

Kelly College

Foundation Stage Policy



Introduction:

The Foundation Stage applies to children in the Nursery and through to the end of the Reception year. Children may join the School Nursery at any point during the school year after the age of three. Places in the Reception Class are normally taken up at the start of the school year in September between the ages of 4 and 5. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

Aims and principles

The early years education we offer our children is based on the following aims and principles:

- To provide an environment both indoors and outside, that is safe, fun, stimulating and caring.
- To foster strong links between parents, child and school.
- To keep parents well informed about the curriculum and their child's progress
- To assist each child to realise their full potential by encouraging, praising and promoting self-awareness.
- To create a secure and nurturing environment that promotes self-confidence and independence.
- To help children make links in their learning
- To stimulate positive attitudes and dispositions to learning
- To provide a solid foundation in the six areas of learning through well planned, rich and stimulating experiences
- To provide opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves
- To make careful observations in order to support and extend children's learning appropriately
- To ensure that no child is excluded or disadvantaged;
- To ensure that children with specific learning requirements are identified and receive appropriate support.
- To pro-actively recognise, address and support each child's individual needs in literacy and numeracy as appropriate.
- To help children build friendships and learn to co-operate with each other.

Staffing

The staff are to be suitably qualified and ratios are as per the regulatory requirements. We will often strive for ratios to be higher and because of our commitment to small classes this will often be the case. They have regular training and keep up to date with the latest initiatives.

Admissions arrangements

On admission the following are requested by the school:

- Emergency contact numbers
- Special dietary requirements
- Special health requirements
- Information on who has legal contact with and who has parental responsibility for the child
- Parental permission to seek any necessary medical advice or treatment

Induction into Nursery

Children can join the Nursery at any time during the school year over the age of three years. Prior to starting, it would be normal for the child to attend one or more play visits in the company of their parent/guardian. When the child starts formal attendance at Nursery, the parent/guardian are able to contact the Nursery Manager directly should they be anxious when leaving their child in the early days and for on going communication regarding delays etc.

At the end of every session there is opportunity to feedback to the parent/guardian regarding how the child has settled and what activities they enjoyed. This is especially relevant for new starters.

Induction arrangements into Reception

Prior to September:

1. All children are gradually integrated into the Prep playground at playtimes.
2. All children are invited to a set of class activity sessions in reception with the reception teacher.
3. All parents are invited to attend an induction coffee morning to gain information about: foundation stage, how you can help to prepare your child and what the first few weeks will be like.

Starting school:

1. Children start at 8.35 and finish at 3.30
2. There is a 'Meet and Greet' Evening within the first few weeks to allow parents to: Visit the classroom, learn more about the daily routines, find out in more detail about the curriculum as well as meet other parents in Pre-Prep.
3. Parents are also invited in during the first half of term to discuss how their child has settled and are given an opportunity to share anything they feel will help in ensuring their child's happiness and learning.

The maximum class size in reception is 20 and at present there is only one reception class

Daily Routines

Nursery Daily Routines

Children arrive from 8:15am and select puzzles, games or books to busy themselves until it is time for registration.

Mornings and afternoons include a break time when children are encouraged to help lay tables, pour drinks and pass around biscuits and sliced apples.

The nursery incorporates three areas; the Main Nursery Room, Tigger's Room and an enclosed outside area.

Children can help themselves to core activities which are available throughout all sessions. (i.e. sand & water and art & craft etc)

Tigger's Room is used for physical and imaginative play. The outside area is available for children to make use of outside play equipment or their own child led activities.

Morning and afternoon sessions involve activities with free flow between inside and out, if possible. The children can choose to join in planned activities or undertake independent tasks. Activities can be child or adult led. All six areas of Learning & Development outlined in the EYFS are considered in the long term planning for continuous provision.

There are weekly timetabled sessions for Music, ICT & PE with specialist staff. The Nursery children attend the Pre-Prep assembly once a week.

The sessions end with children helping to tidy away and then circle time before collection at the end of the morning or lunch, and collection or biscuit club at the end of the afternoon.

Nursery children and staff have lunch together at 12noon with Pre-Prep.

