



Foundation Stage Policy

(Approved by Trustees 18 June 2018)

The policy will be reviewed in **Summer 2018**

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

- Health and safety
- Equalities
- Special Educational Needs
- Learning and Teaching

Introduction

'The foundation stage is the first part of the National Curriculum, focussing on the distinct needs of children aged three to the end of the reception year in primary school'. SureStart

It starts the essential partnership between families and school and underpins all future learning. Children are encouraged to become independent in managing their own needs, establishing new relationships and developing a positive approach to learning. Children develop their learning through planned and spontaneous play activities. We provide a safe atmosphere that is caring, supportive, inviting and stimulating, where children are eager to participate and become motivated and enthusiastic learners.

Aims of our Foundation Stage;

We aim to support, foster, promote and develop children's;

- Independence – both physically and intellectually
- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their 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

We follow the Governments 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.

Nursery children have short focused learning sessions together.

Reception are taught in Key worker groups for Literacy and Numeracy.

Times of the foundation stage day

See Starting school booklet

Parents/guardians

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/guardians, children and practitioners;

- Share activities at the beginning of the session
- Have opportunities to talk to each other at every session
- Hold meetings to talk about progress
- Use boards to inform and communicate about learning and other events
- Share special events together
- Join with the whole school in events such as assemblies.
- Share Pupil profiles at home with their child.
- Read with their child at home each night.
- Learn key words at home to support reading and writing.

Learning

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

- By initiating activities that promote learning and enable them to learn from each other
- By movement and using all their senses
- 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
- In creative and imaginative play activities that promote the development and use of language

The role of the practitioner

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
- 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 13 children.

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