

# **HESWALL PRIMARY SCHOOL**

## **POLICY GUIDELINES FOR FOUNDATION STAGE**

### **1. POLICY STATEMENT**

The Foundation Stage Department is an integral part of the school and is involved in all aspects of school life that are deemed to be appropriate. We plan to meet the diverse needs of all children so that most will achieve and some, where appropriate, exceed the Early Learning Goals by the end of the Foundation Stage. We endeavour to ensure that all children acquire rich and stimulating experiences.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The school works closely with pre-schools and we foster close communication of assessments and other information that assist smooth transition between F1 (pre-school) and F2 (reception). 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, content, that matches the needs of young children, and activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.

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

Parents are always welcome at Heswall Primary and Reception parents are able to speak to staff before 8.50am and at the end of the school day to discuss minor problems or queries. The Headteacher is always available to talk to parents by appointment.

### **2. AIMS**

1. We aim to provide a well planned and resourced, challenging environment. We want children to think, to increase their understanding and improve language confidence, to be creative, to explore and investigate materials, to explore and test their experiments and conclusions.
2. We aim to support and extend knowledge, skills, understanding and confidence and help children overcome any disadvantage.
3. To build on children's previous experience and knowledge.
4. To provide a carefully structured Early Years Curriculum.
5. To provide appropriate intervention by practitioners which will engage children in the learning process and help them to progress in their learning.
6. To encourage mutual respect between parents and practitioners within which children can have security and confidence.

### **3. 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 throughout the school.

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 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;
- Making use of the local community as an education resource, taking the children on trips;
- The teaching style embraces the different learning styles of the children, ie kinaesthetic, auditory, visual.....;
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage; extending into National Curriculum for Key stage 1 where appropriate;
- 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, self-management, and the ability to resolve personal conflict and disagreement with others;
- the support for learning with appropriate and developing accessible indoor and outdoor space, facilities, and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work and the regular reflecting and monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage;
- the close communication between parents/carers and staff, including workshops to facilitate understanding of teaching methods.

The Foundation Stage prepares the children for a smooth transition into Year 1. F2 and Y1 staff liaise closely to ensure that the children are adequately prepared for the KS1 curriculum.

The school is a training placement for Schools Direct, Liverpool Hope University and Wirral Metropolitan College. Students are allocated to Early Years.

All staff participate in Inset and LA training which results in improved practice.

In each Reception class, there are whole class, large group, small group and individual activities. Children are ability grouped for Literacy and Numeracy.

The recent Rose Review “confirmed that ‘high quality phonic work’ should be the prime means for teaching children how to read and spell words”.

### **Read Write Inc Phonics 2013**

Read Write Inc Phonics is a high-quality phonics resource which Heswall Primary School has adopted to teach children to read and spell words. The Read Write Inc approach is also taught across KS1 including foundation 2.

Progression in learning is described as ages and stages of development progressing to the Early learning goals. The Early Years Outcomes identify developing knowledge, skills, understanding and attitudes that children need if they are to achieve these goals by the end of the Foundation Stage.

## **4. 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. They express fears or relive anxious experiences in controlled and safe situations.

Planning is divided into long, medium, and short term. Long term planning provides an overview, medium term addresses learning for each of the seven areas, whilst short term planning shows the organisation on a weekly basis. Teachers evaluate the planning and monitor children’s progress daily.

## **5. INCLUSION**

In the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds (see policies of Special Educational Needs, Racial Equality, Gifted and Talented Children, and Equal Opportunities)

We meet the needs of our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience, and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;

- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves seeking help from supporting agencies for some of our children.

## **6 THE FOUNDATION STAGE CURRICULUM**

The curriculum for the Foundation Stage in our school is based on the areas of learning identified in the Early Learning Goals. The experiences that our children meet will enable them to develop competencies, skills, and concepts. The Early Learning Goals provide the basis for planning throughout the Foundation Stage.

## **7 ORGANISATION**

Heswall Primary School has a one form entry into reception. The ratio of adults to children will not exceed 1:15.

The Foundation Curriculum is organised into 7 areas of learning, namely:

- Communication & Language.
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

## **8 STARTING IN FOUNDATION 2**

The Foundation Stage applies to children from three years of age to the end of the reception year. In our school, all children join us 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).

Children are integrated into school over a two-week period- starting with the very youngest pupils and resulting in the inclusion of the very oldest pupils by the end of week 2. All pupils attend full time by the beginning of week 3.

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 Learning Goals set out what is expected of most children by the end of the Foundation Stage.

## **9 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 a variety of forms, and this involves the teacher and other adults as appropriate.

During the children's first weeks in the Reception class, Foundation Staff assess the ability of each child using a nationally recognised Baseline assessment tool. We use this information to identify patterns of attainment within the cohort of children and to modify the teaching programmes.

The teacher completes summative assessments at the end of the child's reception year and records each child's attainment level. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents.

Each teacher tracks the progress of each child and keeps appropriate evidence.

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 July each year.

## **10 THE ROLE OF PARENTS**

We believe that the role of parents/carers in the education of their child is paramount. We acknowledge and support this role through:

- Children having 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;
- Inviting children and parents to a 'Stay & Play' session to allow them to familiarise themselves with the Foundation classroom, the staff and to meet other children and parents;
- Inviting parents to a meeting to introduce them to the Reading Scheme in Autumn Term
- Parents receive copies of the school induction booklet. The second booklet is completed by parents and children prior to entry;
- Offering parents regular opportunities to talk about their child's progress in our reception class;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the Autumn and Summer terms at which the teacher and the parent discuss the child's progress in private. Parents receiving a report on their child's attainment and progress at the end of each school year;
- Regular communication with home through the child's reading record.

## **11 HEALTH & SAFETY**

For security reasons, doors in the Foundation areas are such that they prevent access from the outside. Late arrivals should report to the school office. Children are met by parents/ grandparents/ childminders etc known to the child. Teachers are notified of alternative arrangements. The school site is secured after the morning drop off and the remains secured until the children are collected at the end of the day.

## **12 RESOURCES**

Reception classroom has its own resources/role play area, clearly labelled to encourage independence. Resources are designed to give as wide a range of experience as possible.

## **13 SAFEGUARDING**

The Foundation Stage follow all school safeguarding policies including child protection, E-Safety and all staff have the appropriate training and receive regular updates. The school also follows the procedures as set out by Wirral Safeguarding Board. All staff have enhanced DBS clearance and any visitors to school are subject to strict regulations. We firmly believe that keeping children safe is everyone's responsibility.

## **14 FIRST AID**

Foundation Staff are trained at the appropriate level of first aid for the age of the children (12 hour Paediatric First Aid) and this is renewed every three years.

## **14 ADMISSIONS**

Heswall Primary School is subject to the admission criteria of Wirral Primary Admissions. More information can be found on [www.wirral.gov.uk](http://www.wirral.gov.uk)