Reception Daily Routines

Children arrive in the classroom, register and engage in language games, number games, free writing or drawing in their own books.

During the morning children undertake teacher led and child initiated activities with a short language and mathematical introduction before group work. All six areas outlined in the EYFS are covered in the continuous provision and planned activities.

During the afternoon children undertake more independent tasks, with free flow between inside and out, if possible.

During the week Reception have one single and two double PE lessons with specialist staff. They have one lesson of IT in the IT room. They have a double music and drama lesson with a specialist music teacher.

Reception attend school assemblies, house meetings and Pre-Prep assembly once a week.

Reception have snack with the rest of the Pre-Prep at the beginning of break, usually outside. They have break times in line with the rest of the school. They attend the first sitting of lunch with Nursery, Year 1, 2 and 3 sitting on tables with mixed aged children and one teacher.

At the end of the day the children are collected from the classroom, if not attending one of the three Pre-Prep clubs offered each week, or biscuit club.

Partnership with parents

We feel that establishing a positive partnership with Foundation Stage parents is important. We aim to do this in several ways.

- Discussions with Headteacher and Foundation Stage staff prior to seeking admission
- School prospectus
- Taster day
- 'Induction coffee morning for children starting in Reception' - informal event for parents where staff explain routines, what to expect in the first few weeks and ways in which to prepare your child.
- Curriculum overview sent home half termly
- Newsletters
- Open door policy – good dialogue – share successes and concerns
- Parents may accompany their child into the classroom at the start of the day
- Parent and child induction programmes
- Parents' evenings
- Sharing children's records with parents
- Parent Association
- Parents may request to see developmental records at any time and may access their child's personal files through a written request.

Foundation Stage Curriculum

The Foundation Stage curriculum is organised into six areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

We want learning to be a rewarding and enjoyable experience and aim to encourage exploration, investigation and discovery. As well, we encourage the children to create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. We bring many of these aspects of learning together through play and talking.

Personal, Social and Emotional Development

We promote this through

- Establishing warm, caring relationships
- Nurturing self esteem and confidence
- Promoting self respect and respect for others
- Promoting awareness and appreciation of different cultures
- Encouraging self-discipline
- Encouraging independent learning
- Praising achievement
- Circle time and S.E.A.L materials
- Resources promoting positive images of differences
- Multicultural resources
- Providing positive role models
- Secure routines and a safe environment
- Labelling resources clearly and making them accessible
- Ensuring there is time and space for children to focus on activities and experiences that develop their own interests
- Planning for children to work independently, and also in collaborative groups where they need to share and co-operate
- See school behaviour policy

Communication, Language and Literacy

This area of learning includes speaking and listening in different situations and for different reasons as well as beginning to read and write. It's about children enjoying books, communicating their thoughts, feelings and ideas, and believing themselves to be writers.

We do this in various ways including:

- Valuing children's talk
- Providing opportunities for children to communicate their thoughts, ideas and feelings, and to develop conversation with children and adults
- Incorporating communication, language and literacy development in planned activities in each area of learning
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Encouraging careful listening through games, stories, circle time, music etc.,
- Using open ended questioning to stimulate thought and encourage the children to express their own thoughts
- Providing an environment which promotes the written language: signs, labels, notices, a cosy book corner, graphics area, environmental print e.g. magazines, menus, eye charts in the role play area
- Promoting children's emergent writing through role play (e.g. writing orders in the café) and in the art area – using a variety of writing materials and responding to stimuli such as postcards, greeting cards, flap books, letters

- Providing opportunities for children to see adults writing for a purpose e.g. writing the shopping list for the cookery ingredients the class needs, writing notes to teachers etc
- Encouraging children to retell stories, by using story sacks, small world play, puppets
- Encouraging children's imaginative story telling through role play, small world play, sand and water play
- Talking about the features of books especially during story time
- Encouraging children to use a variety of cues when reading
- Encouraging a good grasp of phonics through visual aids, active games, Jolly Phonics etc.
- Encouraging handwriting skills by supporting fine motor control and hand-eye co-ordination through activities such as malleable play, bead threading, jigsaws, pegs and pegboards, finger paints, drawing in sand trays and Pen Pals scheme.
- Encouraging children to value books through the class book corner and bringing in books from home
- Encouraging children to share and enjoy books together
- Linking language with physical movement e.g. in action songs and rhymes

Problem solving, reasoning and numeracy

This area of learning includes developing mathematical understanding through stories, songs, games, everyday activities and imaginative play, so that children enjoy experimenting and become confident, comfortable and curious about numbers, shapes, patterns and measures.

