

St Luke's Halsall Primary School



Foundation Stage Policy

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This policy is one in a series which states how teaching & learning will happen in St. Luke's. It is implemented in the spirit of our Mission Statement:

*Inspiring lives, building futures, together with
Jesus*

Ethos Statement

At St. Luke's Halsall we recognise that everyone is made in the image of God and that we are privileged to be part of the lives of the children we educate and nurture.

We also recognise that a strong partnership between pupils, staff, parents and governors will enable us to realise our mission statement, "Inspiring lives, building futures together with Jesus", striving to ensure that our values and decisions are made based on the values Jesus taught us.

Introduction

In our school, children attending our Nursery usually join us at the beginning of the school year in which they are four. (Compulsory schooling begins at the start of the term after a child's fifth birthday). If there are spaces in the Nursery class, then the places will be offered to the oldest children on the waiting list for the Nursery for the following year. The children will start after Christmas. These children will initially complete two terms in Nursery but will most likely complete five terms in Nursery.

Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Years Framework sets out what is expected of most children by the end of the Foundation Stage.

Children joining our Reception Class are not only from our Nursery class but from a range of settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points and content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- self- regulation and resilience;
- positive attitudes and dispositions towards their learning;
- social skills;
- listening and attention skills;
- speaking and understanding;
- physical development;
- word reading, comprehension and writing;
- mathematics;
- understanding of the world;
- creative development.

Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have knowledge of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children succeed in the Early Learning Goals (ELGs) by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents at parents' evenings and other relevant times;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

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 the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

The Foundation Stage curriculum

In the Foundation Stage (Nursery and Reception) at St Luke's CE Halsall we follow the EYFS (Early Years Foundation Stage) framework which sets the standards for learning, development and care for children from birth to five. The curriculum is built around four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments with teaching and support from adults
4. Learning and Development

1. A Unique Child

At St Luke's we focus on how children develop; we recognise they are all different, but should be treated equally. Positive relationships and good communication are vital. Children need to learn about risks and safety, how to make good choices and how to stick to boundaries. We make every attempt to provide full opportunities for each child to do their best and we achieve this by ensuring their physical and emotional needs are met during their time in the Foundation Stage.

2. Positive Relationships

The theme is about children learning to manage their feelings and build relationships. We respect all families and aim to develop a positive two-way relationship with parents/carers. We will support, listen and work with the children at St Luke's to help them learn. We ensure each child has the opportunity to build a close relationship with their key adults in school.

3. Enabling Environments

We plan and check on each child's progress and value parents contribution. We ensure that inside and outside spaces of the Foundation Stage are safe, interesting and engaging and allow the children to explore. Our staff support children, working as a team, to help them succeed.

4. Learning and Development

St Luke's focuses on ensuring young children learn through play and exploration, with support for each individual. We encourage children to develop their imaginations, to get actively involved in learning and to make decisions. We make every attempt to develop children's creative and critical thinking, balancing the need for both the children and adults to lead the learning.

Within The EYFS there are seven areas of learning split into Prime areas and Specific areas. They are as follows:

The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life:

- Personal, Social and Emotional Development

Foundation Stage Policy

- Physical Development
- Communication and Language

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate.

During the children's time in the Nursery and Reception classes, the teacher assesses the ability of each child using 'Sonar', an online system. The data is constantly used to identify patterns of attainment within the cohort of children. We use this information to modify the teaching programme for individual and groups of children. At the start of the year we baseline the children. In Nursery this is done through observations. In Reception this is done through the use of a government Reception Baseline Assessment (RBA) and through observations.

We update parents on their children's progress in the autumn and spring terms through parents' evenings and again in the summer term through 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. We do this through:

- the children have the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress;
- encouraging parents to talk to the child's teacher if there are any concerns.
- there are formal meetings for parents in October and March at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging for children to start school gradually over the first two weeks of term. Initially, the children at first go home at lunch time. Then children stay and have their lunch in school before going home and then finally stay all day. In

Foundation Stage Policy

the Nursery we stagger the starting time of each child over a period of a week, so that the teacher can welcome the children in small groups into our school.

We encourage parents to stay if there are problems with the child's admission;

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. We invite parents to 'stay and play' sessions to discuss the kind of work that the children undertake in their class.

Resources

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.

Signed: L.Frodsham

Date: 31/10/22