



# Foundation Stage Policy

*(Approved by Trustees 26 June 2019 - for Review Summer 2020)*

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# KNOWLES PRIMARY SCHOOL FOUNDATION STAGE POLICY

This Policy should be read in conjunction with the school's values and the following policies;

- Health and safety
- Supporting children with medical needs
- Behaviour policy
- Intimate care policy
- Assessment, marking and reporting
- Child Protection and Safeguarding
- Racial equality/equal opportunities
- Special Educational Needs / Disability policy
- Teaching and Learning
- Values Policy
- Complaints Policy

## INTRODUCTION

*Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.*

*(Development Matters)*

Children joining our school will already have learnt a great deal and they come to us with differing experiences and prior learning. Establishing partnerships between families and schools underpins future learning. Children are supported to become independent and to develop a love of learning. Children will develop their learning through individualised, carefully planned, meaningful learning opportunities. We provide a safe, supportive and inviting environment, where children are encouraged to be enthusiastic learners.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday. At Knowles Primary School, all Foundation children are admitted in the September of the school year in which they are five.

## AIMS OF OUR FOUNDATION STAGE;

We aim to ensure:

- That children have access to a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That we support, foster, promote and develop children's;
  - Independence – both physically and intellectually
  - Personal, social and emotional well-being
  - Positive attitudes and dispositions towards learning
  - Social skills
  - Speaking and listening
  - Attention skills and persistence
  - Language for communication
  - Reading and writing
  - Mathematics
  - Knowledge and understanding of the world
  - Physical development
  - Creative development
  - Play

## **Legislation**

This policy is based on requirements set out in the 2017 Statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association. We follow the Government's EYFS development matters 2012 guidelines and Early Years outcomes 2013.

## **ORGANISATION**

Children are organised into Key Worker groups.

Key workers are the first point of contact for parents of children in their group.

Children start and finish each session in their key worker groups.

Children are taught discrete Literacy, Maths, Handwriting, Guided Reading and Phonics in small groups.

## **TIMES OF THE FOUNDATION STAGE DAY**

Children start September on a staggered timetable at the beginning of the academic year to support them with the transition to fulltime education.

## **PARENTS/GUARDIANS**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Practitioners visit children in their home setting prior to starting in the foundation stage. We believe that all parents and guardians have an important role to play in the education of their child. All parents and guardians are made to feel welcome, valued and necessary through a range of different opportunities for collaboration between children, parents and practitioners. Parents and/or carers are kept up to date with their child's progress and development.

Working together;

- Home visits before the children starts school
- Stay and Play sessions, prior to starting school
- Shared activities at the beginning of the day
- Opportunities to talk to each other at the beginning and end of each day through an 'open door' policy
- Learning journeys accessible
- Meetings to talk about progress and support that can be given from home
- Notice boards to inform and communicate
- Regular newsletters
- Sharing of special events together
- Invitations to whole school events such as assemblies.
- Pupil Profiles shared at home with children
- An expectation for parents and guardians to read with their children at home each night.
- An expectation for parents and guardians to learn key words with their children at home to support reading and writing.
- Shared written reports detailing children's attainment

## **CURRICULUM**

Our early years setting follows the curriculum as outlined in the 2017 Statutory framework for the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The prime areas for strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **PLANNING**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the children in the EYFS focus strongly on the 3 prime areas on entry into school.

Staff take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

## **TEACHING AND LEARNING**

We believe that learning should be a rewarding and enjoyable experience. Our children learn;

- By actively learning, through concentrating and trying
- By initiating activities that promote learning and enable them to learn from each other
- By movement and using all their senses
- By playing, finding out and exploring
- By having time to explore ideas and interests in depth
- By feeling secure and becoming confident learners
- In different ways and at different times
- By making links in their learning
- By thinking critically and choosing different ways to do things
- In creative and imaginative play activities that promote the development and use of language

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through all positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

## **ASSESSMENT**

At Knowles Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and all carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting the expected level of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, independent work and discussions with parents and/or carers. The results of the profile are then shared with parents and all carers.

## **THE ROLE OF THE PRACTITIONER**

We believe warm and trusting relationships with knowledgeable adults supports children's learning. We build caring and respectful relationships with our children and families, which link to our school values, focusing on well-being, learning and achievement.

We use a variety of teaching strategies which are adapted to meet the needs of individual children. Our practitioners;

- Work in partnership with parents
- Plan learning experiences that are challenging, but achievable
- Model a range of positive behaviours linked to the school values
- Use language that is rich and grammatically correct
- Use conversation and carefully framed questions to develop children's knowledge
- Direct teaching to build on the skills and knowledge of the children
- Interact and support children in a way that positively affects their attitudes to learning
- Support children's well-being and mental health
- Plan the indoor and outdoor environment carefully
- Plan purposeful play activities linked to topics and themes.
- Use skillful and well-planned observations to inform future learning and progress.
- Assess children's development and progress
- Identify the next steps in children's learning and plan how to help children make progress
- Use assessment to evaluate the quality of provision

## **ADULT RATIOS**

The adult/child ratio in our foundation stage is at least 1 practitioner to 20 children.

## **SAFEGUARDING AND WELFARE PROCEDURES**

Our safeguarding and welfare procedures are outlined in our safeguarding and child protection policy.

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