

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 at Hall Orchard. 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

Pre-School

In Pre-School, each child's key worker completes a progress summary against the Development Matters document which is shared with parents. The summer progress summary is shared with the child's Reception teacher during transition discussions.

Reception Baseline

During the first couple of weeks, children are baselined through close observation using the Development Matters document. This allows us to provide current, up to date information about each of the children helping us to immediately adapt and meet the needs of the children in the current cohort.

The children also complete the Government Reception Baseline Assessment. The Reception Baseline Assessment is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within 6 weeks of each child starting school in Reception. If a child joins mid-year from another country or another school and did not take part in the Reception Baseline Assessment, then we will assess them within 6 weeks of starting with us at Hall Orchard Primary School.

The Reception Baseline Assessment is carried out by the class teachers on an online program using an ipad or a laptop, one-to-one with each child. Once the Reception Baseline Assessment has taken place and it has been inputted into the online program, it will provide a helpful snapshot of where each child is when they enter reception, so they can be supported in the most appropriate way.

The main purpose of the Reception Baseline Assessment is to create a starting point to measure the progress pupils make through school. The data from the assessment will only be used by the Department for Education when each child has reached the end of year 6, to provide the baseline to measure the progress of each child from Reception to Year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

Continual Assessment

As the children access the environment, staff are continuously updating significant and relevant details into their learning journeys through Tapestry. These observations are shared between staff and form the basis for the following week's planning.

In Reception, during the Autumn and Spring term, parents are invited to attend a parents evening.

The Early Years Profile

Within the final term of Reception, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and short paragraphs about how the children have developed their effective learning strategies within the Characteristics of Effective Learning. A judgement is made, and this must say whether the child's learning and development is:

- Best described by the level of development expected at the end of the EYFS (expected)
- Not yet at the level of development expected at the end of the EYFS (emerging)

These assessments are shared with the Year One teachers to identify the children's next steps.

3. Transition into Key Stage One

Please see the transition policy for more information.

4. Links with other policies

The Foundation Stage policy operates in line with whole school policies, which address important issues including curriculum, behaviour, special educational needs, health and safety, equal opportunities and child protection.

Monitoring and Review

It is the responsibility of those working in Foundation Stage to follow the principles stated in this policy. The Headteacher and EYFS lead will carry out monitoring on EYFS.

Adopted July 2023

Review July 2026