

# Bromley Heath Infant School

## Foundation Stage Policy

<b>Author/Person Responsible</b>	<b>Tina Long</b>
<b>Date of Ratification</b>	<b>Jan 19</b>
<b>Review Group</b>	<b>Curriculum Committee</b>
<b>Ratification Group</b>	<b>As above</b>
<b>Review Frequency</b>	<b>1 year</b>
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<b>Related Policies</b>	
<b>Chair of Curriculum Committee Signature</b>	
Signed _____	

### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>		<b>DATE:</b>	
<b>EIA CARRIED OUT BY:</b>	T.Long	<b>EIA APPROVED BY:</b>	

#### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		<b>NA</b>
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		<b>NA</b>
<b>Gender reassignment</b>		<b>NA</b>
<b>Marriage and civil partnership</b>		<b>NA</b>
<b>Pregnancy and maternity</b>		<b>NA</b>
<b>Race</b>		<b>NA</b>
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)		<b>NA</b>
<b>Gender identity</b>		<b>NA</b>
<b>Sexual orientation</b>		<b>NA</b>

Any adverse impacts are explored in a Full Impact Assessment.

**“Every child has the right to be four”**

## **Rationale**

All our children and their families are valued regardless of gender, race, background or individual need. Each child is a special individual and will enter the Reception classes having had unique experiences. They will bring with them curiosity, interest and fascination in the world around them.

## **Aims**

We aim to:

- Provide high quality, inclusive education for all pupils by providing a relevant curriculum led by practitioners who understand the specialist nature of early years practice.
- Welcome and value the children as individuals into the Bromley Heath Infant School community and to support and provide for those with Special Educational Needs.
- Create an environment that is warm, caring, happy, safe and enriching, where emotional well being is seen as paramount to successful learning.
- Value past learning and use this as a basis for future progress
- Provide a relevant, broad, dynamic and balanced curriculum that is well planned and based on the interests and development of the children.
- Use observation and continuous assessment as planning tools for future learning.
- Value the contribution parents make and establish an atmosphere of trust and respect between home/pre - school/school.
- To provide learning activities and opportunities which value the inquisitive nature of the pupil and allows them to develop as autonomous learners, showing initiative and independence.
- To provide a flexible approach to learning acknowledging the importance of play in all aspects of pupils' learning and that all pupils need sufficient periods of time to become engrossed in learning activities.

## **Organisation**

The Foundation Stage is run as an "Explorers" unit with access to the playground outside where provision is made for outside learning. Each Early Years Teacher manages a base of 30 children alongside qualified Teaching Assistants who support the base for 8/10 of the week.

## **Admissions**

Starting school is a very big step and we take care to ensure that a smooth transition is made on entry to school. We help our parents to feel well informed and the children to be prepared and happy. We aim to establish trust between parents, staff and the children well before the first day of school.

In order to do this we:

- Invite parents to attend a tour of the school, with the head teacher.
- Liaise with pre school settings in the area and invite them to productions involving the Foundation Stage children.
- Organise story times in order for the children to meet the teacher and teaching assistants.
- Arrange an evening meeting where our "getting ready for school booklet" is issued and presented and parents have the opportunity to meet staff and visit the Explorers classrooms.
- Organise a home visit at the beginning of the Autumn term.

## **Procedures for the Autumn Term**

We have well thought out and prepared routines to ensure a smooth and happy start to school. These include the following procedures:

- An induction programme of staggered entry will be implemented in the Autumn Term in order to provide a gradual introduction to the routines and length of a typical school day.
- The children eat their mid morning snack under the supervision of staff.
- The children are initially accompanied to the toilet.
- Special provision is made regarding playtimes; the children are carefully and slowly integrated with the rest of the school for lunch times.
- Whole school sessions such as assembly are not attended for the first term.

## **Planning and Organising the curriculum**

*"To be effective an early year's curriculum should be carefully structured"*

*"Early years experience should build on what children already know and can do"*

Our curriculum for the Foundation Stage is based on the Prime and Specific areas of learning.

