



KIDMORE END
CHURCH OF ENGLAND PRIMARY

Policy
for
The Foundation Stage

Agreed by: Curriculum Committee

Head teacher: Linda Hull

Chair of Governors: Sarah Rodda

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Policy Statement for the Foundation Curriculum

Section 1: Introduction and Aims

The curriculum of the Foundation Stage underpins the future learning of all children, regardless of sex, race, faith or ability, by supporting, fostering, promoting and developing children's learning.

The Foundation Stage follows the Early Years Foundation Stage Curriculum which is statutory from September 2008 and was reviewed following the Foundation Stage Review in September 2012. We also ensure adherence to all appropriate welfare requirements.

All children join Kidmore End Primary School at the beginning of the school year in which they are five. Most children attend all day, although there is some flexibility for children not yet of statutory school age. This is decided in discussion with parents, FS staff and the Headteacher.

The Foundation Stage is important as it prepares children for the Key Stage One curriculum. The EYFS Profile sets out what is expected of the children by the end of the Foundation Stage.

Children joining our school have already learned a great deal. Many have been to local pre-school settings. The early years' education we offer our children is based upon the following principles:

- It reflects the uniqueness of each child and recognises that each child is different. It ensures that no child is excluded or disadvantaged.
- It builds positive relationships with other children and adults.
- It promotes an environment which encourages an investigative mind through a stimulating environment, indoors and outdoors.
- 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 exploration and learning both indoors and outdoors.
- The lessons build upon the children's previous knowledge through assessment and observation of what they can already do.
- It is grounded in the school ethos and vision statement and adheres to whole school policies.
- It ensures that all children can learn in a welcoming, healthy, safe and secure environment that enables children to be happy, stimulated and grow in confidence in order to reach their full potential.

Section 2: The Curriculum and Children's Development

The Foundation Stage Curriculum

The curriculum for the Foundation Stage in our school currently reflects all of the seven areas of learning identified in the Foundation curriculum. The EYFS Profile Handbook provides a basis for the planning throughout the Foundation Class.

The areas of learning are:

Prime areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of effective learning

- Playing and exploring
- Active learning
- Creating and thinking critically

The Early Learning Goals are in line with the objectives in the new Early Years Foundation Stage Guidance. Children learn through a range of adult-led and child-initiated activities. Ongoing discussions with the Y1 teacher, as well as opportunities to work with children in other classes, help to ensure a smooth transition into Key Stage One.

Teaching and Learning

All children have access to the Foundation Stage Curriculum.

Features of good practice in our school that relate to the Foundation Stage are:

- partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- understanding and knowledge that teachers and teaching assistants have about 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 and other means of communication;
- a carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- opportunities for children to communicate and talk about their learning, including the characteristics of effective learning, and to develop their independence and self management;
- appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents through the parents' portal;
- clear aims for our work, and regular monitoring to evaluate and improve what we do;
- regular identification of training needs of all adults working within Foundation Stage.
- the learning environment is safe and secure and in accordance to the legal welfare requirements and that regular risk assessments are carried out.

Attitudes

Through the Foundation class we endeavour to foster the following qualities: curiosity, perseverance, open-mindedness, self-discipline, sensitivity to others, independence, adaptability, co-operation and care for all living things and the environment.

Equal Opportunities

In our school we believe that all children are special. We give all children every opportunity to achieve their best regardless of sex, faith or ability. We set realistic and challenging experiences 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.

Differentiation

We recognise the uniqueness of each child and activities and expectations are adjusted to meet the particular needs of individuals and groups of children in weekly plans and daily activities.

We meet the needs of our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interest, and develop their self-esteem and confidence;
- planning activities that take account of gender differences and individual needs;
- 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 to help them learn effectively;
- provide 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 progress and taking action to provide support as appropriate. External support agencies are involved as necessary.

Role of Play

We believe that structured and free play is vitally important in developing a child's understanding of the world, communication skills and personal and social development. Through structured play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build ideas, and learn how to control themselves and understand the need for rules. All areas of the Foundation Curriculum are underpinned by the provision of good play opportunities. We do this by:

- providing a wide range of play opportunities both indoors and out doors;
- planning child initiated and teacher initiated activities;
- providing opportunities to work independently, in small groups and as a class;
- providing opportunities to investigate and solve problems;
- providing a range of good quality resources.

Recording and Assessment

We make continual observations and summative assessments of children's learning, and use this information to ensure that future planning reflects individual needs. Assessment in the Foundation Class takes the form of short and long observations, photographs of children, reading records, talking with the children and parental input.

During the first term in the Foundation class, the teacher assesses the ability of each child using our own assessment activities and through both 'snap shot' and more formal observations. This assessment is on-going through the reception year. The teacher regularly updates each child's profile using 'Scrapbook' software and keeps pieces of work as evidence. Each child also has a writing assessment book which is passed on to the next teacher. The scores from the profile are recorded across the school year and are shared with the headteacher. At the end of the Summer term they are then reported to the LEA. All of the assessment information is passed on to the next teacher who uses this information when planning for the year ahead.

Parents receive an end of year written progress report that comments on their child's progress in each area of learning. It highlights the children's strengths and development needs and gives details of the child's general progress. All records and data on individual children are kept secure and confidential. Parents have access to the information regarding their child and profile scores are sent home with the end of year report.

The Role of Parents

We believe that children benefit most from early years' education and care when the parents and school work together in partnership. Parents offer valuable insight into their child's ability and needs so we encourage close links between home and school. We do this by:

- open dialogue with parents to improve our knowledge of the children and to support families.
- including parental contributions to profiles.
- allowing parents to 24/7 access to their child's profile.
- offering regular opportunities to talk about their child's progress. We have two formal parents' consultation evenings, and numerous informal opportunities.
- encouraging parents to talk to their child's teacher if there are any concerns.
- writing an end of term report on their child's progress.
- we also offer open mornings, stay and play sessions, sharing assemblies and home learning activities, as well as workshops on key areas, for example, reading.

