

Kirkby-in-Malhamdale United (VA) Primary School Foundation Stage Policy

April 2017

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experiences 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 the children to make the most of their abilities and talents as they grow up.'

'Statutory Framework for Early Years Foundation Stage'

Play is a central tool for learning; it is a key way in which young children learn with enjoyment and challenge. Structured play where the learning outcome has been clearly identified through careful planning and support is very important in the foundation Stage. This play could be self-initiated or adult led.

At Kirkby-in-Malhamdale Primary School we believe it is important to provide an Early Years education that aims to meet the individual needs of every child in our care. Children are made to feel safe and secure and are valued as individuals. Independence is fostered, as are positive attitudes to learning and each child is encouraged to reach their full potential regardless of their ethnic and socio-economic background, race, gender, creed or ability.

Aims

At Kirkby-in-Malhamdale four principles guide our practice. These are:

- Every child is unique and is constantly learning and learns to be resilient, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop in enabling environments, these enable children to follow interests and initiate new ideas in partnership with practitioners, peers and parents.
- Children learn and develop in different ways and at different rates. The education of children with Special Educational Needs is fully inclusive at Kirkby-in-Malhamdale Primary School.

We will aim to provide a broad and balanced curriculum that enables each child to develop personally, socially, emotionally, spiritually, creatively and intellectually to reach their full potential.

The Foundation Stage curriculum

The Foundation Stage Curriculum at Kirkby-in-Malhamdale Primary School provides a high quality teaching programme which promotes children's learning in a fun, challenging and exciting way.

During a child's time in the Foundation Stage he or she will work towards achieving and where appropriate, exceeding the "early learning goals", which is a statutory requirement for all 4 and 5 year olds who attend our school. The early learning goals set high expectations for

the end of the foundation stage, but expectations that are achievable for most children. This will help to give children secure foundations on which future learning can be built.

The early learning goals are organised into the following areas:

Personal, social and emotional development

This area of learning incorporates attitudes, skills and understanding and is a pre-condition for children's success in all other learning. The child's personal, social, emotional, moral and spiritual development is targeted and good attitudes towards all aspects of school life are promoted.

Communication and Language

This area covers the development of communication skills, including speaking and listening. The children in the reception year follow a specific phonics scheme that has proved very successful in the school. This scheme is Read Write Inc. Each day they receive an intense phonics input learning a new sound, practising writing, as well as having the opportunity to explore, learn about and use words and text in a broad range of contexts and to experience a rich variety of story, poetry and non-fiction books.

Mathematical development

Mathematics is part of everyday life and the children's mathematical learning begins as soon as they begin to be involved in their environment. The maths curriculum for EYFS is Number and Shape, Space and Measures. The children are encouraged to count forwards and backwards and to learn basic number and place value. The four rules of number are addresses as well as learning about shapes and measures. Maths is taught very 'hands on' directed through play.

Literacy

The skills of reading and writing are of paramount importance and this area of the curriculum is highlighted throughout all the other areas. Children are encouraged to write and assign meanings to their markings and to read and enjoy books.

Knowledge and understanding of the world

This area focuses on children's developing knowledge, inquisitiveness and understanding of their environment, themselves, other people in their lives and features of the natural and made world. It provides a foundation for scientific, historical and geographical learning.

Physical development

This area is focused on children's developing physical control, mobility, and awareness of space and manipulative skills in both indoor and outdoor environments. This includes establishing positive attitudes towards a healthy and active way of life.

Expressive Arts and Design

The stimulation of the children's curiosity is addressed here. Through art, music, design technology, drama and dance the children's imagination, ideas and feelings are developed.

The children in the class work towards the early learning goals through a variety of topics. All topics are carefully thought about and planned so that they lend themselves to a cross curricular approach and so all areas can be accessed through the topic.

Context of learning

Accommodation

Due to the nature of our school the Foundation stage children are part of the Key Stage 1 class. The classroom is large and bright with direct access to cloakroom, toilet facilities and a large playground. It is set up so that the six areas of learning are clearly accessible for the Foundation Stage children.

We also have a covered outdoor area specifically for Foundation and Key Stage 1 children. This ensures that the children can access the outdoors at any time of year and in any weather conditions.

Staff

The Key Stage 1 class has 1 full time Advanced Teaching Assistant who works alongside the full time class teacher.

Resources

The school ensures that all the children have adequate and appropriate resources. Resources in the class and outdoor in the store room are well ordered, clearly visible and accessible to all children, helping to lead towards independence and the children taking responsibility for their own learning.

Special Needs

The school has a SENCO who liaises with the Class teacher. The children in the Foundation stage are carefully monitored to ensure that they make the best possible progress. Parents are regularly kept informed of their child's progress and are encouraged to support and help their child's learning.

Equal opportunities

Please refer to the Kirkby-in-Malhamdale Primary School equal opportunities policy.

Role of parents and Home/School links

Parents are encouraged to take an active part in their child's education. A home/school contract is signed and discussed upon entry to school so that everyone knows the part they can play. The children do have home tasks that parents can help with and we have a specific email address for parents of Foundation Stage children so that we can maintain a link between home and school. This allows us to plan activities for the children that are relevant to them and extends their learning. We send home regularly phonic/sound books for the children to practise their sounds and we share reading scheme books and library books too.

We encourage a two way dialogue between school and parents as this is vital to the child's development and learning at school. We aim to develop this by:

- Having an 'open door' policy, whereby parents can call into school before or after school to discuss or share things in an informal manner.

- Encouraging parents/carers to share their child's learning by listening to them read or helping them with phonic practise.
- Meeting with parents formally twice a year and providing a written report in July.
- Outlining the curriculum content to parents enabling them to support their child at home.
- Visiting the child before they start school to ensure a smooth transition.

Admissions

The school adheres to the local LA's admissions policy. Prior to the child entering the reception class the parents and child are invited to a meeting at the school. This meeting gives the child an opportunity to meet his or her teacher and see the classroom that is soon to become theirs. At the meeting the structure of the school day is explained and parents are given any information they may need. The children receive a small booklet, which talks about their new school and advises parents of some tasks to do with their children over the holidays.

Children are introduced to school in the Summer term before they start in the Autumn. They initially stay for a couple of hours building up to a full day. This prepares them for when they start full-time in September. If for any reason parents or staff feel it inappropriate that a child start full-time in the Autumn term a suitable integration programme can be arranged with the school.

Assessment

We complete an on entry assessment with each child in the first few weeks of school, this provides us with information about what each child can do and is used to inform planning and monitor progress. Planned, regular observations are also made by the class teacher to ensure that each individual child's needs are being met and provided for. Foundation Stage Profiles are completed termly to record the child's progress and to inform planning the next steps for the individual child. Photographs are also taken regularly to secure judgements on the progress of the Foundation Stage child.

Amanda Allen

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