



Pondhu  
Primary School

## C-13 Foundation Stage Policy

Date of First Agreed:	Autumn 2003
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Subject Governor:	Sandra Heyward

## **FOUNDATION STAGE POLICY**

### **PONDHU PRIMARY SCHOOL**

#### **Introduction**

“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage, 2014)

#### **Philosophy**

In the Foundation Stage Unit at Pondhu, the children are cared for and provided with a stimulating and challenging environment to facilitate the best possible start to their time in school. In partnership with the family and carers we enable the children to begin the process of becoming active learners for life.

This policy links with the Every Child Matters agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. This policy reflects the schools work on the Rights Respecting Schools Award, linking it to key articles from the United Nations Convention on the Rights of the Child. It is underpinned by ‘Article 3: The best interests of the child must be a top priority in all things that affect children’ and ‘Article 28: Every child has the right to an education. Primary education must be free. Discipline in schools must respect children’s dignity’.

#### **Introduction**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children are able to join our Foundation Stage Unit at the beginning of the school term in which they turn three. All children in our local area are welcomed into this setting. The school then offers full time places for 30 Reception age children.

#### **Aims**

Our aims for the children in the Foundation Stage are to:

- Provide a happy and secure environment in which to learn.
- Support, promote and develop personal, social and emotional well-being.
- Provide an appropriate Early Years Curriculum through the Foundation Stage working towards the Early Learning Goals.
- Develop the child’s full potential by offering activities to develop concepts, skills, knowledge and attitudes.
- Develop a partnership with parents.
- Work as a team to provide continuity and progression in each child’s learning.

#### **Principles**

The Early Years education we offer our children is based on the following principles:

- It builds on children’s existing knowledge and skills.
- It ensures all children feel valued and secure.
- It ensures all children are included regardless of culture, language, background, ability, special needs or gender.

- It offers a broad and balanced structure for learning that has a range of starting points, content that matches the needs and interests of young children and activity that provides opportunities for learning both indoors and outdoors;
- Children should have the opportunity to engage in activities planned by adults and those they plan or initiate themselves.
- It is a stimulating environment that is well planned and organised.
- It ensures that parents and practitioners work together effectively.
- 'Play' is a crucial element to enable quality learning experiences and much of what the children will experience is through a play-based approach in order that 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities' (Article 31).

### **The Curriculum**

At Pondhu we use 'The Statutory Framework for the Early Years Foundation Stage' to support the provision of quality learning opportunities in the following areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The experiences and opportunities that the children have at Pondhu often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas of learning can be delivered in isolation from the others; they are equally important and depend upon each other to support a rounded approach to the development of each child. Our Curriculum is designed to ensure that all children are enabled to be the best they possibly can be as defined in 'Article 29: Education must develop every child's personality, talents and ability to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures, and the environment'.

### **Assessment**

We make regular assessment of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS is on-going and is an integral part of the learning and development process. The staff make observations and assessments of children's achievements and interests. These are used to identify learning priorities and plan the next stages in the learning experiences for the child.

### **Partnership with Parents & Carers**

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children. To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise. Parents are always welcomed into Pondhu School and we hope will support the development of children's online learning journeys by uploading photos and comments via a secure portal.

### **Admissions**

Arrangements for children settling into our school are flexible, so that children are given enough time to feel secure in their new environment. Parental involvement is valued and welcomed with plenty of opportunities for cooperation and collaboration. All pupils are offered a home visit prior to starting in our school.

Children joining in the term they are three may be eligible for 15 hours of free provision, which can be arranged flexibly. Please contact the school to discuss the criteria or check on the Family Information Website. Children who are in the term following their third birthday will all be eligible for 15 or 30 hours of free provision, that can be arranged flexibly. Parents can also enroll their children for extra sessions if places are available at a cost of £4.50 per hour. The Governing Board is responsible for managing Nursery age admissions and the Headteacher reports the current numbers to the panel on the first Friday of each month during term time. A meeting will be held to allocate places if necessary on the first Friday of each month. In the event of over-subscription we use the Cornwall Primary School Admissions Criteria to ensure all places are allocated in a fair and transparent way.

For the Reception age children at Pondhu we follow the Cornwall Primary School Admission Arrangements as set out in the published admissions scheme on the Cornwall County website.

**Policy review**

This policy was reviewed in Autumn 2019 and will be reviewed annually.

**Prepared by Sarah Parekh**  
**Foundation Stage Leader**