



# Foundation Stage Policy

## Plan Administration

<b>Version</b>	<b>1</b>
<b>Date</b>	<b>January 2018</b>
<b>Responsibility for the Plan</b>	<b>Anne Wright</b>
<b>Approved by</b>	<b>Federation Governors</b>
<b>Date of review</b>	<b>January 2019</b>



## **Vision**

The early years of education are an important stage in a child's life. Their experience of this can have a profound effect on their subsequent education and so it is vital that our Foundation Stage offers an environment that is caring and safe yet stimulating and challenging. We believe that all aspects of a child's development, emotional, intellectual, moral, physical, creative, spiritual and social, are of equal importance and inter-related. Opportunities for learning in these areas through play and exploration must be provided during these early years in order to ensure that children have opportunity to make progress that will enhance their education and life skills.

## **Aims**

- To provide a caring environment where children may explore and repeat experiences and skills according to their needs.
- To develop their confidence, self image and positive attitudes towards learning.
- To provide a range of first hand experiences and activities which secures their access to a broad and balanced curriculum and covers the seven areas of learning (Development Matters statutory framework for the Foundation Stage 2017 DOE) and encourages children to be self motivated, independent and questioning.
- To ensure that all children make progress appropriate with their developing abilities.
- To ensure that the Foundation Stage is involved in the life of the whole school and vice versa.
- To involve parents in their child's education.
- To enable the children to make effective transition from home to Foundation Stage and from Foundation Stage to Year 1.
- To include all children in all aspects of our Foundation Stage life regardless of sex, race, culture or special educational need.

## **Curriculum Coverage and Progression**

The Early Years Foundation Stage curriculum is based on the seven Areas of Learning as outlined in the Development Matters/Early Years Outcomes and 2017 Early Years Foundation Stage Framework.

We place a strong emphasis on the three characteristics of learning;

- Playing and exploring
- Active learning
- Creating and thinking critically

We hold regular meetings of the Foundation Stage Team, developing liaison with Year 1 classes to ensure continuity and progression of children's learning. There is recognition that some children towards the end of Foundation Stage will be ready to access the KS1 curriculum.

## Teaching and Learning

### Assessment and Monitoring

- Practitioner observations, summative and formative assessment for / of learning fully informs future planning.
- Next steps are featured as part of observations to inform planning and to share next steps with children (either verbally or written).
- Progress is assessed using the key objectives for the Foundation Stage following the Development Matters / Early Years Outcomes.
- Practitioner judgments are supported through the proud books, which is an ongoing portfolio of evidence.
- In Foundation Stage 1 and 2 the proud books also evidence Maths and English rather than separate books for these areas of the curriculum.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment (in Foundation Stage 2 there are regular proud book review times).
- On entry records are started during the child's first few weeks both in Foundation 1 and 2.
- Continual assessment takes place through observation and note taking which is then used in the assessment profile (the whole school Tracker).
- A review takes place each term and records are updated. Parents are encouraged to contribute to Foundation Stage records and proud books and to access them. This allows planning for children's needs.
- Reporting to parents takes place informally through general discussion with parents when they collect their child and more formally at parents evening meetings, when parents may attend and discuss their child's progress and records. Written reports of progress and attainment are provided at the end of Foundation Stage 1 and 2.

### Learning Styles

At The Crucible Federation, we ensure that the Foundation Stage offers a holistic and enjoyable learning experience. We encourage all children to participate in a variety of experiences through which we aim to build up the confidence of all children.

Planning takes account of differentiation and progression (Referring to Development Matters / Early Years Outcomes) where all learning styles are considered. Stimulating learning environments are created where learners will have access to a variety of resources and encouraged to reflect on the choices they have made.

'Learning objectives' are clearly shared with children in Foundation Stage 2 at the start of all focus sessions and marking of work is shared at the end of a focus or verbal feedback including reference to Building Learning Power (BLP) characters helping children to understand how they learn.

Open questions are regularly used in order to challenge children's thinking and learning across the Foundation Stage.

The Foundation Stage follows the whole school approach to an overall theme and an authentic outcome. We do this half termly.

## **Learning Through the use of Continuous and Enhanced Provision**

Play is the vehicle for a young child's learning. Through the use of continuous provision, the child is able to learn through practical, hands-on and meaningful experiences. Play allows children to make sense of the world encouraging them to explore and investigate in a unique and non-threatening way. It provides them with an opportunity to experience real-life situations – this is particularly important at a time when a lot of children's experiences are second hand through television, videos and electronic games. Good continuous provision supports all aspects of children's development.

We believe that through the implementation of the continuous provision children can learn at their own level and pace and can explore and experiment without fear of failure.

Through the use of the continuous provision children develop choice and ownership over their actions and reactions. The provision provides concrete experiences, which then provide the foundation for later more abstract thinking. Play enables children to learn individually and with others. We believe that careful planning of the provision is to be of a high quality to ensure quality learning.

