

# **Whitwick St. John the Baptist C.E. Primary School**

## **Foundation Stage Policy**

**Agreed by Staff and Governors: December 2021**

**Signed (Chair): \_\_\_\_\_ Date: \_\_\_\_\_**

# **Foundation Stage Policy**

## **1. Introduction**

The Foundation Stage applies to children from birth to the end of the reception year. In our school, we have our own penguin pre-school. The children join us in the reception class at the beginning of the school year after they have turned four. The Foundation Stage is important in its own right, and in preparing children for later schooling.

Many children have been to a range of pre-school settings that exist in our community. The early year's 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.
- it provides opportunities for learning both indoors and outdoors.
- it provides a rich and stimulating environment.

## **2. 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
- positive attitudes and dispositions towards their learning
- social skills
- attention skills and persistence
- language and communication
- reading and writing
- mathematics
- understanding of the world
- physical development
- creative development
- resilience

## **3. The Foundation Stage curriculum**

The children are taught using the Foundation Stage curriculum, where it is appreciated that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. The children learn to be strong and independent, through positive relationships. The children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual needs and interests.

The children learn through a play based curriculum which includes planned child initiated, adult led and structured independent activities which take place indoors and outdoors. This encourages the children to be independent learners. 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 individually and alongside other children. They communicate with others as they investigate and solve problems.

## **4. Inclusion in the Foundation Stage**

In our school we believe that all our children matter and that children develop and learn at different rates. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of each individual child, including children with special educational needs, children who are able to work

at greater depth, children with disabilities and children from all social and cultural backgrounds.

We meet the needs of all 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.
- providing a mixture of adult led, child initiated and structured independent activities.

## **5. Assessment**

Within the first 6 weeks of starting school, we carry out a baseline with the children to determine their starting point. As part of teaching and learning, we assess each child's development, this determines whether they are on track or not, at the end of Foundation Stage, we assess using the Early Learning Goals. These assessments are made on the basis of our accumulating formal and informal observations, and the knowledge of the whole child. We work very closely with the SENCO, to ensure that support is put in place, if needed.

## **6. The Role of Parents and Carers**

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 collect information from our parents about their child, so that we understand their interests. We provide meetings to help parents support their children at home.

## **7. Induction**

It is vital that all children have a smooth transition from their pre-school experience into school life.

We do this through:-

- visits to local pre-schools and nurseries.
- 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.
- encouraging parents to talk to the child's teacher if there are any concerns.

## **8. Resources**

The foundation stage has their own fenced off outdoor learning area, which has direct access to the indoor area. We use materials and equipment that reflect both the community that the children come from and the wider world.