

Learning is fun at

Park Hill Infants' School



Foundation Stage Policy

November 2022

Version 2.2

Review date: November 2024

Version Control

Date	Version	Changes	Changes made by
Summer 2016	1		
June 2018	2		
September 2020 November 2020	2.1	Equality Statement added 'Introduction' – principles updated 'Inclusion' section – minor update (wording) 'The Foundation Stage' section – updated 'The role of parents and carers' section – included use of WOW moment stickers Approved at Progress and Attainment committee meeting on 16.11.2020	J Twyford
November 2022	2.2	Added information on Reception Baseline Assessment Approved at Curriculum meeting 14.11.22 and circulated to all staff	J Twyford

Introduction

The Foundation Stage extends from the age of three to the end of the reception year. Entry into our school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- provides a strong foundation for our pupils to progress through education and life;
- it builds on what our children already know and can do;
- quality and consistency in teaching and learning, allowing all pupils to make progress and ensures that no child is excluded or disadvantaged;
- providing our children with a variety of learning experiences;
- content that matches the needs and interests of our pupils and activities that provide opportunities for learning both indoors and outdoors;
- close partnership working between practitioners and with parents and/or carers
- it provides a rich and stimulating environment.

Equality

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We

strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religious and cultural backgrounds, and of those from diverse linguistic backgrounds.

Aims and objectives

The curriculum of the Foundation Stage underpins all future learning by promoting and developing:

- personal, social and emotional development;
- positive attitudes and dispositions towards learning;
- social skills;
- attention skills and persistence;
- communication and language;
- reading and writing;
- mathematics;
- understanding the world including an understanding of different beliefs;
- physical development;
- creative development.

We ensure that the children are provided with a broad and balanced curriculum that is both enjoyable and educational. We believe that this will provide children with a positive attitude towards education and develop an interest in lifelong learning.

In the Summer term, children are assessed using the Early Learning Goals (ELGs) which are set out in the Early Years Foundation Stage Framework 2021.

Teaching and learning style

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1.

The more general features of good and better practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- providing our children with a wide variety of learning experiences throughout the year both in and out the classroom;
- the instilling and role modelling of our school values (respect, honesty, courage, kindness and positivity)
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- opportunities for children to work within the outdoor environment at all times during the school day to ensure children experience all weathers, seasons and the natural world;
- the identification, through observations, of children's progress and future learning needs, which are shared with parents and carers;
- the relationships between our school and the other educational settings in which the children have been learning before joining our school;

- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the identification of training needs for all adults working in the Foundation Stage.

Play at the Foundation Stage

Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand why rules are necessary. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Resources

We plan a learning environment, both indoors and outdoors, that provides the children with a range of experiences and encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Inclusion at the Foundation Stage

We believe that all our children are unique. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

At the Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities and experiences that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- informally assessing children during teaching and acting immediately where necessary;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support/intervention (such as speech therapy), as necessary.

The Foundation Stage curriculum

Our early years setting follows a personalised curriculum using the 2021 statutory framework of the EYFS, Development Matters 2021 and Birth to 5 Matters.

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 are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

The school makes full use of the outdoor classroom, where a planned programme of appropriate activities takes place at all times of year. Children wear suitable clothing at all times.

Assessment

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each area of learning contained in the curriculum guidance for the Foundation Stage.

During the first half term in the reception class, the teacher assesses the ability of each child, using the Foundation Stage Profile and statutory Reception Baseline Assessment (RBA) to form their individual baseline. The RBA is completed within the first six weeks of a child being on roll and assess children in their language, communication and literacy and maths. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Reception teacher moderate every term to ensure their judgments are consistent.

We make regular assessments of children's learning, utilising guidance from Development Matters. We use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of teachers judgements and observations of both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. We collate this information in an individual 'Learning Journey' scrapbook. Children, parents and carers have opportunities to contribute observations and comments to the learning journey also. A wide range of evidence is gathered and is shared with parents and carers at each parental consultation meeting and during 'Open Classroom' sessions.

The teacher makes ongoing assessments which contribute towards the updating of the Foundation Stage Profile, using Target Tracker. At the end of the final term in Reception, we send a summary of these assessments to the LA for analysis. This information is shared with the Year 1 teacher at transition meetings so the child's next teacher can make plans for the year ahead. We share this information too at parental consultation meetings which take place each term.

Parents and carers receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents and carers in early July each year.

The role of parents and carers

We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents or carers about their child before their child starts in our school;
- visits or video calls by the teacher to all children in their home setting prior to their starting school;
- stay and play sessions before their children start school;
- inviting all parents and carers to an induction meeting during their child's first term;
- offering parents and carers regular opportunities to talk about their child's progress in their reception class;
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- arranging for children to start school, on a staggered basis over the first half of the Autumn term, so that the teacher can welcome each child individually into our school;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
- inviting parents into the classroom on Tuesdays for the first twenty minutes of the day to engage in an activity with their child;

- providing various activities that involve parents and carers, i.e. regular communication with home through inviting parents and carers to curriculum workshops, in order to discuss the kind of work that the children are undertaking;
- inviting parents to work with their child in our termly 'family curriculum workshop'.
- providing 'WOW Moment' stickers for the parents/carers to record the learning that occurs outside of school.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed: _____

Print Name: _____

Date: _____