The Prime areas are:

- Personal, Social and Emotional development
- Communication and language
- Physical development

The Specific areas are

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

Also influencing the delivery of the curriculum are the 4 themes of the EYFS:

- The Unique Pupil
- Positive Relationships
- Enabling Environment
- Learning & Development

Planning will be differentiated and able children will be extended using objectives from the New National Curriculum.

A Foundation Stage Workshop Evening and afternoon will take place at the beginning of the Autumn term to inform parents of how the children are assessed and to share our practice for the teaching of Reading and Writing. A Mathematics workshop follows in November and a second workshop on Reading and Writing in January.

## **Learning Through Play**

Play is central to learning in the Foundation Stage. The children learn through investigation, exploration, listening, observation, creating and experimenting whilst involved in first-hand play experiences. Steps are taken to promote independence, ability to work within a group and to develop powers of concentration.

## **Teaching methods include:**

- learning through whole class teaching.
- learning through adult directed activities in groups.

- learning through child initiated activities.

**At all times the learning environment will be:**

- well resourced
- safe and secure.
- stimulating and diverse.

**The activities will:**

- Be well managed and organised and placed within a framework of established routines.
- Be a balance of child initiated and teacher directed as appropriate.
- Be appropriate and relevant to the needs of the children. At times open- ended and on other occasions more tailored to particular goals.
- Provide different challenges.
- Be varied and provide choices.
- Be non-threatening and promote success and achievement.
- Develop perseverance and enable children to spend time on sustained play without irrelevant interruption
- Enable children to express themselves and deal with their emotions.
- Be fun.
- Provide opportunities for collaboration and social interaction.
- Be valued and seen as learning.

**Outdoor Provision**

*"Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge."*

We recognise the importance of providing active learning experiences outdoors because:

- Young children need the space to run, express their feelings and be exuberant
- Fresh air and exercise is proven to be good for the development of the brain and for a general feeling of well being
- Children need to be challenged and take risks if they are to grow and learn
- Children will improve their control, co-ordination and their ability to move more effectively if they are given the opportunities to run, climb, balance, swing throw, catch and kick.
- Children will develop personal and social skills such as sharing, turn taking, co-operative play and negotiating.

**Assessment and record keeping**

In the Foundation Stage we follow the assessment procedures in the Foundation Stage Profile. We liaise with pre-school settings and value their contributions when assessing pupils on entry . On-going assessment is made mainly through long and short observations. This information is then used to inform future planning. Tracking of pupils ensures that every child in the Foundation Stage achieves their maximum potential. Judgements are moderated by the LA during the Summer Term. Throughout the year parents are sent reports from 2 build a profile and invited to share their child's learning diary and shared learning books. At the end of the school year the Foundation Stage Profile is shared with parents along with an assessment on the pupil's characteristics of learning. This information is also shared with the Year 1 class teachers in order for them to make informed decisions about children's next steps on the learning journey.

### **Characteristics of learning:**

- Playing and learning
- Active Learning
- Creating and thinking critically

### **Roles and Responsibilities**

The Foundation Stage leader will:

- Ensure consistency of teaching, learning and all routines across the Foundation Stage
- Alongside class teachers and teaching assistants moderate and agree assessments made.
- Carry out formal and informal monitoring
- Maintain resources.
- Ensure opportunities will be made available to all staff working in the Foundation Stage to attend training to develop skills and expertise in Early Years education

### **Parents as Partners**

Effective and meaningful partnerships between parents and educators are the best guarantees of children's successful learning. The curriculum provided at school can only be part of the child's learning experiences. Therefore good links between parents and school are essential and valued.

We aim to develop parental trust and support by:

- listening to and respecting parents.
- ensuring parents always feel welcome in school and are received well by both staff and children.
- actively involving parents and supporting them in their child's learning journey.
- inviting parents to evenings where their child's progress is discussed.
- communicating through personal contact or if this is not possible through the home/school diary.
- Arranging times when parents can come into school and share their child's learning with them.

This policy was agreed by the Governors Staffing and Curriculum committee and will be reviewed annually.



