



Old Church C.E. (C) Primary School

Policy Statement for the Foundation Stage

Reviewed September 2018

The policy for the Foundation Stage outlines the purpose, nature and management of the Foundation Stage at Old Church Primary School. Further details can be found in the scheme of work and or policy and procedures for this area.

The policy for the Foundation Stage reflects the consensus of opinion of the whole staff and has full agreement of the Governors Curriculum Committee. A policy review will take place annually and only when there are changes resulting in policy amendments, will the policy be taken to the committee for review and ratification.

The implementation of this policy is the responsibility of all teaching staff.

Introduction

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Old Church Primary School we have a nursery provision which has morning and afternoon groups. This is staffed by a teacher and Learning Support Advisor who is qualified to degree level. We also have 2 reception classes, with 1 teacher each and a Learning Support Advisor one of whom is a cover supervisor.

The Foundation Stage is the area of education upon which young children build the rest of their lives. At Old Church Primary school we value this and place great importance upon providing every child with the best possible start.

The Foundation Stage Curriculum

The Early Years Foundation Stage curriculum (updated September 2012) is for children in our Nursery and Reception classes. This is a distinct Key Stage for children from birth to 5 years – the end of Reception. Each area of learning is important and cannot be seen in isolation as all are interlinked and connected. The three prime areas provide a secure foundation for children's learning. These are focused upon throughout the Foundation Stage, especially in children's nursery education. Reaching the early learning goals in the prime areas and literacy and mathematics provides children with a good level of development.

The Foundation Stage curriculum is organised in to **seven areas of learning:**

Prime areas are:

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

Specific Areas are:

- Literacy
- Mathematics



- Understanding the World
- Expressive Arts and Design

These areas of learning form a basis for the development of the National Curriculum and the expectation is for most children to achieve most of the Early Learning Goals by the end of Reception Year. See Appendix 1 for further detail.

Planning

- **Long Term**

This is based on the EYFS Foundation Stage statements within the curriculum. The long term plan is a topic overview for each term. These topics enable staff to develop the children and move them through the Foundation Stage statements.

- **Medium Term**

This identifies mini-topics within the longer topics which will be used to address the statements in the Long Term Planning for that term. These topics can be flexible dependent on the interests and learning needs of the children and outside/environmental issues.

- **Short term**

This is done weekly and identifies more specific objectives and differentiation. This is through the form of objective led planning for teacher supported activities and enhanced environment planning.

Staff will ensure that, through their weekly and daily planning, opportunities will be made for the following Foundation Stage elements to be included in the curriculum.

Assessment

A range of assessment strategies are used to ensure that the next steps in each child's learning are appropriately planned in order to help the child to progress. Assessment opportunities will be identified in planning and opportunities will be provided for;

- A learning journal is completed for each child in the Foundation Stage; this begins in nursery and continues into reception. This contains children's work, observations and parental contributions.
- An entry profile is completed on each child's entry to Nursery and/or Reception in the form of a mind map focused upon each area of learning.
- Skilful and well planned observations for children are completed using 2simple build a profile app.
- Little sid profile is updated four times a year giving updated judgements for each child in order to track progress. These are reported as emerging, developing or secure in each stage.
- Assessments of children including observations are used to inform objective led planning which focuses upon children's next steps.
- Working in partnership with parents: On entry each parent is give an all about me document and school booklet to complete. Throughout the year parents are also given



opportunities to send in achievements at home which contribute to the learning journal. Children also have a home learning book which will be sent home at different points with activities for children to complete with their parents.

- Focused books are used to for teacher led activities. These are marked using the school marking policy.
- Children have individual busy books which are for independent child initiated activities. Staff look at these at different stages throughout the terms.
- Evaluating the quality of provision and practitioner's training needs.
- The Early Years Foundation Stage Profile will be completed for each child by the end of the end of the Foundation Stage in line with government policy, these are shared with parents. At the end of each year a school report is also completed for each child.

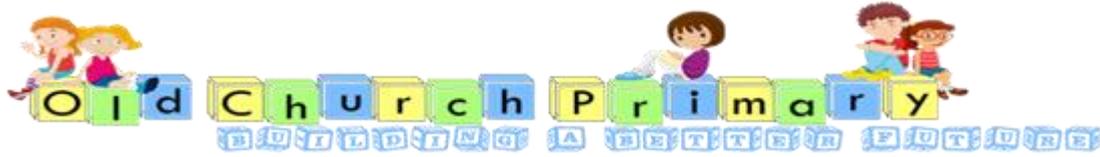
Aims and objectives

The school aims to ensure that the curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's.

- Personal, Social and Emotional well being
- Positive attitudes and dispositions towards learning
- Social skills
- Attention skills and persistence
- Language and verbal communication skills
- Listening and comprehension skills
- Reading and writing
- Mathematics
- Knowledge and understanding of the world around them
- Physical Development
- Creative Development
- Cultural diversity and respect

Entitlement and curriculum provision

All children will have access to a broad range of relevant, rich, diverse opportunities and experiences which are planned in line with the Foundation Stage curriculum and working towards the Early Learning Goals.



