

POLICY STATEMENT/PURPOSE

At Beckstone Primary School, we attach great importance to the Foundation Stage, believing that the Early Years are critical in a child's development, providing the basis for all future learning. We recognise that children have already learned a great deal from their parents and other carers and value this. We believe in a strong home/school partnership based on mutual trust and respect. Our aim is to provide the quality and variety of learning experiences and care that meet the needs of all our children.

AIMS

- ◆ To provide a happy, secure, well-ordered, stimulating and enriched environment, where children can develop as individuals through interaction with other children and sensitive adults.
- ◆ To offer a broad and balanced curriculum that extends previous learning and covers the Early Years Foundation Stage Curriculum.
- ◆ To ensure that children develop their characteristics of learning through Playing and Exploring, Active Learning and Creating and Thinking Critically.
- ◆ To develop the whole child socially, spiritually, emotionally, physically and intellectually.
- ◆ To develop and maintain relationships with parents/carers/family members and others,

including other professionals who are involved with the development of the child.

PRINCIPLES FOR TEACHING AND LEARNING

The following principles will underpin teaching and learning

- ◆ Teaching is based on sound knowledge of the Early Years Foundation Stage Curriculum.
- ◆ Practitioners will use a balance of approaches and groupings appropriate to what is being taught.
- ◆ Practitioners recognise that all children are individuals and have a variety of needs; therefore teaching will be appropriately differentiated.
- ◆ In the learning environment the children will feel safe and secure, confident and stimulated, enabling them to become independent.

ORGANISATION OF TEACHING AND LEARNING

- ◆ Within the Early Years Foundation Stage we recognise the importance of a balance between child-initiated and adult led learning.
- ◆ Children in Nursery attend for 15 hours per week, with the option of attending our Educare provision. Reception children attend fulltime.
- ◆ Each classroom and the outdoor environment enable children to select and

use resources independently as they learn through play.

- ◆ The outdoor environment is used to deliver all areas of the curriculum and its importance is recognised and planned for.
- ◆ Staff set high expectations for children's attainment and progress.
- ◆ Teaching will use a balance of approaches and groupings appropriate to the abilities of the children and what is being taught.
- ◆ The children's own interests and experiences are valued and their learning will take these into account.

PLANNING FOR THE FOUNDATION STAGE

Education for children from the age of three to the end of the Reception year is known as the Foundation Stage and is based on seven areas of learning underpinned by the Characteristics of Effective Learning.

The three prime areas for learning are:

- ◆ Personal, Social and Emotional Development (PSED)
- ◆ Communication & Language (C&L)
- ◆ Physical Development (PD)

The four specific areas for learning are:

- ◆ Literacy (Reading and Writing)
- ◆ Mathematics (Number & Shape, Space and Measure)

- ◆ Understanding the World (The World, People & Communities & Technology)
- ◆ Expressive Arts & Design (Being Imaginative and Exploring & Using Media & Materials)

Planning takes the form of:

- ◆ A long term plan, following a themed approach.
- ◆ Medium term plans which link the Early Years Outcomes and the Early Learning Goals to specific planned topics or themes and activities and which identify assessment opportunities.
- ◆ Short term plans, which are adaptable to include children's interests and the seven areas of learning, using continuous and enhanced provision. The planning includes specific focused activities, clear differentiation for groups and individuals and organisational management including the role of adults.

ASSESSMENT, RECORDING AND REPORTING TO PARENTS/CARERS

- ◆ Records will be kept of each child's development and achievement in the form of observations, photographs and annotated examples of work. Reception also has books for Literacy, Mathematics, Topic, Thinking Journals and a Writing book.



- ◆ These continuous assessments are recorded on Scholar Pack and shared with parents on a termly basis in the form of a meeting and a written report.
- ◆ At the end of the Reception year the Foundation Stage Profile is completed and submitted to the local authority as a statutory requirement.
- ◆ Assessment will be integrated into planning and the information gathered will be used to inform future planning.
- ◆ Parents/carers are welcome to make an appointment at a mutually convenient time to discuss any issues regarding their child's schooling.

INCLUSION

(See the school's Inclusion policy)

- ◆ Children with Special Educational Needs (SEN) are identified at the earliest opportunity. Some children will have already been identified prior to starting Nursery.
- ◆ Where appropriate the Special Educational Needs Co-ordinator (SENCO) will support and advise (Early Action). Where outside agencies are involved children will be placed on a Learning Journey Individual Education Plan (Early Action Plus).
- ◆ Parents/carers will be involved at all stages.
- ◆ Children with particular needs, including gifted and talented and those with specific disabilities and health conditions, will

experience a differentiated curriculum as required in order to help them to make the best possible progress.

