



## Foundation Stage Policy

Date reviewed	July 2015
Next review date	Sept 2018

## Foundation Stage Policy

### ST MARY AND ALL SAINTS PRIMARY SCHOOL

The Foundation Stage Curriculum applies to children from birth to the end of the Reception year. At St Mary and All Saints, children join the nursery class after their third birthday. They join Reception in the September after their 4<sup>th</sup> birthday. The Foundation Stage is about developing the key skills for learning and building positive relationships in an enabling environment whilst recognising that each child is unique.

At St Mary and All Saints we recognise the importance of the fundamental principles of a quality early years curriculum. We as Early Years practitioners work with the Development Matters in the Early Years Curriculum guidance to implement the requirements of the EYFS. We believe that every child has a right to enjoy and achieve in their education, to learn how to take acceptable risks and to grow up healthy, happy and safe whilst respecting the rights of others.

In order to achieve this we encourage your child to develop the characteristics of Effective Learning. These are; **Playing and exploring, Active learning and Creating and thinking critically.**

These are then interconnected to the seven areas of learning and development.

There are 3 Prime Areas and 4 Specific Areas

#### **Prime Areas**

- **Personal, Social and Emotional Development.** Support the transition into nursery and then between classes and promote an inclusive ethos. Offer opportunities for individuals to become valued members of the group and community. Foster a good self-image and self-esteem. Encourage a positive attitude and disposition towards their learning, and confidence in their own ability. Extend their concentration skills and persistence to complete tasks. Develop their social skills, learning how to co-operate with others.
- **Physical Development** Provide opportunities to develop fine and gross motor skills. Increase understanding of how their bodies work and what they need to do to be healthy and safe.
- **Communication and Language.** Promote speaking and listening in a wide range of contexts, responding to adults and one another, to extend their vocabulary and communication skills.

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### Specific Areas

- **Literacy** Develop ability to read and write in a language rich environment, by offering opportunities to explore, enjoy and learn about words. Use texts in a range of contexts and to experience a wide variety of quality books.
- **Mathematics.** Develop their understanding of number, measurement, pattern, shape and space by offering a broad range of contexts in which they can explore, enjoy, practice and talk
- **Understanding of the World.** Provide relevant activities based on first hand experience, to problem solve, make decisions, predict, plan and question in a range of contexts. Explore and find out about their environment, people and places that have significance in their lives. Identify and use a range of information technology.
- **Expressive Arts and Design.** Encourage exploration and sharing of thoughts, ideas and feelings through a variety of art, music, movement, dance and imaginative small world and role play activities.

### Objectives

For Early Years Practitioners to:

- To provide an exciting and innovative environment which caters for children's different learning styles, fosters a thirst for learning and develops enquiring minds.
- Ensure breadth and balance in the curriculum through carefully planned adult input and focused interaction, using the "Month Statements" leading to the "Early Learning Goals". Provide a curriculum that is firmly based on active learning with a good balance between child led and adult directed learning to meet the individual needs of the child.
- Respect the needs, feelings, abilities and cultures of individuals by providing equal opportunities for learning.
- Provide opportunities that enable children to learn how to collaborate, challenge each other, negotiate with others and listen to one another, as well as extending their capacity to concentrate on their learning experiences.
- Provide opportunities for spiritual experiences and foster children's awe and wonder of the world around them.

### Planning

Formative assessment is at the heart of effective early years practice and should form the basis for all future planning. Which should:

- Take into account the different starting points from which the children develop.
- Match the individual children's needs and learning styles
- Provide purposeful, exciting and innovative learning experiences for teaching and learning both indoors and outdoors.
- Enable children to engage in teacher led and self initiated activities.

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Planning is carried out in three stages:

- Long term planning covers a broad range of topics and ideas across the seven areas of learning.
- Medium term planning includes more specific learning experiences as well as learning objectives linked to the month statements.
- Short term planning includes details of daily learning experiences which build on the children's day to day needs and direction of learning.

### **Assessment and Record Keeping**

Each child's achievements are regularly monitored throughout the Foundation Stage to ensure progress is being made and to highlight areas for development. Individual observations are made linked to the month statements. These are then used to inform planning and build a profile for each child. The Foundation Stage Profile and Learning Journey are regularly shared with parents.

### **Equal Opportunity**

Our staff plan to meet the diverse needs of children, so that all children, regardless of social, cultural, ethnic and linguistic backgrounds, gender and abilities have access to the full range of activities provided. We provide materials that reflect diversity positively and are free from discrimination and stereotyping.

### **Spiritual Development**

The Foundation Stage provides opportunities to promote spiritual development through helping children to appreciate their own culture as well as develop an awareness of other cultures.

### **Parent/Carers as Partners**

Parents/carers are the first and foremost educators of their children. At St Mary and All Saints we are committed to working in partnership with parents/carers to obtain the best for the children. We make time to listen to parents/carers and share information regarding their child's development. Parents are informed in a variety of ways, including:

- Induction meetings for new parents whose child is starting in either nursery or reception.
- Every parent will be offered a home visit by the class teacher to talk about their child's individual needs.
- Opportunities for daily communication as children are handed to their families at the end of the day.
- Parent evenings (twice a year)
- End of year report
- Information meetings about reading and early learning skills

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- 'Stay and Play' days. Parents are invited to come into their child's classroom for the morning/afternoon to play alongside their child and to learn importance and value of play.
- Opportunities to look through their child's 'Learning Journey' and talk informally with their child's Key Person
- Termly newsletters
- Each term, information about the curriculum is available on the Nursery and Reception class pages on the school website.
- Families are warmly invited throughout the year, to join in with their child's learning, particularly the 'Special days' that enrich our curriculum.

### **Play**

Play is the medium by which all children in the foundation stage learn. Through play they develop key skills and individual learning styles. They develop the ability to negotiate, challenge themselves and others, play with or alongside others and to show respect.