The government curriculum guidance will be followed fully in the Foundation Stage. The set of principles set out in the document is accepted. It is agreed that the principles underpin young children's learning.

Teaching and Learning

The EYFS curriculum is used

- In order to promote effective learning the teaching will provide opportunities and experiences for children to:
- have access to a wide range of opportunities and experiences that will allow them to explore, investigate, create, discover, practise, rehearse,, repeat, revise and consolidate their knowledge, skills and understanding.
- initiate activities that promote learning and enable them to learn from one another
- have time to explore ideas and interests in depth
- feel secure in order to become confident learners
- make links to other areas of learning
- undertake creative and imaginative play activities that promote the development and use of language

The staff will:

- work in partnership with parents and carers
- promote children's learning through planned experiences and activities that are challenging but achievable
- teach knowledge and skills
- understand that children learn in different ways and at a different pace from each other
- use rich and varied language to help children develop linguistic structure for thinking
- use both outdoor and indoor provision to maximise opportunities for children's learning

Inclusion

Planning will meet the needs of both boys and girls, children with special educational needs, children with disabilities, children from all social, cultural, linguistic and religious backgrounds.

It is the school's intention to provide:

- a safe and secure learning environment in which all children are valued
- a wide range of opportunities to motivate, support and develop all pupils



- planned opportunities that build on and extend children's knowledge

Staff work closely with the SENCO and outside agencies to ensure all children are provided with a broad and balanced curriculum which supports their needs. Additional staff are used where necessary to support children in small groups and 1-1.

Organisation of the Learning Environment and Resources

The learning environment indoors and outdoors will be planned effectively to meet the requirements of all areas of learning. Children will have opportunity to use all areas at different parts of the day. The indoors area will provide a range of opportunities:

- writing, fiction and non-fiction books,
- water/sand area, creative area including paint, junk modelling with boxes, stencils, gluing, sticking and cutting opportunities.
- There will also be access to ICT resources including computers, IPADs, cameras, a lightbox and recordable devices.
- Construction resources, including small and large resources, small world opportunities including figures, buildings, cars and fantasy resources.

The areas include:

Indoors:

- Water with equipment
- Sand - dry or wet with a variety of equipment
- an attractive and comfortable place to read
- small world play area
- a construction area with a variety of large and small construction equipment
- an area for writing and mark making
- a creative area containing paint, collage, clay and dough
- mathematical activity areas
- role play area
- ICT area including inter-active whiteboard
- a workshop area with resources for making models and a variety of tools
- a jigsaw/tabletop activity area
- musical instruments
- baking materials and equipment
- collections of interesting things to handle



Outdoor

- a growing area
- climbing equipment
- large wheeled toys
- a seating area
- a sandpit
- mark making area
- role play
- a range of balls /bats hoops etc
- water area
- a mud kitchen
- a selection of themed boxes for use outdoors
- a range of wet weather outdoor clothing

All areas will be suitably resourced so that children are encouraged to use them in a purposeful and challenging way with or without the presence of an adult.

Resources will be organised in such a way that children will be able to make informed choices, select independently what they need and take responsibility for clearing away.

Children will be able to relate personally to resources so that they reflect the children's varied home and community resources, reflect the multi-cultural nature of their country and avoid gender stereotyping.

Learning outdoors

It is essential that the outdoor learning environment contributes to all areas of learning. Children have access to the learning environment – both indoor and outdoor- each session. Wet weather clothing is available to be used by all Foundation Stage children. .

All children are encouraged to take part in a range of outdoor experiences, both out in the main EYFS playground and in the new purpose built inner courtyard.



Leadership and management

Priorities relating to the Foundation Stage will be identified in the school development plan and EYFS action plan. Management roles and responsibilities will be reviewed in line with performance management procedures.

Admissions Policy

Children are generally admitted to Nursery during the first half term of the school year as explained in the school prospectus. If places are available, there may be a January and/or April intake. The school follows the admissions policy as laid down by the Local Education Authority.

Induction

The Head Teacher and the Foundation stage staff meet with parents during the term before their child is admitted to Nursery. At this meeting the school's Foundation Stage policy and the way in which the school day is structured is explained. Parents receive copies of 'Our Nursery' booklet.

An opportunity is then given for parents to bring their child into school to meet the staff and become familiar with the environment. Home visits by Nursery staff are made if parents are in agreement.

On transfer of children from Nursery to Reception, a meeting for parents is arranged and a booklet provided. New parents are also contacted and welcomed to the meeting. A visit afternoon is arranged for all new parents and children to visit Reception prior to their start in September.

Parental Partnership

Old Church is an 'open' school where the school/home partnership is regarded as a vital element in the education process. Parents are encouraged to helping school and to become involved in their child's education at the earliest opportunity.

In addition they are invited into school more formally for Open Evenings and meetings about topics such as:

- Come and see afternoons
- To enjoy a dinner time meal with their child
- Christmas productions
- Phonic workshops

All the purchasing of resources, alterations to teaching environments and the school premises will take into account all pupils including those with disabilities.