We do this in various ways including:

- Giving children a variety of experiences to count, sort, match and order real objects
- Developing mathematical understanding through practical activities and first hand experiences
- Providing a meaningful context for maths e.g. stories, role play, real problems
- Making regular use of number rhymes and songs
- Developing children's use and understanding of mathematical language
- Providing opportunities to explore volume and capacity, for example, in sand and water play
- Providing opportunities to investigate shape and size, for example, in building and construction
- Looking for numbers, patterns, shapes in the environment
- Using and experimenting with numbers, including numbers larger than 10
- Talking about numbers, and using open ended questions to encourage children's, mathematical thinking
- Developing a sense of time through daily routines
- Developing positional language through small world play.
- Abacus mathematics

Knowledge and Understanding of the World

In this area of learning, children are developing the knowledge, skills and understanding to help them make sense of the world. This forms the foundation for later work in science, history, geography, design and technology, and information and communication technology.

We do this in various ways including:

- Providing first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think, use all their senses
- Providing a wide range of activities indoors and outdoors that stimulate children's interest and curiosity
- Promoting children's thought and investigation by asking open ended questions
- Encouraging the children to explore the immediate environment
- Developing geographical concepts, features and language through small world play e.g. road mats, model farm.
- Introducing children to different environments through visits
- Recreating and exploring different aspects of their environment and the wider world through role play e.g. shops, doctors surgery, the café etc
- Using water play to investigate floating and sinking, etc.
- Using sand play to compare the qualities of dry and wet sand
- Using paints, malleable materials to explore materials and observe changes
- Using construction kits, blocks and 'found' resources to develop design and technology skills
- Using programmable toys and computers to develop ICT
- Discussing the weather
- Developing an understanding of a sense of time through daily routines
- Developing a sense of the past, present and future through discussion about events e.g. today we are doing this, yesterday we..., tomorrow we will ..., photographs, visits and visitors
- Using photographs to compare, contrast, notice changes and sequence in chronological order e.g. photos of the children now, as toddlers, and as babies
- Using stories and role play to recreate life in a different time e.g. children in a Victorian home
- Using artefacts e.g. traditional toys, their baby toys, their parents' toys to get a sense of the past, to compare and contrast
- Listening to older people's memories of their school days

Physical development

This area of learning is about improving children's skills of coordination, control, manipulation and movement. Making progress in physical development gives children confidence and enables them to feel the benefits of being healthy and active.

- Developing and improving co-ordination, control, manipulation, skill, fitness and movement

- Helping children gain confidence in what they can do
- Offering appropriate physical challenges, enough space and time, and a range of resources both inside and outside to develop skills such as climbing, balancing, throwing, catching, manoeuvring wheeled toys:
- Encouraging a variety of movement through gymnastics and dance
- Developing fine motor skills and hand-eye co-ordination through drawing, cutting, painting, manipulating clay and dough, pouring sand and water, threading beads, construction kits, tools
- Developing an awareness of safety and what is sensible
- Develop an understanding of getting dressed and undressed and appropriate clothing for PE

The curriculum ensures that by the end of the foundation stage most children will be able to achieve the early learning goals for physical development.

The foundation stage also provides preparation for Key Stage 1 and 2 by introducing activities such as Dance, Gymnastics, Games and athletics as ‘stand alone’ sports.

Creative development

This area of learning includes art, music, dance, drama and imaginative play opportunities for children to try new experiences and express themselves in a variety of ways. Creativity is an important part of successful learning; it enables children to make connections between experiences, helps them to solve problems and be inventive.

