



## **Wibsey Primary School**

### **The Foundation Stage Policy Document**

#### **Rationale**

At Wibsey Primary School we believe that our very youngest children need a specialist education that will prepare them for life by ensuring that they develop positive attitudes and dispositions towards learning and their peers. Our children will have access to stimulating, appropriate experiences that develop their ability to learn, play, socialise and be happy and confident away from their families and carers.

'It is crucial to their future success that children's earliest experiences help to build a secure foundation for learning throughout their school years and beyond. Practitioners must be sensitive to the individual development of each child to ensure that the activities they undertake are suitable for the stage that they have reached. Children need to be stretched, but not pushed beyond their capabilities, so that they can enjoy learning.'

The Early Years Foundation Stage 2007: p10

#### **Introduction**

Early Years education is important for all children in its own right but also in its role of preparing children for their later schooling. By recognising and building on what children have already learned and through providing a stimulating start to each child's early education their self-esteem and confidence can be raised. Within the Early Years it is our duty to develop a joy of learning by motivating and exciting children through providing opportunities to learn through play and first hand experience.

#### **Aims**

- 1) To provide a stimulating, attractive environment and experiences that foster learning through play exercises.
- 2) To promote an atmosphere of care in which all children feel included, secure and valued.
- 3) To teach independence, to have a positive self image and enthusiasm towards learning.
- 4) To provide a smooth transition from home to nursery and nursery to school.
- 5) To provide a curriculum that follows the 'Early Years Foundation Stage Framework and Practice Guidance'.
- 6) To ensure all monitoring and assessment informs planned experiences to ensure all children achieve their full potential.
- 7) To provide quality teaching and learning from quality practitioners who understand how young children learn, think, feel, behave and respond; to ensure all children achieve their full potential.

## **Objectives**

- To plan continuous, enhanced and focused activities with clear learning intentions that follow 'Early Years Foundation Stage Framework and Practice Guidance' and adhere to the principles of the Primary Strategy.
- To plan and deliver a balance of focused teaching/play and supported child initiated play.
- To provide a range of quality, continuous, enhanced and focused provision that teaches children through appropriate play experiences.
- To build up and maintain good quality, appropriate resources.
- To provide quality displays and learning areas which include: resources, books, photos, templating, captions, questions, opportunities for interaction.
- To observe and respond appropriately to children and thereby engage them in the learning process through appropriate and sensitive interactions.
- To build self esteem through positive behaviour management.
- To provide opportunities to develop independence.
- To differentiate the curriculum to ensure all children achieve and develop a positive attitude towards risk taking and learning.
- To follow the agreed systems for assessment and monitoring and to use this information to inform planning and differentiation.
- To ensure practitioners have access to quality training and are kept up to date with developments in Early Years education.
- To involve parents as partners.

## **Guidelines**

### **The Curriculum**

As Early Years practitioners we develop the children's knowledge, skills and understanding in all areas of learning by providing a well balanced curriculum, delivered through a thematic based approach, which ensures breadth and balance across the six areas of learning. The Early Learning goals are pursued through a range of rich, stimulating and purposeful activities which are based on first hand experience. The curriculum is delivered through a suitable balance of opportunities for children to engage in; this includes activities planned by adults and also those that children plan and initiate themselves. This encourages children to become independent in their learning and enables children to work at a level that is appropriate to their own individual stage of development. Practitioners observe and respond appropriately to children and thereby engage them in the learning process through planned input and appropriate, sensitive interaction which supports child initiated learning.

To ensure that all children are well-motivated and involved, planned activities are carefully matched to build on the children's learning capabilities, their current knowledge, experience and skills, and interests with new experiences being introduced in familiar contexts. Children are given time to develop, practice, think about and return to experiences in a range of different contexts and over time in order to consolidate their learning.

Learning provides for a range of play, which allows children to rehearse what they know, practice and develop their skills, and try out new possibilities. It is organised in a way which offers children opportunities for working within a variety of groupings: individually, in pairs or small

groups, with an adult and in large adult led groups. Through providing opportunities for children to co-operate with others and collaborative activities children are helped to develop self-control and to respect the feelings, needs, culture and skills of others.

A full range of continuous provision supports the Foundation curriculum. The Nursery and Reception classrooms offer the following range of continuous provision, which is enhanced as appropriate throughout the year to support the curriculum:

- Office area
- Role play – home corner
- Painting
- Sand
- Water
- Malleable materials
- Book corner
- Maths area
- Recyclable materials
- Construction
- Small world
- Music
- ICT
- Food preparation

Working bays provide open access to a range of carefully chosen materials and equipment through which children are able to seek their own solutions and consolidate their learning through practice and adult support. This enables children to access resources independently and promotes social learning and the development of social skills. The outdoor environment is used to support the Foundation Stage curriculum across the six areas of learning.

Planned focused activities address learning across the six areas of learning. Numeracy and Literacy inputs are planned on a daily basis in Reception, these increase in duration as the children approach Key Stage 1, whilst the Nursery Literacy and Numeracy inputs are delivered through the key worker groups.

We seek to develop links with the local area and opportunities are sought to use the community and local environment to enrich the curriculum. A variety of visitors are invited into school and children are taken out into the local area when appropriate.

### **Assessment for Learning**

Assessment in the Foundation unit is based upon a series of observations made across the six areas of learning, and in different situations, for each individual child. These observations inform assessment against the stages of development. Opportunities for observations are identified in the planning.

Observations and assessments inform the planning through:

- Providing an accurate picture of the children's current knowledge, experiences and skills which inform the learning objectives to take the children forward in their learning.
- Informing the planning of further experiences and activities which build on the children's interests.

Teachers follow the agreed systems for assessment and monitoring and use this information to inform planning and differentiation. A rigorous assessment of focussed assessment for record keeping, based on direct observation and discussion, informs future planning which builds on children's prior learning and meets the diverse needs of children. Elements of the assessment process are:

- Incidental observations
- Focused observations
- Expressive language records
- Progress files – updated at the end of each term in Nursery
- Foundation Stage profile – updated at the end of each term in Reception.

### **Parents as Partners**

Through an 'open door' policy we encourage parental involvement within the Foundation Unit and work to establish and maintain good relationships with parents. The Nursery welcomes parents to their weekly coffee morning whilst Reception holds Family Days during the year.

Discussions, both formal and informal throughout the year, invite parents to share their first hand knowledge about their child and ensure that staff are well informed about the child's development and learning at home. Three consultations a year and an end of year report inform parents about the progress of their child.

An annual Foundation Stage curriculum evening is offered to parents and informs them of the curriculum in Foundation, its rationale and how well being in the Foundation Stage will affect the future learning of their child.

### **Inclusive Ethos**

Our Foundation Stage unit provides an environment of high quality care in which children are valued as individual members of the group so that a strong self-image and self-esteem are promoted and children feel confident at trying out ideas in a supportive and safe climate. In Nursery this is further promoted through the key worker groups, which ensure that children develop a good relationship with a key adult. Consistent boundaries for behaviour across the Foundation Unit promote a calm atmosphere in which children can develop independence, self esteem and confidence.

An inclusive ethos is promoted across the Foundation Unit in which no child is excluded or disadvantaged because of gender, race or disability and which promotes an understanding of cultural and physical diversity and challenges stereotypes. Resources are available throughout the setting which reflect diversity and discourage discrimination and stereotyping.

Rigorous assessment and monitoring ensures that special educational needs are identified early and IEPs, where necessary, produced. Regular reviews identify progress against individual targets and, where appropriate, outside agencies are involved.

### **Induction**

A carefully planned induction programme supports the 'settling in' period (see Induction Policy). A staggered entry into Nursery and Reception with a series of visits made with parents makes the induction period easier for the children.

To ensure parents feel welcome and an integral part of their child's learning all parents are invited to an Open Evening for Nursery and/or Reception prior to their child's entry. Nursery parents receive an information booklet on the day to day organisation of the Nursery whilst Reception parents receive a school booklet.

### **January 2012**