Transition from Foundation Stage to Key Stage One

We believe that in order for the Foundation children to continue to develop and progress when they enter Key Stage One there needs to be a transition phase between the two stages. We do this by:

- transition meetings between the Y1 and FS teachers to discuss the cohort and individuals;
- opportunities for the Y1 teacher to visit Foundation class and spend time with the children;
- allowing Foundation children to spend time in the Year 1 class and with the teacher;
- joining together for PE sessions, assemblies and playtimes;
- ensuring opportunities during term one of Year 1 for structured play;

- Planning in Year 1 to accommodate children who are still working on the Early Learning Goals;

Section 3: Policy statements relevant to the Foundation Stage

(The Foundation Stage adheres to all of the school's policies)

Safeguarding and promoting children's welfare.

We also ensure that the classroom environment is safe, and secure. We ensure this by:

- ensuring all the adults working within the class are aware of policies that apply to children's welfare and adhere to the rules.
- are aware of confidentiality requirements and child protection procedures.
- ensuring the learning environment has regular health and safety inspections and that risk assessments are carried out when deemed necessary.
- toys and equipment are regularly checked and inspected and that new toys are purchased from reputable sources and conform to the government's safety standards.
- adults who work in the class have current CRB checks and appropriate qualifications.
- any concerns about the physical environment are reported to the site manager immediately.
- things that need fixing are noted in the hazard book and are removed or made safe.
- any concerns over child welfare are reported immediately to the head teacher.

Admission into the Foundation Class

Please see the Admissions Policy.

Starting School

We want to ensure that all children starting school feel happy and secure. We do this by:

- having open days when prospective parents and children can see the whole school at work.
- regular visits from the local pre-school to the Foundation class.
- story afternoons for children who do not attend the local pre-school.
- an induction and welcome morning for the new children and parents to attend. The parents are given presentations about the Foundation Curriculum and the children have opportunities to meet the teachers and class mates.
- a welcome pack with some information about the class, school, information on uniform and examples of letters.
- a transition information booklet is sent to all pre-school settings in the Summer Term

Late Child Collection Procedure

A register is taken first thing in the morning and directly after lunch. At the end of the day pupils are handed over to the pre-arranged adult. Parents are expected to notify Foundation Stage staff if a different adult is collecting their child. Any child not collected on time at the end of the day will be looked after by the office staff who will endeavour to contact the parents or a named person to collect them.

Lost Child Procedure

Staffing ratios are in place during the school day to minimise the risk of any child becoming lost. However in the unlikely event of this happening the Head teacher and Senior Staff will be notified whereupon the school and grounds will be searched. After this the parents and police will be notified.

On school trips a risk assessment will be filled out and signed before leaving school and a greater adult to child ratio will be in place. This ratio will be at least the statutory minimum level. A full report on the incident will be written and given to the Headteacher.

Complaints

We aim to bring all concerns regarding your child in school to a satisfactory conclusion for all the parties involved.

1. The parent/carer should speak to the class teacher, as the complaint may be merely a misunderstanding.
2. If this complaint is not satisfactorily resolved it should be referred to the head teacher who will investigate the complaint and meet with the parents/ carer and class teacher.
3. If the problem cannot be resolved through the normal channels a letter can be sent to the Chair of Governors. This will then be followed up with consultation between all parties.
(see School's Complaints Procedure)

Confidentiality

It is essential to respect the privacy of children and their parents/carers, whilst ensuring that they access high quality care and education. We ensure that all parents/carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We do this by:

- ensuring that all working in the school are aware of confidentiality rules and adhere to them.
- parents have ready access to the files and records of their own children but do not have access to information about any other child.
- any concerns/evidence relating to a child's safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis.
- any issues regarding child protection are raised with the head teacher and then Safeguarding and Child Protection Policy is followed.
- personal information about children, families and staff is kept securely.

Food and Drink

Our school encourages healthy, nutritious snacks and lunches which meet individual dietary needs. We do this by:

- finding out from the parents before their child attends school any special dietary needs including allergies and arrange training if required, for example epipen training.
- display in the office current information about individual dietary needs so that all staff are fully informed about them.
- the catering company for our school has an open dialogue with parents/carers whose children have specific dietary needs.
- we have rules about not swapping food and the school has a no nut policy to protect our children with food allergies.
- menus for the school meals are displayed so parents can made an informed decision.
- providing fruit or vegetables for the children's morning snacks.
- ensuring all children have access to water at all times.
- encourage parents to provide nutritious and healthy packed lunch boxes.
- store the packed lunches in a suitable location.

Equipment and Resources

(Please refer to Health and Safety Policy)

We provide children with clean, safe and age appropriate resources and equipment which consolidates and extends their knowledge, skills, interests and aptitudes. In order to achieve this we:

- provide equipment and resources which are safe and comply to any safety regulations.
- provide sufficient quantity of equipment and resources for the number of children.
- select books, equipment and resources that promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- ensure we have play equipment and resources which promote continuity and progression and provide challenge and that meet the needs and interest of all children.
- provide suitable furniture for children and adults.
- store suitable equipment and resources so that the children can choose and select independently.
- regularly check all resources and equipment and repair or replace damaged or unsafe items.
- report and make safe any hazards or damage to the physical area to the head teacher and note all hazards in the hazard book which is kept in the office.
- regularly review risk assessments for all areas of the classroom and outdoor learning area.
- complete a daily safety checklist of the outside area before it is used by the children each morning.

Reviewed by Linda Hull/Rebecca Bickerton November 2017