



FOUNDATION STAGE POLICY

Granby Primary School
Granby Road Aylestone, Leicester LE2 8LP

Head Teacher: Mr Peter Fowler

FOUNDATION STAGE POLICY

Rationale

The Foundation Stage supports pupils aged 3-4 years (Foundation 1) and 4-5 years (Foundation 2). The curriculum in the Foundation Stage and the way in which it is delivered is fundamental to providing children with the knowledge and skills necessary to achieve their true potential. The needs of individual children must always be considered and it is the responsibility of Early Years Practitioners to ensure that they provide a high quality curriculum in a setting which is both secure and stimulating.

Purpose

The Early Years curriculum is designed to ensure that young children have a range of experiences, develop various skills and are socially and emotionally equipped for learning, formal learning from year 1.

Implementation

By following the Early Years Foundation Stage Curriculum Guidance, children within the foundation stage will have opportunities to develop these areas:

THREE 'PRIME' AREAS:

Communication and language – Children will be given many opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.

Physical development – Children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and make healthy choices in relation to food.

Personal, Social and Emotional Development – We will help children develop a positive sense of themselves and others. They will learn to form positive relationships and develop respect for others, develop social skills and learn how to manage their feelings and understand appropriate behaviour. Children will become confident in their own abilities.

FOUR 'SPECIFIC' AREAS (through which the three prime areas are strengthened and applied):

Literacy – Children will be taught to link sounds and letters and begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.

Mathematics – Children will access opportunities to develop and improve their skills of counting, understanding and using numbers, calculating addition and subtraction problems. They will be taught to describe shapes, spaces and measures.

Understanding the world – Children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design – Children will explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Guidelines

The Foundation Stage Curriculum is based upon objectives which are dictated by the needs of the children. Children need:

- To be happy
- To develop warm and secure relationships with adults and peers
- To communicate their ideas, feelings, experiences, needs in verbal and non-verbal ways
- To explore, experiment, observe and discover
- To begin to value the culture, religion, race and language of themselves and others
- To enter into the world of imagination, fantasy and role play
- To develop confidence and independence
- To develop the ability to make choices and decisions

Parents will be seen as partners in their child's development and teachers will regularly make themselves available to meet with parents as appropriate.

The Nature of Learning

The Early Years Curriculum is an active learning programme, which encourages children to make choices about their activities and recognise that learning is a social interactive process between child, adult, materials and environment.

Children learn through play. Play is a child's work and provides vital foundations for future learning. Play is the medium through which Early Years curriculum is experienced by children.

Young children learn by experience. They need to look, touch, smell, listen, taste and explore with a variety of play materials.

Within the Foundation Stage, all children are supported in developing their potential at their own pace. By means of developmentally appropriate activities and adult support, the curriculum leads to Early Learning goals and prepares children to progress with confidence towards the National Curriculum.

Organisation of a typical day

The daily routine involves carpet time, small and large group activities and tidy-up time whereby the children are encouraged to put away materials independently.

There is a balance of adult-led, adult initiated and child initiated activities, delivered though indoor and outdoor play.

CARPET/CIRCLE TIME

This will take place every day for all children. Adults will spend time playing games, singing songs, learning finger rhymes, reading and telling stories, talking about special events etc.

SMALL GROUP TIME (adult-initiated)

This will take into account the needs, interests and abilities of the children. Adults will:

- Extend the children's ideas
- Ask open-ended questions
- Set up additional problem solving activities
- Introduce new materials
- Help children practise new skills

This small group time will incorporate Literacy/Numeracy work and will be planned according to the needs of the group of children.

ACTIVITY TIME

The adult's role during this time is to observe how children gather information, interact with peers, and solve problems, to enter into the children's activities, extend and set up problem solving activities.

SELF SELECTED ACTIVITY TIME

The children will have the opportunity to select from the following areas:

- Quiet / book corner
- Sand and water
- Outdoor area
- Construction play
- Creative play
- Writing/mark-making
- Painting area/easels
- Table toys/small world
- Computer/IWB
- Maths area
- Science/investigation area
- Role play
- Fine motor/cutting area
- Music area (outdoors)

Observation and Assessment

Assessment of particular areas of the curriculum is part of the ongoing planning.

METHODS OF OBSERVATION

1. Daily observational jottings noting children's significant achievements and observations made on the Huddle using the 2Simple program
2. Planned focused observations and analysis
3. Photographic evidence – dated

RECORDS

An initial baseline assessment is undertaken within the first 4 weeks of FS1 and FS2. Assessments are then regularly updated at set times during the year.

Each child in the Early Years has a 'Learning Journal' which contains a collection of different documents collected by Early Years practitioners that provide a picture of a child's development under the areas of learning identified in the EYFS. They consist of photos, artwork, mark-making, writing with observations made including notes of relevant conversations or comments made by the child. The aim is to build a unique picture of what each child knows, feels and can do as well as her particular interests and learning style. This picture can then be used to pinpoint learning priorities and plan relevant and motivating learning experiences.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL LEARNING

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide the pupils

with a range of opportunities to explore and develop their own values and beliefs. We plan activities to develop their spiritual awareness and understanding and appreciation of the diversity and richness of different cultures and traditions.

