

## Hall Orchard Barrow CE Primary School (Academy)

### Foundation Stage Policy

#### ***Our aims***

At Hall Orchard CE Primary School, we endeavour:

- To provide a high quality education through excellent teaching and the best possible learning opportunities.
- To offer a relevant, stimulating, broad and balanced curriculum, promoting ever higher standards of achievement.
- To set high standards and clear targets to ensure that all children make good progress and maximise their potential to become independent and confident life-long learners.
- To provide an up to date, well resourced, happy, stimulating learning environment which is positive and secure.
- To encourage a healthy lifestyle and to develop self-confidence, self-esteem and self-discipline from a positive approach in which achievements are recognised and problems shared.

#### ***Our principles***

Our principles are drawn from the Early Years Foundation Stage and reflect good, effective practice in the Foundation Stage:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

We aim to provide a safe, secure and exciting environment where children can thrive and reach their full potential. In order to achieve this we have considered:

- Providing children with the tools for learning
- Managing behaviour positively
- Fostering good relationships with parents
- The impact of the learning environment
- Development of children's attention skills
- The teaching and learning cycle
- Rigorous and regular informative assessment to identify attainment and next steps
- Effective questioning techniques
- Variety of learning styles
- The connections between music and learning

- The importance of physical development, and how movement is essential in the early years

### ***Organisation of the Foundation Stage***

#### ***1. Admission***

Please see the transition policy for information on admission, pre-school visits and induction.

#### ***2. The Foundation Stage Curriculum***

The Foundation Stage covers the development of children between the ages of three and five years. The Pre-school and Reception practitioners work together to support child development through the 3 Prime Areas and 4 Specific areas of learning:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

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

We value each area of development and appreciate the importance of learning through play in achieving the Early Learning Goals. Our planning is carefully structured and reflects the different ways in which children learn and develop. We provide a balance of activities that children can initiate themselves and those that are teacher led/directed. We provide opportunities for teaching and learning both indoors and outdoors. We are aware of the rich experiences that children come into school with and are prepared to extend these appropriately.

#### ***3. Assessment and Record Keeping***

The Foundation Stage profile has been an important part of the implementation of the Foundation Stage curriculum at Hall Orchard CE Primary School. We recognise the important contribution of our Pre-School and other Foundation Stage settings make to the development of the child. On entry, we use the information provided in the Record of Transfer document and liaison with pre-schools to inform our initial planning. We also recognise the contribution that parents and children can make. Regular meetings and discussions with parents are held to facilitate this.

As part of the teaching and learning process, staff assess each child's development in relation to the phases of development as documented in the Early Years Foundation Stage Development Matters. All areas of development are included. Assessments are made on the basis of observations and knowledge of the whole child. By the end of the year, the Foundation Stage Profile provides a way of summarising children's achievements and provides important information for parents and Year 1 teachers. The profile ensures that each child leaves the Foundation Stage with their strengths acknowledged and next steps for learning identified.

Additional assessments are made of children with special educational needs and children whose learning exceeds the Early Learning Goals.

*4. Transition into Key Stage One*

Please see the transition policy for more information.

*5. Links with other policies*

The Foundation Stage policy operates in line with whole school policies, which address the important issues of behaviour, special educational needs, gifted and talented children, health and safety, equal opportunities, transition from Year R to Year 1, etc.

Adopted January 2020

Review January 2023