We do this in various ways including:

- Providing a stimulating environment
- Valuing children's creativity and original ideas
- Encouraging children to express themselves through art, music, dance, role play and imaginative play
- Encouraging imaginative play in a range of contexts e.g. role play, small world play, construction, malleable materials, sand and water play, puppets, storytelling
- Providing a balance of adult initiated and child-initiated activities
- Providing multi-sensory experiences
- Providing opportunities for children to explore, colour, shape, texture and space
- Providing opportunities for children to enjoy and respond to music
- Providing a regularly rotated range of materials in the graphics area
- Allowing sufficient time for children to explore and experiment, develop and refine ideas
- Helping children develop confidence in their own ideas and abilities
- Helping children become more independent in making choices, selecting resources and techniques, responding to stimuli.

Outdoor Play

Short term planning will show how teachers' plan for children to spend time outdoors actively engaged in purposeful activities.

The range of opportunities that are provided e.g.

- role play
- clipboards to support observational drawing and emergent writing
- story telling area/quiet area for looking at books
- circle games/parachute games
- maths trails
- growing plants, investigating minibeasts, observing the weather
- sand and water play
- large construction
- large scale art work
- wheeled toys, climbing/balancing equipment
- small apparatus such as bean bags, hoops, skittles
- opportunities to follow maps or plans

Teaching and Learning

Teaching and learning styles vary according to the activity and objective. As seen above there is an emphasis on learning through play, exploration and active involvement. There are also times particularly with literacy where activities are more teacher led. (Refer to teaching and learning policy)

Planning

- Long term plans
- Medium term planning: Half termly topics based on six areas of learning of Foundation Stage and linked to Literacy and Numeracy Framework.
- Short term planning: Weekly plans incorporating the six areas of learning taught through teacher directed tasks, child initiated tasks and continuous play provision based on objectives from Foundation Stage scheme of work.

Assessment

Assessment, recording and reporting is in line with the school's Assessment policy.
Nursery: The development grids are organised under the broad bands of ages and stages outlined as specified by EYFS. Observations are based on these are judgements of children's development and learning must be based on skills, knowledge, understanding and behaviour.

Reception: Observations are based around the six areas of learning as above and cover the Foundation Stage Profile scale points

- Spontaneous observations are carried out while children are engaged in normal classroom activities, in order to gain an insight into children's interests and what they can do
- Planned observations are carried out during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts
- Discussions with children about their interests and their learning
- Baseline Assessments (PIPS)/Foundation Stage Profile
- All observations, assessments and recording are an integral part of teaching, as they inform future planning for children's needs
- Exchange of information with parents
- Parents' evenings
- Reports for parents (Reporting on the six areas of learning)
- All assessments are completed in the final term of the EYFS and this is reported to parents through parent interviews and a general written report. In addition to this parents may have a copy of the EYFS profile if requested.
- Should a child move to another school during the academic year assessments and EYFS profile data will be sent within 15 days of a request.
- Moderation of the Foundation Stage Profile takes place by the local authority
- Any Data requested by the Local Authority on EYFS are sent

Where possible we receive records and profiles from feeder nurseries to ensure continuity and progression from Nursery to Reception.

Foundation Stage profile, Baseline results and teacher assessments are passed from Reception to Year 1 staff at the end of the Reception year and each child is discussed.

INCLUSION

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, of both of genders, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children's learning needs
- Planning challenging opportunities for more able children
- Facilitating equal access to activities by all children
- Supporting children with special educational needs as appropriate (see Learning Development policy)
- Providing additional support from adults, including parents and other agencies.
- Using multi-sensory materials and experiences
- Supporting children with English as an additional language as appropriate

- Valuing child's home language(s)
- Providing a range of opportunities for child to engage in speaking and listening

Inset provision

Foundation staff are encouraged to keep abreast of latest developments. They regularly attend local cluster group meetings, and Early Years Conferences as well as participating in the Foundation Stage Profile training courses.

All teaching staff are aware of the needs of the children in the Foundation Stage. Teachers who teach the children for specific lessons do so with reference to the Early Learning Goals.

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