



FOUNDATION STAGE POLICY

At Holbrook, the Foundation Stage applies to children from three years of age to the end of the Reception year. In our school, children join us during the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The statutory early learning goals establish expectations for most children to reach by the end of EYFS.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early year's education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points and content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment

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 attitudes and dispositions toward their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development;
- creative development.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning at Holbrook. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 1 and Key Stage 2.

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

- a partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- a range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and 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 indoor and outdoor space, facilities between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work and the regular monitoring to evaluate and improve what we do;
- the regular identification and delivery of training needs of all adults working within the Foundation Stage.

Play in the Foundation Stage

Through play our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as 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.

Inclusion in the Foundation Stage

At Holbrook we believe that all children matter. 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 planning for their learning (see our policy on school inclusion)

In the Foundation Stage we set realistic and challenging expectations that meet 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 achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children with different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experiences and interests and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on the children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from 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 taking action to provide support as necessary.

The Foundation Stage curriculum

The EYFS document contains the statutory framework for EYFS setting out the educational programmes and early learning goals in the 6 areas of learning. The framework identifies areas of learning and development which the children will need to achieve in order to reach early learning goals by the end of EYFS.

Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations and this involves the teacher and other adults as appropriate.

During the child's first half term in the Reception class, the teacher makes an initial assessment, using the information on learning and development from EYFS. Observations are recorded in individual 'West Sussex Developmental Records' for each child. These observations continue throughout the year and include children working individually in groups and in whole class situations, when children are supported by adults and working independently. The majority of these observations take place during self-initiated or child-led activities. Observations are collected for each child in

their own record of learning which can then be used as evidence for the end of year Foundation Stage Profile.

The teacher completes the 'Foundation Stage Profile' assessment at the end of the child's Reception year and records each child's attainment level. These results are sent to the LEA and handed on to the next teacher. The child's next teacher uses this information to make plans for the year ahead.

Parents 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 in July each year.

The role of parents

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

- allowing the children to have the opportunity to spend time with their teacher before starting school
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Reception classes;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their attainment and progress at the end of each school year;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging for children to start school over the first couple of weeks of term beginning with mornings only and then extending to all day by the second week if the child is ready.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is communication with home through the child's reading diary. We invite parents to consultation and Open evenings to discuss the kind of work that the children undertake in the reception class and the child's progress.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. At Holbrook the children have access to a wide range of resources to support all areas of learning. We use materials and equipment that reflect both the community that the children come from

and the wider world. The resources are all clearly labelled and we encourage the children to make their own selection of the activities on offer, as we believe this encourages independent learning.

Reviewed: Spring 2009

Governor Signature: **Date**

Next Review Due: