



Sheep Dip Lane
PRIMARY SCHOOL

Foundation Stage Policy

Autumn 2016

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Signed Chair of Governors	J Thomas	J Thomas	
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Sheep Dip Lane Primary School: Foundation Stage Policy

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Linked Policies: Child Protection Safeguarding Children Policy, PHSE Policy

Rationale

We believe that young children learn best when they are actively involved in making choices about their own learning. In our foundation stage children have access to a stimulating, exciting and multi-sensory learning environment. It enables them to develop a variety of skills, knowledge and understanding in preparation for life in school and the wider community. We feel that the foundation stage provides opportunity for all pupils to develop self-esteem and succeed in an atmosphere of care and trust.

Introduction

This policy refers to the education of pupils from three, four and five years-old. The foundation stage curriculum ensures that children have the opportunity to develop skills, knowledge and understanding in the following **6 areas of learning:**

- Personal, Social and Emotional.
- Communication, Language and Literacy.
- Problem Solving, Reasoning and Numeracy.
- Knowledge and Understanding of the World.
- Physical.
- Creative.

Children in our setting will be taught through the Highscope approach. This is a way of working with children based on the philosophy that children learn best from active learning experiences that they plan, do and review. It encourages children from a very early age to make choices and decision for themselves and be responsible within their own world. In this way children learn that they are capable, able to make decisions and solve problems about activities, which are purposefully meaningful to them.

Aims

Our aim is to ensure that all children are taught as specified in the Foundation Stage Curriculum document. Our Foundation Stage aims to:

- i) Make the child's first experience of school happy, positive and challenging.

- ii) Ensure breadth and balance in the curriculum through carefully planned adult input and sensitive interaction. This will be appropriate to the social, emotional, spiritual and intellectual development of individual children, including those with special educational needs.
- iii) Provide a setting in which children and adults are able to develop these individual skills regardless of race, social circumstances, religion, culture, gender, ability or special educational needs.
- iv) Provide a curriculum firmly based on the Highscope style of active learning to develop independence and meet the needs of the individual child.
- v) Encourage parents to become active participants in their children's learning, and to develop their own skills as part of our parental learning programmes.

Quality Of Practice And Learning

We take careful considered decisions when planning and developing our multi-sensory learning opportunities for our children. We believe that young children learn best when...

- They have distinct areas within the unit that they can access to develop the 6 key areas of learning from the foundation stage curriculum.
- Teaching staff interact with them in a sensitive and appropriate manner.
- Their learning has a balance that is three-fold, between independent choice led activities, whole group circle time activities and focused small group time activities that are adult led.
- The foundation stage unit is set out in a carefully planned exciting way where a wide variety of quality resources are easily accessible to the children.
- They are working in a stimulating environment where learning is fun and they do not make a distinction between "play and work".
- They are given time to become engrossed, work in depth, and complete an activity reflecting upon what they have learnt.
- They are given opportunities to discuss their feeling and emotions, which are valued and respected by all.
- They receive high quality care and education by practitioners, who are highly skilled, and have a clear understanding of the foundation stage curriculum, the importance of observation and how to support children with the next steps in their learning.
- Their parents are valued and work in partnership with school to develop the full potential of their child.
- The activities they can choose are structured first hand experiences that are linked to topic themes and have enhancements to challenge and stimulate them.
- They are encouraged to explore, experiment, take risks, make and learn from mistakes and engage in purposeful play.
- They have adults who are good role models who expect high standards of behaviour following the school behaviour policy.

Planning The Curriculum

Planning is informed using the EYFS curriculum guidance for the foundation stage. A topic based approach is used to include all 6 foundation stage key areas of learning.

- Personal, Social and Emotional.
- Communication, Language and Literacy.
- Problem Solving, Reasoning and Numeracy.
- Knowledge and Understanding of the World.
- Physical.
- Creative.

A two-year cycle of topics is followed to ensure continuity, progression and full coverage of the targets set in the foundation stage profile document to enable children to reach the early learning goals. Foundation planning for Literacy and Numeracy is developed through the use of NLS/NNS strategies. Planning is broken down into:

Long Term Planning

- Medium Term Planning.
- Topic based approach covering all areas of learning.
- National EYFS curriculum.
- Read Write Inc phonics approach

Short Term Planning

- Daily planning of differentiated activities with learning objectives.
- Teacher/Support Staff responsibilities.
- Structured play where learning is taking place inside and outside.
- Separate circle time/focused small group time planning sheets to develop Literacy, Numeracy, Topic theme.

