

SWINEMOOR PRIMARY SCHOOL

FOUNDATION STAGE POLICY

All other school policies apply to the Foundation Stage

OUR SCHOOL AIMS

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has the best chance to:

- Achieve beyond expectations;
- Be proud of our community, our school, our achievements and our peers;
- Compete, with the belief that we have every chance of success;
- Develop a culture where we take appropriate risk, understanding this is how people learn, grow and achieve things they thought were too difficult;
- Enable people to work together, in order to achieve more than we could on our own

What is Early Years Education?

Compulsory full time education begins the term after a child's fifth birthday. The period from age 3 to the end of the reception year is the foundation stage. It is distinct and important in its own right and in the preparation of children for later schooling. The early learning goals set out what is the expected attainment by most children by the end of the foundation stage.

Introduction

Early years education is important for all children. A coherent educational programme appropriate to their age and stage of development is essential. In this environment children will be safe and secure to play, have fun, explore, experiment, develop confidence, curiosity and to learn. They should be involved in activities which have a clear purpose and rationale not necessarily an end product. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

Aims for Early Years

- To present children with a planned programme which fosters learning and is challenging and progressive. It should recognise what children already know and can do.
- To provide opportunities for children to make choices and become independent in their learning in a variety of stimulating and safe environments. This should occur through play and focussed activities. Children need some opportunity for periods of uninterrupted time to become engrossed, work in depth and complete activities.
- To develop each child's knowledge, skills and understanding in all areas of learning.
- To foster positive attitudes to learning: trust, confidence, curiosity, responsibility, respect for others and independence.
- To establish and maintain good relationships with parents, carers and Early Years providers.
- To use focussed assessment and record keeping based on direct observation and discussion which informs future planning and which builds on children's prior learning.
- To ensure that no children are excluded or disadvantaged. Special educational needs are identified early and appropriate arrangements are made for them.

Admission

Swinemoor Primary School has a detailed admissions policy (see admissions policy).

Staggered entry

The admissions are organised so that children begin their first week attending either morning or afternoon sessions only. This ensures staff have ample opportunity to get to know children on a smaller group basis and children have space to explore their new environment.

Visits to the Reception Class

The children are invited to attend the Reception Class for part of a session during the term prior to attending full time. Staff are on hand to show them the classroom and around the school and model working in each of the provision areas in the classroom.

Reception Intake Meeting

The parents/carers are invited to a meeting with the Early Years Staff prior to the children joining Foundation. Parents are given verbal information to ensure a smooth transfer for the children from their current Early years setting to Foundation. Each parent/carer is given an additional lunchtime menu and other relevant information about the school.

Adult/Child Ratio

The ratio of adults and children is determined by the nature of provision. In Foundation the staffing ratio is 1 teacher to 30 children or less. Additional staff may be employed to support and work with children who have special educational needs.

Resources

Resources are reviewed to ensure that they are adequate to match the needs of the children and maintained in a safe and clean condition for use. The equipment is appropriate to support all the areas of learning.

The Quality of Practice

Effective practice in the early years is based upon a well-planned programme of learning based on the developmental stages of the EYFS. Practice is based upon the look, listen and note approach to observation which then feeds into assessment and planning. The children's learning is supported by sensitive and timely intervention by adults to reinforce or extend children's responses. There are opportunities for child-selected and adult-initiated or directed activities. The best possible use of space, materials and equipment is made in order to give children a varied, stimulating and interesting range of activities. There are opportunities for the children to work and play individually and in both small and large groups.

Curriculum

The curriculum received by children in the early years is broad and balanced and promotes their social, emotional, intellectual, physical and spiritual development, working towards the Early Learning Goals. We give opportunities for learning both in and out of doors where appropriate. Educational visits and workshops are arranged when appropriate to support the curriculum.

Assessment, Record Keeping and Reporting Assessment

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. At the end of each term parents are invited to open evenings to look at examples of their work and have the opportunity to discuss their child's progress.

At Swinemoor, teaching staff meet to discuss individual children's progress as they transfer from Reception to Year 1.

Health and Safety and Safeguarding

School policies regarding 'Health and Safety', 'Fire Safety', 'Site Security', 'First Aid', 'Administering Medicines', 'Accident Reporting', 'Child Protection' and other risk assessments all apply to the Foundation stage. The school also has a detailed 'Intimate Care Plan' policy for any children who require support with toileting needs.

All staff are regularly trained on safeguarding issues, such as 'safe working practices', 'whistle-blowing', 'e-safety' and what to do if they have any concerns about children's welfare. Records are kept in the Headteacher's office.

Links with parents/carers and other agencies

Transitions between settings are carefully planned and carried out in a way that enables the child and parents/carers to move positively from one to the other. Parents/carers are made to feel welcome, valued and are encouraged to contribute to work with staff and parental help in the school is encouraged.

Policy reviewed November 2023