



Foundation Stage Policy

Date Reviewed by Strategy group: Feb 2021

Adopted by FGB March 2021

Signed by: Stephen Atkinson
Staff Governor

Next Review Date: (3 years unless otherwise advised) Feb 2023

Foundation Stage Policy

1 Introduction

1.1 The Foundation Stage applies to children from three years of age to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The [Foundation Stage](#) is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

1.2 Foxton school is an inclusive school, we aim to ensure that particular groups of pupils are not disadvantaged at school and to promote their participation and success. These groups may include:

- girls and boys;
- minority ethnic groups, including faith groups, Travellers, asylum seekers and refugees;
- pupils who need to learn English as an additional language (E.A.L.);
- pupils with special educational needs;
- gifted and talented pupils;
- children "looked after" by the local authority;
- children with medical conditions;
- young carers;
- those children from families under stress;
- those pupils who are at risk of disaffection and exclusion;
- Pupils with disabilities.

1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education that we offer our children is based on the following principles, that:

- children are safe and happy;
- no child is excluded or disadvantaged;
- the curriculum is broad, ambitious and takes in to account children's interests within a stimulating environment
- the curriculum is taught in a logical progression from the child's starting point
- progress in learning for all children is relative to their starting point

2 Aims of the Foundation Stage

2.1 The curriculum of 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 their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- mathematics;
- knowledge and understanding of the world;
- physical development;
- creative development;

so that children are ready for the next stage of their education.

3 Teaching and learning styles are embedded within our whole school [curriculum](#). It includes teaching synthetic phonics, singing songs and rhymes, and playing games. Children are encouraged to remember key themes in their learning and to make links. More information about our [SEND](#) provision can be found on the school website but if you have questions please ask office@foxton.cambs.sch.uk

3.1 The more general features of good practice in our school that relate to the Foundation Stage:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- Teachers know how children develop and learn, and how this affects their teaching;
- A range of approaches are used that provide first-hand experiences to develop play and talk or other means of communication;
- The carefully planned curriculum helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- Provision enables children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Children are encouraged to communicate and talk about their learning, and to develop independence and self-management;
- Appropriate and accessible indoor and outdoor space, facilities and equipment;

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- Identification of progress and future learning needs through observations, which are regularly shared with parents;
- Good relationships between our school and the settings that our children experience prior to joining our school;
- Regular monitoring and self-evaluation of provision.

4 Play in the Foundation Stage

- 4.1** Children learn through play by exploring and making sense of the world. They practise and build up ideas, and learn how to self-regulate and understand the need for rules when working with others. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe environment. Den building, for example, offers children ways to engage with risk taking using limited resources and plenty of imagination.

5 Inclusion in the Foundation Stage

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

6 The Foundation Stage curriculum

- 6.1** The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.
- 6.2** The Early Learning Goals are the foundation upon which Key Stage 1 curriculum is built. There is skilled use of teaching strategies that are introduced in EYFS and used later in KS1. The curriculum is planned so that there is a smooth transition from EYFS to KS1.

7 Assessment

- 7.1** The EYFS is divided into statements that relate to stages of development. They combine to work towards Early Learning Goals. Tapestry is currently used to record learning and progress within EYFS which leads to a Learning Journey shared with parents at the end of the year.

8 The role of parents

- 8.1** We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their child.

To help with transition to school in the summer term (before they start school)

- Parents are invited to an induction meeting
- Parents are encouraged to follow this up with conversations with staff if there are particular concerns or considerations around provision for their child
- Children are invited into school each week, during June and July, to take part in short activity sessions
- Towards to end of the summer term the children have the opportunity to spend three mornings with their teachers

In September:

- Part-time start to school over the first two weeks of term.
- An open door policy enables parents to talk to the child's teachers if there are any concerns on a daily basis if necessary
- 'Wow' stars are issued so that parents can share learning successes seen at home
- There is regular communication with home through the child's school reading diary

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- Parents are invited to a curriculum support meeting during the first half of the autumn term first to introduce routines and later in the term to help with understanding the teaching of phonics.
- There are formal meetings for parents in the autumn and spring terms at which the teachers and the parents discuss the child's progress
- Parents receive the Learning Journey showing their child's attainment and progress at the end of each school year

9 Resources

- 9.1** We plan a learning environment, both indoors and outdoors that encourages a positive attitude to learning often using the children's own interests as starting points. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.