Accommodation, Organisation and Resources

The foundation stage unit has been designed, built and organised in such a way that it provides a multi-sensory approach to learning. It has a wide range of areas set out in an exciting way to enable children to be independent active learners. The unit arrangement is flexible and is designed to be safe and accessible to all children.

Resources have been chosen to be stimulating, link to topic themes and meet the needs of all children in the foundation unit. They are all well maintained and clearly labelled with digital photographs to develop independence in our children.

The children are able to select their activity from a picture generated choice board, and make choices about the materials and equipment they use in any area. The following list gives an indication of the range of activity areas we have organised to provide the most effective environment for learning.

- A creative atrium which provides a stimulating area in which to paint, print, work with fabrics and recyclable materials through a thematic, observational approach.
- A circular carpeted reading area, following a seasonal theme with a range of well chosen and presented books.
- Nearby is a facility for listening to story tapes and sound games.
- A Literacy area for the development of emergent writing that has a range of exciting stimuli linked to topic themes.
- A phonic area with a wide range of phonic activities and games set out in an attractive and inviting way.
- A mathematical area which includes a range of objects to count and sort, number lines, shapes and games.
- An investigative maths area, which includes themes like counting songs and rhymes with props.
- A scientific area, which follows topic-linked themes with a hands on investigative approach.
- Wet and dry sand, with a range of suitable tools and equipment including small world and natural materials to provide imaginative learning opportunities.
- An exciting water play area, which includes a range of equipment and tools to focus on themes, imaginative play and measures including siphoning, filtering and pulleys.
- Small world, e.g. furniture, characters from different stories and cultures, fabrics, small construction to provide imaginative learning opportunities and activities linked to PSHE.
- Large and small construction areas which include large/small wooden bricks, mobilo, duplo, Interstar, lasy, marble run, stickle bricks, Lego... used on a rotational basis linked to themes.
- For ICT an interactive whiteboard and computers with a range of suitable software.

- Materials and tools for cookery, baking and dough.
- A drawing area that links with themes, and has a variety of mark making equipment for observational work.
- A jigsaw, puzzle and games area to encourage problem solving and to develop fine motor skills.
- A role play area which provides opportunities for children to use their Speaking and Listening skills to act in role, revisit experiences and develop PSHE skills. We also use imaginative themes and enhancement prop boxes that the children can choose to access.
- A music area where children have the opportunity to experiment with a range of small percussion apparatus and revisit activities linked to Literacy circle time.
- An outdoor play area where children can develop their physical skills on the climbing equipment, balancing equipment and also with the physical games equipment. The children can also learn in our garden area which has opportunities for the children to access all 6 areas of learning.

Risk Assessment:- Each area of the Unit has a risk assessment which outlines the resources, equipment and activities and any risks which they entail. Staff are aware of any risks and fully understand and adhere to a routine of checks to ensure that the Foundation Stage Unit is a safe learning environment.

Staffing

The foundation stage unit is currently staffed by 3 teachers and a range of support staff. Other adults that work within the teaching team are 1 nursery nurse, students and parent/community helpers. All adults are made aware of the weekly planning and learning objective/s for each activity. The staff within the foundation stage work together as a team in the development of planning, assessment and teaching.

Budget

Although the budget for the foundation stage unit is part of the whole school budget there is a separate department set aside for the foundation stage. A yearly sum of money is agreed and ratified by governors based on the needs of the unit and its priorities and link to the SIP. Decisions on buying resources are made by the Head Teacher and Foundation Stage team in consultation.

Assessment

On entry into the foundation stage children are assessed informally using schools' baseline assessment upon entry. This is used to provide practitioners with information that:

- Informs planning.
- Sets targets for individual children's learning.
- Aids identification of special needs and inclusion priorities.
- Informs parents as to their child's progress and development needs.

In the foundation stage all teaching staff are actively involved in the assessment process. We have two strategies that focus on on-going assessment. One that is based on regular observation of the children working on activities as well as children's discussions at review time. The other is where staff work on carefully planned assessment tasks related to key objectives. The information collected by staff is recorded in a systematic way to track pupil progress, attainment and to inform target setting using an online assessment app (Tapestry).