ADMISSION

Please refer to the school's admission policy and information given in the school prospectus.

INDUCTION

We aim to make the transfer from home or other early years setting as smooth and successful as possible for all concerned.

Prospective pupils and parents/carers tour the school and meet staff prior to starting in Nursery or Reception.

- ◆ New Nursery children and their parents/carers have a taster session to meet the staff and become familiar with the setting prior to starting.
- ◆ Home visits are arranged, before a child starts in Nursery, in order to meet the child in a familiar and secure setting. It is also a chance for parents and carers to voice any concerns or worries they may have and to talk confidentially about any matters concerning their child.
- ◆ Children who have not attended Beckstone Nursery and are coming into Reception from another setting or straight from home will have a transition visit from the Reception teacher in their current setting at the end

of the summer term. The children will also be invited to spend time with their new classmates and teacher.

- ◆ A meeting will be held for Reception parents/carers in the July, prior to starting in September to explain the organisation of the class.
- ◆ At the end of the summer term the nursery team and reception team sit down and share the children's learning journals and discuss information about the children.

RESPONSIBILITIES

Governors will be responsible for:

- ◆ Agreeing this policy, monitoring and evaluating its impact.

The Head teacher will be responsible for:

- ◆ The overseeing, promoting, monitoring and evaluating of the policy.

The Foundation Stage Leader will be responsible for:

- ◆ Ensuring the policy is implemented consistently and reviewed regularly in consultation with other staff.
- ◆ Monitoring and planning the curriculum.
- ◆ Ensuring that each child's progress is recorded effectively and is passed on and understood by other staff.
- ◆ Liaising with other agencies.
- ◆ Keeping informed about current requirements

- ◆ Developing experience through INSET and attendance at courses.
- ◆ Informing other school teaching staff and governors about Foundation Stage developments.
- ◆ Providing support, advice and encouragement to colleagues
- ◆ Being responsible for the budget, reviewing resources regularly and ordering new or replacement items in consultation with colleagues.

Each of the Foundation Team will be responsible for:

- ◆ Implementing the policy through their planning, organisation and teaching.
- ◆ Observations and assessments of the children in their class.
- ◆ Helping children to develop and maintain positive attitudes to learning.
- ◆ Developing and maintaining positive relationships with parents and carers.
- ◆ Liaising with outside professionals.

PARTNERSHIP WITH PARENTS

- ◆ The school recognises that parents/carers are the child's first educators and that a good partnership between home and school is vital.

- ◆ The school will encourage and welcome parental/carer involvement both in regular events and on more informal occasions.
- ◆ The school will ensure that parents/carers will receive regular information about what happens in school and in the classroom through letters, displays, notice boards, school website as well as face-to-face contact.
- ◆ Parents/carers, teachers and children will be asked to read and sign a Home/School Agreement annually.
- ◆ In Nursery each child has a key person who will liaise with parents/carers on a day-to-day basis.
- ◆ In Reception the key person is the class teacher.



CHILDREN'S WELFARE

- ◆ Parents/carers must complete a data form including relevant personal, medical and social information and up to date emergency contact telephone numbers.
- ◆ Health and safety issues-please refer to the school's health and safety policy.
- ◆ Behaviour and discipline-please refer to the Behaviour Policy.
- ◆ Parents/carers will be informed of any accidents.

- ◆ Safeguarding procedures will be followed in line County.
- ◆ Families can be referred to the school's Educational Support Manager.

EQUAL OPPORTUNITIES

(See Equal Opportunities Policy)

LIAISON

- ◆ School will work in partnership with other Early Years providers.
- ◆ School will work closely with the school health service.
- ◆ School will work closely with various training providers, providing students and apprentices with placements.
- ◆ School will seek out opportunities to further develop existing excellent links with the local community.

MONITORING AND EVALUATION

- ◆ The Head teacher and governors will ensure that monitoring and evaluating are carried out.
- ◆ The Foundation Stage Leader will regularly review practice and evaluate outcomes and will use this information to inform future action plans.

- ◆ Areas identified for development will be incorporated into the school improvement plan.



September 2016 Foundation Stage Team.
To be reviewed September 2017.



Early Years Foundation Stage Policy