### **Purpose and Outcomes**

- Each setting offers children a range of well planned learning opportunities which offer continuity and progression, e.g. physical play, creative play, imaginative play, social play, play with natural materials.
- To provide a stimulating environment with easily accessible resource.
- To help children to become independent learners and to develop their creativity and imagination.
- To provide learning contexts which are well planned and resources to allow access to the Early Years Foundation Stage curriculum and to foster all aspects of children's development (physical, emotional, social and intellectual).
- To provide situations which will enable children to appreciate the multicultural society in which they live.
- To provide appropriate, good quality materials and resources which reflect careful planning, which enable children to interact at their own level of development, and allow for progression.
- Children encouraged to show consideration for others and to treat equipment with respect.
- Children encouraged to be in control of their own learning and derive pleasure from it.
- To encourage children to explore everyday situations in their play.
- To positively encourage all children to have equal access to all learning experiences.
- To challenge stereotyped ideas about play.
- Adults who understand the importance of play and learning, who get enjoyment from playing alongside the children and who learn from it.
- Adults who respect and value children's play and learning and are able to interact sensitively in it (sustained shared thinking).
- Adults to have time to observe children at play and monitor their development in all areas of the curriculum to inform future planning of the provision to ensure appropriate challenge.

### **Planning**

We follow a theme each half term that engages the children's interests and gives challenge and excitement.

For specific details see planning file. Planning for continuous provision is also displayed in the areas of learning and is regularly enhanced to support the children's learning.

Planning for play includes provision for different kinds of learning – the following list of play situations and resources are readily accessible to the children.

- Outdoor play
- Imaginative play
- Small world play
- Constructions kits
- Book area (with puppets, story props etc)
- Creative play
- Investigative play
- Role play
- Writing area
- Natural materials

Resources within these areas are organised so that children can access them independently and take responsibility for tidying away (for example using shadowing or photographs as guides).

Resources include bought, collected (e.g. recycled materials, shells) and improvised (old curtains to make dens or shawls) items.

Planning of play experiences includes clear learning intentions linked to the areas of learning, but also allows for play to arise from children's own ideas. Planning takes account of issues of space, time, provision of resources (including equality issues) and adult interactions.

Children are encouraged to use materials creatively and imaginatively and to reflect on their play experiences.

Adults take time to observe children in their learning in order to make valid assessments of learning and behaviour.

Activities are planned in response to observations of the children – this enables adults to ensure progression in play / learning.

Adults interact sensitively with children to heighten the quality of experiences and build upon the children's interests. Men and women are encouraged to take part in all types of play / learning to challenge stereotyped ideas about what is suitable for girls and boys.

Adults regularly monitor, evaluate and develop the provision they make for independent learning.

## **Parents As Partners**

The Crucible Federation welcomes parents and carers as partners in their children's education.

We value the contribution that parents make and recognize the many benefits that close links between home and school bring.

We encourage this through half termly parent and child workshops. We send out a regular half termly newsletter sharing that term's theme and exciting events. We value parents and carers as educators and plan for opportunities for shared home learning. Staff are also available to discuss progress and any problems or concerns at the end of each session or by prior arrangement at other times. Parents evenings are held in the end of the Autumn and Summer Terms. Parents are

encouraged to feel confident to come into to help or share experiences. We make a special effort to arrange meetings and other opportunities to include working parents especially fathers.

## **Child Protection**

All staff have up to date safeguarding training and adhere to school policy. Incidents are reported straight away to the designated safeguarding lead, head teacher or deputy head.

The Foundation Stage has a fully inclusive ethos and values the Learning Support Service and the expertise they can bring to our practice. We follow the school and LA guidelines on issues relating to special needs.

## **Equal Opportunities**

Staff aim to ensure that all children have equal access to the curriculum. Children are encouraged to enjoy contributions from different races and cultures and to respect differences and recognize similarities. We aim to develop tolerance and concern for others regardless of sex, race, needs, culture or class and to overcome sexist views.

## **Links with External Agencies**

The Federation maintains good links with a range of external agencies and is keen to seek the advice of specialist support when necessary.

## **Behaviour Policy**

Behaviour principles and policy are included in schools Behaviour Policy. In the Foundation Stage, strategies are centered around behaviour modification and praise of good behaviour. Rules and routines are clearly demonstrated with a visual stimulus eg 'please walk', 'please, use a little voice' and 'please put it back'. Our aim is to talk with the child, to explain reasons why it isn't acceptable and the consequence to others. 'Time out' is used to give children opportunity to reflect on their actions. Parents are informed and work together with school to reinforce positive behaviour.

## **The School Day**

Foundation Stage 1 sessions are;

Morning 8.30-11.30am (Owler Book and Whiteways)

Afternoon 12.15-3.15pm (Owler Brook) 12.00-3.00pm (Whiteways)

Foundation Stage children self register as well as a formal register being taken.

Foundation Stage 2 allow children and parents to be in class from 8.40am and register closes at 9am. Parents and carers are welcome to stay until register time, which is carried out electronically. Foundation Stage 2 end of day is 3.00pm at Owler Brook and 2.50pm at Whiteways.

All children are to be picked up by named (and known to the staff) responsible adults over sixteen years of age. Children sit on the carpet area in the classrooms and only leave when their name is called to leave with the familiar adult.

Parents are encouraged to talk to staff at the beginning and end of the day or sessions. Longer or more private conversations will be arranged at mutual convenience.

## **Admission Procedures**

The number of places available in Foundation 1 is 52 per session, this may vary depending on the demand for places. Attendance in Foundation 1 is for either morning or afternoon sessions. Home visits are carried out by school staff for all new starters to the Foundation Stage. For admission to the Foundation 2 year see the school admission procedures.

## **Roles and Responsibilities**

Anne Wright is Assistant Headteacher and the Foundation Stage Leader.

## **Review**

This policy will be reviewed annually.