



1 Introduction

1.1 Rationale

The Foundation Stage extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five.

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 ensures that no child is excluded
- It offers a structure for 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

1.2 Aims

The curriculum in 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
- language and communication
- reading and writing
- mathematics
- understanding of the world
- physical development
- expressive arts and design

2 Procedures and practice

2.1 Teaching and Learning

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 well as the teaching and learning in Key Stage 1 or 2.

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

- 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 their independence and self-management
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers
- The good relationships between our school and the other educational settings in which the children may have been learning before joining our school
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve
- The regular identification of training needs for all adults working in the Foundation Stage

2.2 Planning

Our curriculum for the Foundation Stage follows the guidance set out in the Early Years Foundation Stage. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

The Early Learning Goals form part of the National Curriculum and are in line with the objectives stated in the Primary Framework for Literacy and Mathematics. The children's interests inform planning for both groups and individuals. Our medium-term planning is completed half-termly which identifies the intended learning for children working towards the Early Learning Goals.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources and an appropriate range of activities are provided. The outdoor space is planned to give children opportunities for doing things in different ways on different scales. We use materials and equipment that reflect both the community that the children come from and the wider world. Resources and activities are planned based on children's interests. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

2.3 Assessment for Learning

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations during the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the Prime and Specific areas of learning contained in the curriculum guidance for the Foundation Stage. 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 observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation

Stage Profile is a statutory requirement. Our assessments are recorded on Scholar Pack.

During the first few weeks of September adults in nursery observe the children as they settle in to obtain information for attainment on entry. At the end of the first term in nursery, the teacher will assess the ability of each child using Development Matters Bands. These assessments are then carried out termly and allow us identify children's progress. This information is then used to inform future planning.

During the first term in the reception class, the teacher assesses the ability of each child, using the Foundation Stage Profile and assessments from nursery and other previous settings. 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. We share the information contained in the Foundation Stage Profile at our parental consultation meetings.

The teacher completes an assessment each term, and then updates individual tracking sheets and class tracking sheets. At the end of the final term in reception, we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings.

Each teacher keeps progress folders and uses these to record examples of each child's work. These progress folders contain a wide range of evidence that we share with parents and carers at each parental consultation meeting.

Parents and carers receive an annual report that offers 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. These reports also include information about the characteristics of effective learning. We complete these in June, and share them with parents and carers in July each year.

2.4 Monitoring and evaluation

Please refer to the monitoring and evaluation policy

2.5 Homework/ Parent Partnership

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 and carrying out home visits with all children
- providing opportunities for children to spend time with their teacher before they start school
- inviting all parents and carers to an induction meeting during the term before their child starts school
- offering parents and carers regular opportunities to talk about their child's progress in our reception class
- encouraging parents and carers to talk to the child's teacher if they have any concerns
- having flexible admission arrangements and allowing time to discuss each child's circumstances

- arranging for children to start school over the first two weeks of term, so that the teacher can welcome each child individually into our school
- encouraging parents and carers to stay if there are problems with the child's admission
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers including parents workshops

There is a formal meeting for parents and carers in Autumn and Summer terms, at which the parents/carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each school year.

2.7 Extra-Curricular Opportunities

Each year our Nursery children visit the farm and our Reception children visit the beach. Throughout the year other visits and visitors are planned linked to the topics the children learn about. Each week the children have a session in the Forest school and they work with an artist.

2.8 Equal Opportunities

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.

2.9 Health & Safety

- We ensure that our staffing arrangements meet the needs of all children and ensure safety. We ensure the children are always supervised effectively indoors, outdoors and on educational visits by following the guidance on the ratio of children to adults in different situations.
- We ensure there is a first aid box accessible at all times with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. We inform parents and/or carers of any accident or injury sustained by the child on the same day and of any first aid treatment given. All of the staff working in the Foundation stage has Paediatric First Aid training.
- All medication (both prescriptive and non-prescription) is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child.
- We carry out written risk assessments when appropriate to inform staff practice, and to demonstrate how we manage risks.

Please refer to the Health and Safety policy for further information

3 Responsibilities and review

Head Teacher:	Date:
Governor:	Date: