for children to meet and parents to get to know each other. The children have two visits into school, one half morning and one whole morning working alongside their peer group

- the class teacher and Teaching Assistant visits each child in their home setting
- the class teacher liaises with pre-schools/nurseries in the term before they start at school
- We have close links with Little Acorns Pre-school. The children and staff from the pre-school visit KS1 assemblies and use the library and playground on a regular basis. During the term before children start school, with parent's permission, children's records are discussed and passed onto the teacher.
- Parents are given a Starting School pack with relevant information
- End of year assessments will be used to inform parents/carers and subsequent teachers about each child's progress and learning needs;
- parents/carers are welcomed into school to support children in their learning

## **8 Leadership and Management**

The Foundation and Key Stage 1 teacher will be responsible to the Headteacher for the management of the Foundation Stage. Management roles and responsibilities will be reviewed annually and in line with performance management. The teacher will manage a specific budget where appropriate. Relevant staff training needs will be identified and dealt with appropriately.

It is important that all staff and Governors are aware of the requirements of the Foundation Stage and the importance of the key stage in relation to the continuation of children's learning at Woodbury Salterton Church of England Primary School.

## **9 Continuing Professional Development**

In order to keep up to date, broaden our understanding and learn new skills, all practitioners receive regular training. The identification of training needs of all adults is part of an on-going process.

## **10 Review**

This policy will be reviewed every 2 years in line with the school's policy review programme.