



FOUNDATION STAGE POLICY

Philosophy Statement

At Hawkesley we believe that the Foundation Stage forms the foundation for all future learning. We believe that it must embrace each individual's previous experiences and interests, and build upon them. Through play (both adult and child-led) children are able to access the whole curriculum. Play is also a secure platform from which children can confidently explore personal and social relationships and learn about the world around them within specific boundaries. We place a high profile on speaking and listening to enable all children to access all activities and to communicate their knowledge and understanding.

Aims

To help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving making a positive contribution and achieving economic well being.

To ensure a smooth transition between home and school and to foster the partnership between parents and practitioners.

To provide a curriculum which recognises children as individuals, nurtures their individuality, and helps them to learn the rules needed to operate as part of a larger social group.

To provide a safe, secure and enabling environment where children feel happy and have the confidence to develop relationships and experience new learning opportunities.

To recognise the importance of play and first hand experience in young children's development whilst valuing the importance of talking and listening to children

To encourage and foster children's independence in every aspect of school life.

To develop skills, attitude and knowledge necessary to achieve the Early Learning Goals and to prepare for accessing the National Curriculum.

Principles

The Early Years Foundation stage (EYFS) principles which guide the work of all practitioners are grouped into four themes:

A Unique Child
Positive Relationships
Enabling Environment
Learning and Development

Play

Play underpins the delivery of the EYFS and practitioners within the Nursery and Reception provide well planned experiences based on the children's spontaneous play, both indoors and outdoors. Through play children develop intellectually, creatively, physically, socially and emotionally. For more information please refer to the play policy.

Key Worker

Small groups of children are assigned a key person who has special responsibilities, giving the children reassurance to feel safe and cared for and building relationships with the parents. The key person also keeps records of development and progress and shares these with the parents and other professional agencies as necessary. The key person plays a vital role in the child's development.

Planning

Practitioners' planning will be guided by the children's own interests and ideas, whilst integrating the necessary elements from the "Development Matters" from the September 2008 Early Years Foundation Stage (EYFS) document. For this approach to be successful, all staff must observe and listen carefully to the children that they work with and develop activities that build on previous learning and reflect their varied interests. Practitioners must ensure that the curriculum covered is balanced and comprehensive over the span of two years.

Equal Opportunities

All staff recognise the range of language, faiths, cultures and experiences that children bring to school. These differences are valued and drawn upon in a constructive and positive way.

Special Educational Needs

We aim to identify individual needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. (Please refer to Policy for Special Educational Needs for full details.)

Inclusion

Every child has the right to attend on a regular basis and to participate in all areas of learning. It is our role to ensure that each child has access to the curriculum. (Please refer to school Inclusion Policy.)

Assessment and Record Keeping

Foundation Stage assessment is a daily ongoing process. It is carried out largely through focused observation, and through interacting with children playing and talking. Focused observations are recorded relating to individual objectives.

On entry Nursery staff complete a baseline picture of each child using the 'Developmental Age related Bands' from the EYFS. After which the staff use the "Progress towards the Profile" (PTP) to chart the children's progress. Reception staff use the Foundation Stage Profile to assess children on a regular basis. Then final assessments are sent to Birmingham for analysis.

Observations from both Nursery and Reception are recorded on individual profile sheets, which then help to form part of the judgement for the teacher entering information onto the eprofile. Photographic evidence is kept in the children's individual 'Portfolio' which the children annotate and these books are shared with the children and their parents. A writing assessment will be carried out each half term and levelled using profile points, this evidence will be kept in individual red books which will continue through their school career.

Parental Involvement

New parents are invited into the Nursery and Reception with their child in the summer term to observe a range of activities. There are also induction meetings for new parents in September to discuss the child and the daily routine. Every Monday morning we hold a parent reading morning to promote the enjoyment of books. Throughout the year parents are invited in for one to one consultations with the key person and also to attend informative meetings to help support their child's learning and development. Also parents are invited in to attend 'Parent Workshops' which gives them an opportunity to work with their child and have some fun together.

Monitoring and Evaluation

The Foundation Stage Co-ordinator will monitor through observation, discussion and reviewing planning.

Safety

All Foundation stage children have a secure outdoor area. It is the responsibility of the practitioners to ensure that these areas have been checked on a daily basis for any hazards. All staff should constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times. Children will only be permitted to leave the building with a named adult. (Except in certain circumstances when a parent gives written or verbal permission for an older sibling to collect a child.)

Please refer to guidelines for ratios when leaving the premises.

For school trips - recommended Nursery 1:3, Rec 1:3-5 (depending on activity)

Paula Bellamy

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Responsible for Policy

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