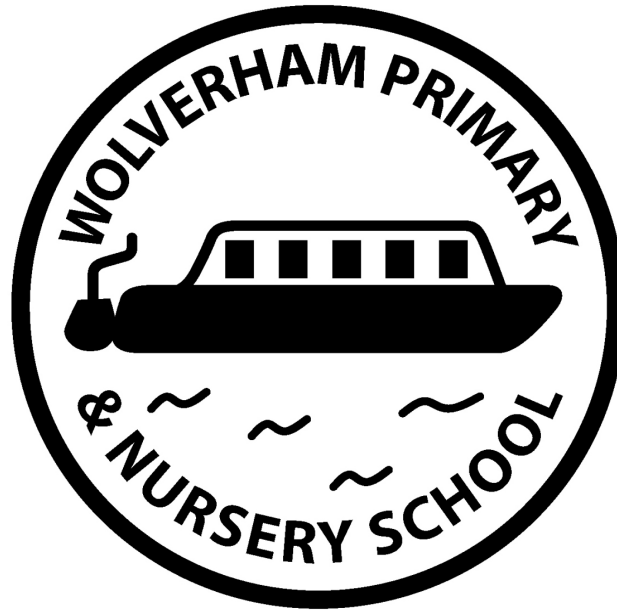


Wolverham Primary and Nursery School Foundation Stage Policy



**Policy updated: September 2022
Due for review: September 2023**

The Foundation Stage applies to children from birth to the end of the Reception year. In our school children can join us from the age of two in the pre-school, from the age of 3 in the nursery, or 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).

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#). This document also complies with our funding agreement and articles of association.

Aims of the foundation Stage

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Early Years Principles

The following principles underline our practice:

- Learning begins at birth
- Care and education are inseparable
- High value given to the contribution of parents/carers
- Every child develops at his or her pace, but adults can stimulate and encourage learning
- All children benefit from a developmentally appropriate education
- Skilled and careful observation is the key to helping children learn
- Cultural and physical diversity should be respected and valued
- Young children learn best through play, first hand experience and talk
- Carers and educators should work in partnership with parents, who are their children's first educators
- Quality care and education require well trained educators/carers and on going training and support.

Teaching and learning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children, in our 2-year-old provision, are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Play in the Foundation Stage

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have their own opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Play is supported by an adult when appropriate and allows children to consolidate and extend their learning based on previous experiences.

Early Years Environment

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. 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.

- Good quality equipment
- Toilets are available in the classroom for the children to use
- Sharp and fragile objects are handled under supervision
- The classroom is warm and welcoming for the children and visitors
- There is appropriate space in the classroom to move around and gain access to all areas
- The outdoor area is used on a daily basis

Organisation

- Play and practical activities form the basis of the children's learning
- Activities are used across all seven areas of learning
- The children have their own purpose built outdoor area which can be used throughout the day.

Special Needs

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

- If we identify that a child that has additional needs we follow the guidelines that are described in the Code of Practice. Our SENCO is Mrs Sarah Walker.
- Planned differentiated activities enable all children to access the curriculum
- We liaise with speech therapists, school doctors, health visitors and social workers where necessary

Planning

- Planning involves separate Literacy and Numeracy planning (3-5 year olds) in Reception and joint thematic planning
- We use Literacy Company schemes of work in both Nursery and Reception as a basis
- Planning allows opportunity for a balance of child initiated activity and adult led activity
- All adults working in the Foundation Stage classes plan together through discussion and fortnightly staff meetings
- Play is an integral part of the planned activities
- Planning is informed by observation

Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority. School takes part in the annual moderation process with Cheshire West and Chester LA to ensure judgements against the profile are accurate.

Each child has their own online learning journey (Tapestry) which contains photos, observation notes, quotes from the child, samples of child initiated activity, reflections from the child and input from the parents. These profiles are available for children and adults to look at whenever they like and parents will be provided with a login in their first few weeks of starting with us.

Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

The role of parents

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 children and believe this is most effective when there is a strong partnership between staff and parents and/or carers.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. In our Reception class, this will be the class teacher. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We aim to build relationships with parents by:

- Conducting a home visit before a child joins at any stage of the Foundation Stage where necessary;
- Inviting parents to half termly Stay and Play sessions (which should take place but are amended due to Covid at present). These focus on different areas of learning and parents are encouraged to join in with their child in activities relating to these areas.
- The children and their parents have the opportunity to spend time with their teacher before starting school;
- Making the parents welcome in the classroom;
- Offering parents regular opportunities to talk about their child's progress in our Foundation Stage class.
- Encouraging parents to look at and contribute to their child's profile through Tapestry;
- Making opportunity for information gained from parents to be included in the planning.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents at least twice a year in Reception when the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year in all EYFS classes;
- Arranging a range of activities throughout the year that encourage collaboration between the child, school and parents