

Foundation Stage Policy

March 2004, updated January 2011



1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for The Foundation Stage.

It is a working document, which reflects the ethos and practice within the school in relation to The Foundation Stage. It has been written with due regard to the requirements of the Practice Guidance for the Foundation Stage and The Foundation Stage Profile and it will be monitored and evaluated according to changes within these documents as and when they arise

The Foundation Stage coordinator: Julie Hakner
Foundation Stage Lead Teacher: Richard Atkinson

The role of the co-ordinator: *See Appendix 1- Job Description*

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

Molescroft Primary School Foundation Stage follow the four themes as outlined in the EYFS Practice guidance

And are guided by the fundamental Principles from; National Strategies document *Learning, Playing and Interacting- Good Practice in the Early Years Foundation Stage*.

A Unique Child

- Seeking to know and understand each individual child and their development
- Showing interest and celebrating with children their interests and achievements

Positive Relationships

- Maintaining close, caring and respectful relationships
- Encouraging and supporting children to relate to others
- Supporting children to resolve their own conflicts through problem-solving

Enabling Environments

- Ensuring children have sustained time to develop child-initiated activities
- Arranging, resourcing, and making time for children to make free use of rich indoor and outdoor spaces
- Observing children as a natural part of all normal activity
- Interpreting children's actions and words to try to understand the child's thinking and learning
- Being sensitive to the child's thinking and learning when deciding when to interact and when to value the child's independent activity

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- Joining in play and child-initiated activity following children's agendas
- Scaffolding children's learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches
- Providing brief, well-planned focused learning opportunities in response to observed interests, learning and development

Learning and Development

- Using daily events within the routine to provide worthwhile real-life experiences
- Varying experiences, using fresh, creative and playful approaches
- Providing first-hand experiences to explore and discover
- Directly teaching, through demonstrating or explaining
- Encouraging and supporting children to persevere through difficulties, to take risks, to ask questions and problem-solve
- Using the language of learning to focus children on themselves as learners
- Identifying and supporting next steps in learning

3. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to the Foundation Stage.

The Foundation Stage Coordinator should, in cooperation with the head teacher, ensure that the school's policy for the Foundation Stage is being delivered in Foundation Stage Area.

The Teaching Staff should, in cooperation with the head teacher and Foundation Stage coordinator plan and deliver an effective curriculum which reflects the school policy.

The SENCO should, in cooperation with the head teacher, Foundation Stage Coordinator and teaching staff provide, as required within the Foundation Stage, support and additional resources for children with special educational needs.

4. PRACTICE

The Foundation Stage Area has access to two indoor classrooms and two outdoor classrooms.

The curriculum provides a balance of child-initiated play, supported by adults; and focused learning, where adults guide the learning through carefully planned activities.

There is a range of on-going provision areas:-

Book area

Mark-making area

Role-play

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Workshop area
Malleable area
Maths area
Sand area
Water area
Construction area
Small world play
Investigation area
Creative area
Outdoor Areas

Curriculum Planning

Communication Language and Literacy

All children in the Foundation Stage take part in CLL focussed activities daily.

Everyday begins with 20 minutes focussed teaching of phonics where the children are taught in phase groups following the Letters and Sounds Programme.

Shared reading takes place daily for 15 minutes.

The children will take part in guided reading activities weekly once they are assessed to be ready to develop reading skills.

Other opportunities for focussed CLL activities possibly relating to the theme will appear on short term plans.

Mathematical Development

All children in the Foundation Stage take part in mathematical focussed activities daily.

Every afternoon begins with 20minutes focussed teaching of number, where the children are taught in phase groups following the Numbers and Patterns programme.

Other opportunities for focussed MD activities possibly relating to the theme will appear on short term plans.

Themed Activities

Following observation of the children playing and gathering information on their particular interests a Learning Journey will be planned with the children on a particular theme that interests them.

The children are first asked what they already know about the theme, it is very important to gain an understanding of the children's prior knowledge. Secondly, the children are asked what they would like to learn/find out about relating to the chosen theme.

Following the creation of the medium term learning journey with the children; the Foundation Stage teaching team use this to guide the planning of short term weekly/daily activities. The theme usually lasts for between 2-4 weeks.

Following completion of the theme the children are asked to evaluate their Learning Journey and discuss what they have found out.

The Foundation Stage also complete Learning Journeys relating to whole school special weeks; eg Health Week, International Week, Science Week

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Examples of, Learning Journeys and short term planning is displayed within the classroom area.

Observation, Assessment and Moderation

Observation and assessment are an integral part of the teaching and learning process in the Foundation Stage in which the role of the adult is crucial to ensure the success of the Observation, Assessment and Planning cycle.

“Adults have a crucial role in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development. It is through the active intervention, guidance and support of a skilled adult that children make the most progress in their learning.”

Learning, Playing and Interacting-Good Practice in the Early Years Foundation Stage-DCSF 2009

Every adult working in the Foundation Stage is the key worker for a group of children and is responsible for recording and summarising the achievements of the children within their group.

The Process

Observation involves, looking, listening and noting accurately what a child does and says. These observations may take the form of formal tracking observations, informal written or metal notes. **Assessment**, the adult then reflects upon the observations made to make an informed judgement about the child’s learning. The observations may then be included in the child’s personal Learning Journey and progress summarised using the Development Matters Statements. **Planning** then involves deciding what to do next. How best to provide support for the child’s next steps in learning in response to the observations and assessments made.

Moderation meetings are held regularly each term between all the Foundation Stage staff and the progress summaries for each child relating to Development Matters are agreed. These judgements are then used as the evidence towards the achievement of specific scale points on the Early Years Foundation Stage Profile. Summative assessments are entered on the “e-profile” on-entry and then at the end of each term.

5. A SUMMARY OF THE LEGISLATIVE FRAMEWORK

The Early Years Foundation Stage-setting the standards for Learning, Development and Care for children from birth to five	DCSF May 2008
The Early Years Foundation Stage Profile Handbook	DCSF August 2008

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6. EYFS DOCUMENTATION

- Learning, Playing and Interacting-Good Practice in the Early Years Foundation Stage-DCSF-October 2009
- Letters and Sounds-Principles and practice of high quality phonics-February 2008
- Progress Matters-Reviewing and enhancing young children's development-DCSF March 2009
- Mark Making Matters-Young children making meaning in all areas of learning and development-DCSF September 2008
- Numbers and Patterns: laying foundations in Mathematics-DCSF January 2010
- Finding and exploring young children's fascinations-DCSF March 2010

7. INSET

The Foundation Stage Coordinator, Lead Teacher and other Foundation Stage staff will attend courses organised by the Early Years adviser and Teaching and Learning Consultants for Early Years within the LA. The Foundation Stage coordinator will deliver INSET on changes to National and East Riding policy.

8. LIAISON WITH OTHER SETTINGS

The Foundation Stage staff have close liaison with all feeder nursery settings which feed the school. The Foundation Stage staff visit all relevant feeder settings each term before children transfer to school.

Learning Journeys and transfer reports are forwarded to school by all feeder settings when children transfer to school.

9. TARGETS For DEVELOPMENT

In liaison with the LA Early Years Advisor to develop cluster moderation meetings, with other schools and settings in our group.

10. APPENDICES

1. Example of a Learning Journey
2. Example of short term planning
3. Example of Mathematics planning