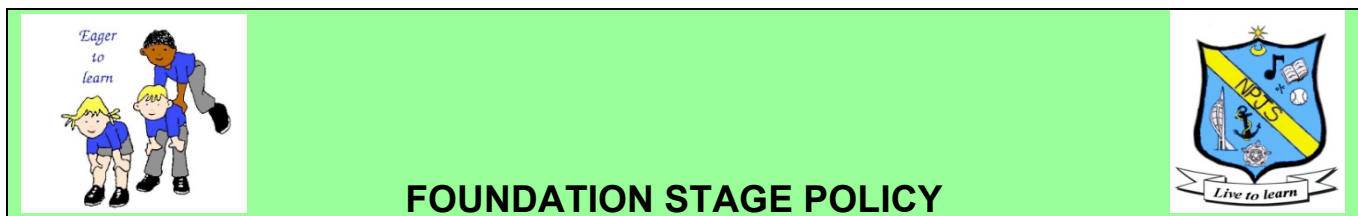


Northern Parade Schools – Foundation Stage Policy



Date	Review Date	Coordinator	Nominated Governor
December 2017	December 2020	Rachel Carlyle	Jane Chambers

The Foundation Stage Setting

The Early Years Foundation Stage applies to children until the end of the reception year. Children join our reception classes at the beginning of the school year in which they are five. The Foundation Stage is important in its own right to the development of young children's learning and preparing them for transition into Year 1 and the beginning of Key Stage 1. We aim to ensure that all children 'learn and develop well, and are kept healthy and safe'. We support children in their learning through 'teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school life' (Statutory Framework for the EYFS 2012)

The curriculum is based on the Early Years Foundation Stage (EYFS), which sets out what is expected of the children by the end of the Foundation Stage. Children joining our school have already learnt a great deal. Many have been to pre-school settings. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it recognises that each child is different and ensures that no child is disadvantaged or excluded;
- it offers a structure of learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment;
- it is grounded in our school ethos and values.

The Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive dispositions and attitudes towards their learning;
- social skills;
- attention skills and persistence
- language and communication skills;

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- reading and writing skills;
- mathematical understanding;
- curiosity for the world around them (Understanding the World);
- physical development and well-being;
- creative development

Practice

At Northern Parade Infant and Junior School there are four Reception classes each with a fully qualified teacher and an expanse of TA support. The staff work in partnership with each other and all children have opportunities to work throughout the four classrooms, shared area and the outside area on a daily basis. This allows them to work with all staff, as well as children in a different class from their own. Our practice is built upon guidance from the 'Statutory Framework – 2012. 'Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activities. Play is regarded as an essential part of children's development, building their confidence as they learn to explore, to think about problems, relate to others'.

As soon as children join Reception, within the school, we aim to:

- set realistic and challenging expectation that meet the needs of all children;
- provide a wide range of teaching styles;
- create an environment where children feel motivated, promoting a high level of success and self- esteem;
- provide a safe and supportive environment;
- enable all children to develop positive relationships with each other and adults in the school;
- provide opportunities to develop independence, enabling children to feel confident, make informed judgments and take part in self- initiated activities;
- establish a consistent daily routine;
- encourage a sense of fun through learning.

Children experience learning in a variety of groupings – individual, paired, small groups and whole class. The organisation of the timetable allows for teacher directed activities, whole class activities and child initiated opportunities (free flow), providing opportunities for all children to develop their learning in a variety of ways and at rates suitable for them.

The Foundation Stage Curriculum

The practitioners working within the Foundation Stage acknowledge the fact that all children learn in different ways and develop emotionally, intellectually, morally, physically, spiritually and socially at differing rates. All aspects of development are equally important and opportunities are provided for children to develop these aspects fully at all times.

From September 2012 the reformed EYFS came into effect.