OUTDOOR LEARNING

Rationale

Outdoor play is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

Purpose

Outdoor play is an integral part of our provision available to those children who wish to access it. We believe that outdoor play is equally as important as indoor play and in fact some children learn best when in the outdoor environment.

The aim of both indoor and outdoor play is to provide a stimulating environment for children's learning in all areas of the Early Years Curriculum. Close observation is essential in order to assess children's ability and to ensure appropriate planning and continuity for the outdoor curriculum. The provision and planning for outdoor play, just as indoor play, must reflect the diversity and richness of the experience and developing interests of the children.

Objectives

- Use the outdoor area as a context for learning
- Include the outdoor area into regular planning, on a daily basis, ensuring that curriculum objectives and six areas of learning are being addressed
- Promote the development of inclusive play, offering equal access to all children, considering the different abilities, needs, gender and cultural background
- Use the outdoor area to develop children's gross motor skills
- Help children to care for their environment via the outdoor area
- Develop various ways of learning for children eg. independent, team and adult-focused
- Encourage children to think about aspects of safety
- Develop children's use of various small and large tools safely

The Outdoor Area

The outdoor area consists of a wide open space and a covered area which provides for:

- shady areas
- growing/digging areas - garden soil, compost, tubs, vegetable and flower beds (a free digging area is easily provided so children can enjoy the physical satisfaction of digging)
- a sand and water tray
- quiet, reflective areas and busy, moving play areas to develop exploration and imagination
- opportunities for large scale experiences
- a physical area – a climbing frame to develop gross motor skills

Staffing

There should be a balance of child initiated play, adult initiated and adult led activities. Adults should be actively involved with children in their games and activities where appropriate and should not be solely in a supervisory role.

Staff have agreed to:

- Lead and supervise the outdoor area and activities planned, discussed and organized during the weekly planning meetings
- Promote aspects of health and safety regarding the outdoor area

- Consider the needs and views of all children when playing for the outdoor area
- Monitor and evaluate the outdoor area on a regular basis

FOREST SCHOOL

Rationale

Granby Primary School aims to use the natural outdoor woodland area at Aylestone Meadows to offer the children an insight into the Forest School ethos. This approach to outdoor learning encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves.

Forest School explores the outdoors and the natural environment with practical, useful activities all year round. It develops peer learning with the adults providing support and enabling activities to take place. The child's interest will be at the heart of any activity.

Purpose

Forest School is a holistic approach to learning, incorporating children's individuality and develops their skills for lifelong learning. It can cover all six areas of learning, including the emotional and spiritual aspects of learning where self-esteem and self-confidence can grow and positive relationships with peers can be formed.

Implementation

Risk assessments, good practice, rules for tools and fire etc. can all be found within the Forest School handbook and Forest School folder which contains everything you need to know about our Forest School sessions, for example, procedures, risk assessments, environmental impacts etc. Each member of staff and volunteer will be given a handbook before the sessions and sign the appropriate risk assessment.

Equality & Diversity

Inclusion is a thread which runs through all of the Forest School activities regardless of a child's ability, disability, gender, race, culture, etc. All children will be included with all activities and no form of discrimination will take place, reasonable adjustments will be made to make it inclusive for all.

Health & Safety

Forest School sessions, by their nature, encourage children to develop their own risk management skills and will support them to become responsible for themselves and others around them.

Children will be reminded of rules and safe play if they are considered too dangerous. Ratios are one adult to four children if the children are four years old and one adult to five children if they are five years old.

LINKS WITH PARENTS

Homework

STORYBOOKS

Children are given the opportunities to exchange and bring home a story book every week which we encourage parents to read with them. Story telling with young children is particularly important to help develop their enjoyment of reading, have good reading modelled to them and explore characters, voices, story plot and text.

READING BOOKS

Children in Foundation Stage will also bring home individual reading books which have been assessed to be suitable for their reading level. This system will start in the summer term for nursery and the autumn term in reception. Again we encourage family members and friends to take the time on a daily basis to hear their child read and give them support as needed. Guidance for adults on supporting reading is provided inside the reading booklet. We encourage families to write a short comment on how well the child read or anything they found particularly challenging.

HOMEBOOKS

Each child in the Foundation Stage is given a pink book which they can add to at home with anything of their choice, this may include, photographs of things they have done at home or on holiday, drawings, writing, cutting and sticking or painting. We also provide ideas of some activities that could be carried out at home, supporting the learning during the previous week. These books are collected in weekly and shared.

WORKSHOPS AND LEAFLETS

We understand the valuable role that parents play in their child's development and provide opportunities for parents to come into school regularly and work in small groups, alongside a teacher. Parents will be provided with ideas to help their child at home with various skills such as phonics, maths and reading.