Background Documentation

This information was informed by reference to:

Recent Government Reports and LEA recommendations

Previous school documentation



Appendix 1:

Personal, Social and Emotional Development

Recognise peg/name

Look after own possessions

Look after school toys and equipment

Dress/undress

To become socially aware of themselves and others

Take turns

Be responsible for tidying away

Use aprons for certain activities

Wash hand after using the toilet and before eating

Road safety

Personal safety

Caring for each other and the environment

Asking for help

Be confident with a range of adults

Share experiences, ideas and news

Listen to a story

Talk about a picture/model

Extend concentration span

Respond to instructions

Ask questions

Caring for pets and plants

Consider other people's feelings

Learn to deal with anger and frustration

Develop concepts of honesty, fairness, self-discipline and sharing

Develop an awareness of the world around them



Respect differences in culture and customs

Develop good manners

Communication and Language

Speak with others

Ask for help

Speak in sentences

Name everyday objects

Listen to others

Listen to stories and respond

Question and predict

Join in rhymes and songs

Extend vocabulary

Role Play

Puppets

Listen to recordings

Speak into a voice recorder

Listen and follow simple instructions

Look at books

Shared story reading with adults and peers

Tell and retell stories

Listen to stories from other cultures

Discuss story/ characters

Interpret information from pictures

Physical Development

Build with bricks

Build and take apart construction kits

Use brushes, pens, pencils with control



Use scissors safely and accurately

Manipulate small world and other play objects

Threading

Move with control and co-ordination

Run, skip, hop, jump and walk

Throw, catch, hit and kick

Balance on different parts of the body

Use large wheeled toys

Use climbing frame

Awareness of space and others

Know how to keep healthy

Safety awareness

Literacy

Observe print in the environment

Develop an awareness of print, letters and words

Reading conventions of left to right

Recognise own name

Phonic awareness

Understand how books are organised – eg cover, title, author, blurb et

Read to others

Dictate own stories

Make marks on paper with a variety of media

Draw

Trace pictures

Start to write letters correctly

Begin to write letters/words in response to spoken sounds and words

Writes a sentence spelling words phonetically so that they can be understood by others. Spelling some irregular words.

Read an increasing range of words in context



Make books

Understand the difference between drawing and writing

Play at writing

Practise formation of letters in a variety of media

Mathematics

Develop concepts of number, shape, and measure

Develop mathematical language

Know colours

Sort objects by colour, shape and size

Join in number songs and rhymes

Play number games 0-5-10

Count and recognise 0-5

Begin to write 1-5

Count and recognise 6-10

Begin to write 6-10

Count 1-20

Recognise and order 1-20

Know ordinal words – first, second, third and last

Engage in shop play

Recognise 2D shapes – circle, square, triangle and rectangle

Use 3D shapes to make pictures

Build with 3D shapes

Begin to be aware of properties of 3D shapes

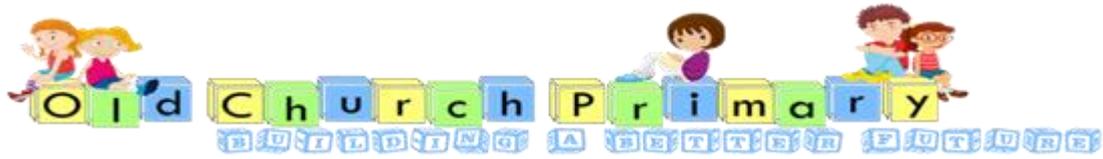
Position – under, over, in front, behind, on, in etc

Sequences

Copy, continue, create a simple pattern

Complete simple puzzles

Estimate small quantities



Understand and use comparative language – more/ less, empty/ full, big/ small, long/ short, heavy/ light

Begin to understand the concepts of addition and subtraction in practical activities

Time language – sequence the school day, yesterday, today, tomorrow, days of the week, o'clock

Simple data handling – match objects, sort into categories, draw pictures to represent information

Understanding the World

Learn about the layout of the school

Learn routes around the school

Know their name and address

Talk about their family

Use language of time

Talk about past and present events

Discuss features of the area in which they live

Observe the weather

Make visits – local and beyond

Look closely at differences, patterns and change

Explore and investigate things

Find out about themselves

Opportunities to use scientific apparatus eg magnets, sand water, sieves, magnifiers, mirrors

Become familiar with the computer and ipad

Become proficient with the mouse

Open and close programmes

Use programmable toys

Share stories about their culture and other cultures

Learn about Christianity and Christian celebrations

Use a variety of tools

Design before making



Select tools and resources

Use construction kits

Expressive Arts and Design

Singing

Moving in response to music

Playing instruments

Simple rhythms

Listening and responding to music and sounds

Singing games

Using paint,

Mixing paint

Printing

Collage

Weaving

Sewing

Modelling

Using a variety of drawing media –

Pencils, felt tip pens, crayons, chalks, pastels, charcoal.

Working on a small and large scale

Explore and experience clay, dough, sand, and textured materials

Role Play

Re-enacting stories and scenes

Small world play