There are three Prime Areas:

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- Communication and Language (Listening and Attention, Understanding, and Speaking)
- Physical Development (Moving and Handling and Self Care)
- Personal, Social and Emotional Development (Self Confidence and Self Awareness, Making Relationships and Managing Feelings and Behaviour)

There are four specific areas of learning which the Prime Areas are strengthened and applied:

- Literacy (Reading and Writing)
- Mathematics (Number and Shape, Space and Measure)
- Understanding the World (People and Communities, The World, Technology)
- Expressive Arts and Design (Exploring and Using Materials, and Being Imaginative).

Elements of different Religions are also taught in the Reception Classes and through whole school assemblies and celebrations following National Guidelines.

The Development Matters document within the EYFS, provides the basis for planning throughout the Foundation Stage. Much of the work planned for Foundation Stage focuses on a particular topic with the activities related to it. It is within these activities that opportunities to progress in the seven areas of learning are provided.

Planning and guided children's activities will reflect on the different ways the children learn. We focus on the children's characteristics of effective learning (taken from EYFS 2012):

- Playing and exploring – children investigate and experience things – 'have a go':
- Active learning – children concentrate and, keep on trying if they encounter difficulties, and enjoy achievements:
- Creating and thinking critically – children have and develop their own ideas, make links and develop strategies.

Assessment

Children within the Foundation Stage are regularly assessed by the staff working with them. On entry to Reception, children are assessed using a combination of pre-school transfer records and staff observations. These assessments are then recorded on individual and class documents with in O-Track (an electronic assessment system) that are then used for tracking purposes and also to modify teaching and planning.

Ongoing assessments (formative assessment) are an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include both child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in English and Mathematics.

The EYFS Profile will be completed at the end of the Reception Year (Summative Assessment). Teachers will report whether children are meeting expected levels of development (Expected), exceeding expected levels of development (Exceeding), or not yet reaching expected levels (Emerging). All attainment data is passed on to Year One teachers for continuity at this time of transition. Any children who are assessed as Emerging will continue to be assessed against the Foundation curriculum in Year One.

Parents receive regular updates on the progress of their children through:

- regular opportunities to share their child's learning looking at all books;

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- we ask parents to write a 'Wow' comment with regard to their development they have observed at home;
- a written report in the Summer Term and a copy of their child's Foundation Stage profile.

Safeguarding

In our school and in our Early Years provision, safeguarding is a priority. We look to ensure that children feel safe and we aim to promote children's welfare and strive to safeguard children at all times. We look to ensure children's safety, while not unduly inhibiting their risk-taking. Please refer to whole school Safeguarding Policy.

Inclusion/Equal Opportunities

We believe that all children matter and should be provided with the opportunities to achieve their best. This is done by valuing each child as an individual and taking into account when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations for all of the children in our care. This means that we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children who are deemed to be gifted and talented, children with disabilities, and children from all social, cultural and ethnic backgrounds as well as from diverse linguistic backgrounds.

We meet all of these needs for our Reception children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interest, and develop their self- confidence and esteem;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and help them learn effectively;
- Providing a safe and supportive learning environment in which all children feel valued;
- Using resources which reflect the diversity of the world in which we live;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary, involving outside agencies where available.

The Role of Parents within the Foundation Stage

We believe that all parents have an important role to play in their child's education. We value the role that parents have played prior to their child starting school and their future role in the education of their child. To secure this role and promote good relationships with all parents:

- Invite parents to an induction meeting during the Summer Term before their child starts school;

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- Invite parents to share a session with their child in Year R setting before starting school;
- Offer a Home visit to parents and child before the child begins school;
- Offer regular opportunities to discuss their child's progress in the form of meetings and if necessary informal meetings;
- Provide opportunities for parents to speak to the teacher at some point during the school day – after school;
- Plan a range of activities to be carried out throughout the year that encourage a collaboration between the child, parents and Foundation Staff;
- Promote the involvement of parents in their child's reading, and encourage regular communication between home and school with reading logs;
- Encourage all parents to read, share with their child and sign the Northern Parade Infant Home/School Contract.

Resources

We plan a learning environment, both indoor and outdoor, that 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 activities on offer, as we believe that this encourages independent learning.

Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the Foundation Policy;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Executive Headteacher

The Executive Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

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- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Review

Reviewed:

Ratified by Governors:

Next review: