

## Introduction

It is important that the first encounter that our young children and their parents/carers have with school is a positive and happy experience. It is our intention to create a high-quality teaching and learning environment throughout our Foundation Stage, that is well structured, purposeful, interesting and challenging.

## Aims

- To establish a partnership with parents to the benefit of their child
- To communicate to parents the aims of Foundation Stage education
- To create a positive environment, acknowledging the child's needs for security, praise, recognition and responsibility
- To organise Lower Foundation on a workshop philosophy and to have elements of this organisation in the Upper Foundation classes, where children have the opportunity to repeat and refine their work within a more structured environment
- To recognise that the seven areas of learning ~ personal, social and emotional development; communication and language; physical development; literacy; mathematics; understanding the world; expressive arts and design ~ form the basis of the early years curriculum and are fundamental to the full development of the child, socially, emotionally, physically and intellectually. To ensure an equal coverage of these seven areas across the Foundation Stage with a focus on ensuring security in the prime areas (PSED, PD, CL) of learning in Lower Foundation.
- To work closely as a foundation team in planning, sharing expertise and incorporating elements of team teaching to ensure continuity for each child.
- To assess and record a child's development supported by specific observations, learning journeys and parental comments.
- To provide experiences appropriate to the child's development, using the Early Years Profile Early Learning Goals (ELG) and using the Early Years Outcomes and Development Matters for support. To prepare each child for national curriculum KS1 education.

**Teaching and learning** The Foundation Stage unit will use a combination of the workshop approach to learning and a more formalised target group structure. Each child has individual needs and rates of development and these can be well served in an environment that is purposefully organised and structured to meet their needs. At all times, children are encouraged to take responsibility and we are keen to develop independence and social skills.

Lower Foundation This is organised into small areas fostering co-operation and reducing distraction. These activity areas, although allowing for change of emphasis, remain constant in their relevance to the area of learning. Activities, wherever possible, are constantly available until shortly before the close of the session. Within the workshop structure, children are encouraged to explore and investigate the different areas at their own level of development. Each area allows for extension and progression. Play is recognised as a young child's work, the means by which they will grow and develop. From the child's play perspective, Foundation staff are able to structure future learning. Their role is to recognise and support the child's learning, extend the quality of the experience and provide challenges. Each Lower Foundation Stage session will include contact time in a small group with a particular member of staff, therefore enabling children and parents to relate easily to that particular member of staff.

Upper Foundation There are elements of the workshop organisation evident in the Upper Foundation Stage unit to provide continuity and to extend individual development. Some of the Upper Foundation Stage areas are organised in a similar way to Lower Foundation Stage to provide for continuity and progression. Pupils will also encounter more formalised learning each day. Reading skills are developed using a structured system based around the Ginn 360 scheme and phonics reading schemes. Staff introduce further elements of phonics, literacy and numeracy through specific taught sessions, which supports transition into Key Stage One.

Outdoor play is an integral part of the Foundation Stage curriculum and is important to the child's health and physical development. Across both the Lower and Upper Foundation Stage, children are given

opportunity to access outside on a daily basis (subject to a daily risk assessment). (Please see the EYFS outdoor provision policy for further information).

**Equal opportunities** All teaching and learning opportunities will take account of the range of abilities and needs of the children within the unit. Work will be differentiated and adapted accordingly. All activities will be available to both genders. There will be a positive approach to the awareness of other cultures and the upholding of British values.

**Resources** A proportion of resources will be available on a daily basis as basic provision, with a number of resources retained for extension work when appropriate. Throughout the Foundation Stage, children will have regular access to the following areas ~ role play, small world play, mark making, library, listening centre, sand, water, painting, malleable material, model making, computer, maths. Specialist resources will be available per theme, taking into account the importance of using stimulating first-hand experiences. Children are encouraged to 'read' and share stimulating books from the beginning of their time in the Foundation Stage unit. Book bags can be purchased from school to carry reading scheme books and library books between home and school. Newsletters, flyers and information meetings are held for parents/carers regularly including an introduction meeting as children start nursery and/or school.

**Assessment and recording** Throughout the Foundation unit, staff make assessments and observations of pupils and information is recorded in the child's individual profile, learning journey and class assessment book. Within Lower Foundation Stage, assessments are made and monitored across both the prime and specific areas of learning and are reported to the Upper Foundation Stage during a transition meeting. Formal assessments and data tracking take place across the prime areas of learning and literacy and mathematics for all pupils and this forms baseline assessment, which is used to closely track pupil progress. (Please see the EYFS baseline assessment policy for further information)

Within Upper Foundation assessments are recorded across all seven areas of learning. The EYFS profile assessments are recorded against each ELG at the end of the year and are reported to both the LA and parents/carers. The characteristics of effective learning are also reported to parents at the end of the EYFS. Each member of staff takes responsibility in recording for their own group of children. Assessment in the Upper foundation unit is recorded on class tracking grids, individual tracking grids and class assessment books, as outlined in the assessment calendar.

**Professional development** Foundation stage staff work co-operatively together, sharing experiences, expertise and training. Links have been made with other Foundation stage settings to continue effective moderation and share effective practice. These are co-ordinated by the Foundation stage team leader. Staff attend EYFS network meetings provided by the LA. The Foundation Stage team include LA moderators and Specialist Leaders of Education (SLEs) for the Early Years and Reading.

### **Transition**

Transition is a crucial part of the EYFS. Transition discussions take place between the Upper Foundation Stage and Lower Foundation Stage staff as well as other nurseries or childcare providers. Information regarding the age and stage of development at which the child is working at, as well as the characteristics of effective learning are shared as part of transition arrangements. The EYFS team leader attends local transition meetings as does the Lower Foundation Teacher. (Please see the EYFS transition policy for further information).

**Evaluation** Issues to be considered include ~

- Are induction/transition procedures effective?
- Does the curriculum available address the seven areas of learning appropriately?
- Does the curriculum available address the child's whole development?
- Is the unit organised to provide continuous, high quality provision for the seven areas of learning?
- Are resources easily accessible, encouraging choice and independence?
- Are extension activities available?
- Do staff observe and record in a systematic way?

- Is there continuity and progression from Lower to Upper foundation classes?
- Is there continuity and progression within Upper foundation classes?
- Are parents invited to attend information meetings and events? Do parents support these?

**Inclusion** The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of current DDA/ Equality Acts we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

**Monitoring and review** This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Signed .....  
Headteacher

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Chair of Governors