TRANSITION INTO YEAR 1

Rationale

Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal Key Stage 1 curriculum. Transition to Year 1 builds upon and extends the experiences children have had in the Early Years Foundation Stage.

Purpose

- To ensure that children experience a smooth transition from the Early Years Foundation Stage to Key Stage 1
- To ensure that the quality and pace of learning are maintained and that children continue to make good progress
- To ensure that children follow the appropriate curriculum as their needs define
- To ensure that all staff see transition as a continuous process rather than one-off event
- To inform parents and children about the transition process
- To give children opportunity to continue accessing EYFS during autumn term if necessary
- To work and learn within an environment based upon EYFS principles during autumn term

Principles that underpin this Policy

- The Early Years Foundation Stage Profile should be valued as an effective assessment tool and used to inform planning during the autumn term of Year 1
- Approaches to learning and teaching should be harmonised to ensure effective transition.
- Styles of learning and teaching should meet the needs of the children
- Children should enjoy the new challenges and approaches to learning of Year 1
- Transition should motivate and challenge children

Staffing

The Early Years Foundation Stage teacher will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process. They will report to the Head Teacher and governors on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition. Staff have agreed to:

- Meet regularly to moderate work
- To develop and transition program during the last term

Implementation

- Throughout the first half of the autumn term Year 1 teacher continues to use the EYFS document and ensures that they adopt similar routines, expectations and activities as in the Early Years Foundation Stage class
- Importantly there continues to be opportunities for active child initiated independent learning through planned play
- The amount of time that children in Year 1 spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners
- All children are provided with equal opportunities to an effective transition in which there are no barriers based on race, sex, culture or ability
- Children and parents are actively involved in the process of transition and their perceptions are explored and valued.
- Both sets of staff meet to discuss children's progress, including awareness of individuals' targets on their passports and Gifted & Talented children
- Year One staff to observe reception teaching area throughout the year to increase their own understanding of the FS curriculum
- Transition meetings for parents of Reception children will be held during the second half of the summer term
- Children are given opportunities to experience Year One classrooms and meet new staff including shared story times and, most significantly, 'Move up Day'
- Year 1 staff will receive Letters & Sounds assessment, reading level information, example of independent writing, copy of the pupil's report and copy of the profile and GLD scores

Observation and Assessment

Throughout the Early Years Foundation Stage children's learning and development is regularly observed through the use of focussed planned and spontaneous observations. These assessments of children's learning are recorded in their individual 'Learning Journey' which is shared with children, parents and staff. As part of the transition to KS1 these learning portfolios are passed to the Year 1 team to be added to until the individual child has achieved the Early Learning Goals.

To ensure that children continue to make good progress in their learning, and that appropriate learning opportunities and activities are planned for in the autumn term, information from the Early Years Foundation Profile is shared with Year 1 staff at the end of the summer term. Teachers continue to share EYFS assessment with parents and children at regular parent/teacher meetings.

The Early Years Foundation Stage Teacher monitors the transition from the EYFS curriculum to KS1 through the monitoring of planning, assessment records and through informal discussions with the EYFS staff and the Year 1 staff.

Each child will be discussed and observations shown to the Year 1 teacher. If a child has not achieved Early Years assessment scales Year 1 teacher will continue to work on these.

Special Educational Needs

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and strategies to ensure their targets are achieved are shared with the SENCO, EYFS and Year 1 staff. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children's needs are monitored and acted upon.

Resources

During the summer term time is given to the EYFS teacher and Year 1 staff to enable them to discuss transition, the EYFS Profile and the needs of the individual child. If necessary, during the first half of the autumn term, the Year 1 teacher continues to use the EYFS document to plan from and gradually increases the formal learning opportunities to ensure that all children are motivated and challenged in the learning environment.

Parental Engagement

A letter is sent home to explain to parents/carers the process of transition and the changes to the structure of the school day during the summer term and beyond. Guidance is given on how parents can continue to support their child's learning in Year 1, including the development of reading, writing and number skills. Parents are encouraged to visit the year 1 class during the first half of the autumn term. Opportunities are also provided for parents/ teachers to voice concerns regarding the process of transition to a more formal curriculum.

CONCLUSION

This policy should be read in conjunction with the school's other subject policies, equal opportunities policy, race equality policy, special educational needs policy, health and safety policy, behaviour policy, inclusion policy, the Curriculum Guidance for the Foundation Stage and the Early Years Foundation Stage.

Policy Revised: Spring 2015

Due for Review: Autumn 2017

References

*Prior versions of Early Years, Foundation Stage and Foundation Outdoor Policies - Granby
Early Years Foundation Stage to Key Stage 1 Transition Policy - Hayton C of E Primary School
Transition policy Reception to Year 1 - Bordesley Green Primary School*

Signed: _____
(Head Teacher) _____

Date: _____

Signed: _____
(Governor) _____

Date: _____

Signed: _____
(Phase Leader) _____

Date: _____