Each child's progress is recorded against the criteria outlined in the EYFS documentation, and updated regularly onto an LA trackers and SIMS system that collates the information for each individual. Children's progress is shared with the child and parents informally when appropriate and formally at Parent's evenings and through written annual reports to parents.

Partnership With Parents

We believe parents/carers play a vital role in their children's education. They are the primary carer and first educator of their child. We feel they should feel valued, made welcome and encouraged to become an integral part of our school life and community. In the foundation stage parents/carers are given opportunities to become active participants in their children's learning, and to develop their own skills as part of our parental learning programmes:

- Learning Together – Read, Write Inc reading, writing workshop sessions/Number sessions with FS2 parent/carers.
- These programmes then lead into Key Stage 1 and 2 developments where parents can join Share workshops that support them and their children.
- ICT courses that are run by Doncaster College are open to all our parents.
- Adult advanced Mathematics courses are open to all our parents.

In the foundation stage unit we also share our work, planning and information with parents through:

- A planning station where each week parents can view our weekly objective/s to inform them of what we are working towards in the unit.
- A parent's notice board where school newsletters and activities happening in the community are displayed.
- A wide range of children's work displayed throughout the unit and we encourage parents to look at our standards of work and the achievements of their children.
- In each area there are support cards. These provide parents/carers with information about which areas of learning that activity develops and the key vocabulary associated with the activity.
- We meet with parents/carers on a daily basis if appropriate to inform them of targets their child has met, new targets to work on, aspects of learning that are relevant to their child and formally at open evenings in the year. Parents/carers are given target cards at open evenings that tell them the next targets their children are working on.
- We discuss homework with parents on a weekly basis encouraging them to support their child with consolidating skills they have been doing in school. There is a parental comments section on the weekly homework to involve parents and carers in their child's learning.
- We hold meetings through the year to inform parents about the curriculum and our daily routines in the foundation stage.

ICT

ICT is used in a variety of ways to support teaching and motivating children's learning. Activities will be thoughtfully planned to develop children's techniques and skills to support their ICT capabilities.

Equal Opportunities

The foundation stage will be taught in accordance with the present school policy for teaching and learning. In line with national and LA policy we ensure that all children have equal opportunities to engage in activities and learning regardless of race, social circumstances, religion, culture, gender, ability or special educational need. Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, religion, gender and ability.

Citizenship/Inclusion

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs. All children will have the same opportunity to follow the Foundation Stage Curriculum, with each child learning at the pace and level that is appropriate to them.

Admissions

Places in the foundation stage unit are offered according to the LA admissions policy documentation.

No Smoking Policy

In line with Council policy school operates a no-smoking policy in all areas throughout the site.

Induction/Transition

Our induction program has developed through consultation with parents to ensure that the entry of a child into the foundation stage is a smooth and supportive step.

The process includes:

- All families who have a child entering foundation stage 1 have a home visit by foundation stage staff or Head Teacher, where they are given a school prospectus and a leaflet explaining the routines and procedures of the foundation stage, and what their child will need when starting school, e.g. footwear, uniform...
- During the home visit, a school induction form will be completed and information about health, allergies, address, siblings, contact numbers will be given and recorded. Birth certificates are also checked.
- The parents are given a copy of the pre-school profile to fill in giving foundation stage staff extra information about the child. At this visit the parent is also given a date to come to school for an induction session in the foundation stage alongside their child, generally this session is for a duration of about an hour. This gives parents the opportunity to look around the foundation stage unit, how we work, and discuss any concerns or queries they have with the staff.
- Foundation stage 1 children following these procedures will then come in for 2/3 visits where the parent will leave them for a short session to get them used to working in the unit.
- The Head Teacher or Deputy Head meets all Foundation Stage parents at key points during the year for 1 to 1 interviews to discuss progress to date and how children are prepared for entry into Key Stage 1.
- During the Summer term Foundation 2 staff work closely with the Year 1 teacher to ensure smooth transfer. The children spend half a day a week in Year 1, during this time they have communal playtimes, snack time, cross curricular lessons, dinner time and stories to support this induction
- The first week in September all Foundation Stage staff support new Year 1 pupils on learning tasks ensuring continuity and progression for children into the next Key Stage.