

Panshanger Primary School
Foundation Stage Policy

Intent

At Panshanger our intent is for children to experiment, explore and progress in their own creative ways to reach their potential. We aim to lay the foundations for them to be considerate members of the school and wider community.

Implementation

To implement this we provide a safe and stimulating environment in which our children are nurtured. We enable them to develop the necessary skills, knowledge and attitudes through an ambitious, broad and exciting curriculum which builds on and extends the children's interests.

This policy has been updated to include:

Development Matters (September 2020) including the revised Early Learning Goals.

Birth to 5 matters guidance

Statutory framework for the Early Years for the Foundation Stage (published 31 March 2021 and effective from 1 September 2021)

Aims for the Foundation Stage

- To provide a supportive, caring and safe environment in which all children feel secure and happy;
- To include all children fully in our provision
- To provide opportunities where learning is exciting and rewarding; engaging the children's interest.
- To build on each child's previous knowledge through observations and planning.
- To offer a structure for learning that has a range of starting points with content that matches the interests and needs of young children.
- To provide high quality opportunities for learning both indoors and outdoors;
- To provide a rich and stimulating environment for learning.
- To develop positive attitudes and dispositions towards learning
- To enable each child to develop his/her full potential:
- To work in partnership with parents and carers.

Teaching and learning styles

In the Foundation Stage, Teaching and Learning will be effective where:

- there is a clear partnership between teachers and parents, so that all children feel secure and develop a sense of well-being and achievement;
- children learn through play and can become engaged in activities planned by adults and activities that are self-initiated;
- children are given time to become engrossed in an area of play and change their choices as ideas develop;
- environment and activities are well planned and purposeful providing opportunities for teaching and learning both indoors and outdoors;

- activities build on and extend personal interests and develop skills in the seven areas of learning;
- children are encouraged to communicate and talk about their learning both from school and home;
- children have access to a wide range of resources that are carefully organised using all the available space;
- adults provide high quality interactions with the children;
- opportunities are provided which develop the children's thinking, independence and problem solving skills;
- children are observed and progress monitored;
- future learning needs of children are identified and planned for;

Inclusion in the Foundation Stage

There are children of differing ability in all classes and teachers are committed to promoting inclusion by removing barriers to learning. This is achieved by planning to meet the needs of all e.g. of boys and girls, children with special educational needs, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those with English as an additional language. Strategies used include setting common tasks that are open-ended and can have a variety of responses; as appropriate by grouping children by ability and setting different tasks for each group; providing a range of challenges using resources which reflect diversity and are free from discrimination; and using additional adults to support the work of individual children or small groups.

Spiritual, Moral, Social and Cultural development

In the Foundation stage we support the development of SMSC in the following ways:

Spiritual

- Developing, supporting and promoting a sense of enjoyment and fascination in learning about the world
- Giving opportunities for curiosity, imagination and creativity in adult led and child - initiated learning experiences

Moral

- Discussing right and wrong, good and bad choices
- Group and class activities which promote considering others

Social

- Giving lots of opportunities for children to talk to and listen to one another including circle time.
- Promoting of good manners
- Developing understanding of the expectations of school life, for example taking turns, sharing

Cultural

- Visits in the local area and visitors coming into school
- Experiencing aspects of our culture such as important celebrations and occasions.
- Experiencing aspects of other cultures such as Diwali, Chinese New Year etc.

Curriculum intent

We aim to achieve our curriculum intent by providing high quality teaching and learning in a language rich environment. We value, respect and care for all of our children. Each child is unique. We provide a curriculum which is based upon their interests, accessible to them and links to the world around them which they know and understand.

The principles that guide the work in the EYFS are grouped into 4 themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development; three prime and four specific areas.

Prime Areas:

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

Specific areas:

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

Children's differing needs are met by:

- 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 to suit all 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 including intervention groups for speech and language, phonics and early mathematic skills.

Planning

Members of the Foundation Stage Team undertake joint planning to ensure progression and to maximise the use of resources.

Long Term Planning

Planning follows a yearly cycle that is monitored and amended to suit the new intake of children and their interests. They are based on broad themes, but are also flexible to reflect and take into account the enthusiasms and needs of the children.

Medium Term Planning

Medium term planning is carried out in the form of a topic web, highlighting the main learning outcomes that will happen under the current theme. However, there is an opportunity each week for the children to participate in a planning meeting to express their interests and what they would like to learn about. Themes and topic are used to integrate learning experiences, extend their knowledge and motivate and interest the children.

Short Term Planning

Short term planning is carried out weekly. This will highlight adult led times such as phonics, maths and PSED (Jigsaw). In addition, we also plan for adult led inputs designed around the children's interests and aimed at giving ideas to inspire and extend their play. The weekly planning meetings with the children feed into the weekly plans.

The Environment

We provide an enabling and stimulating environment both inside and outside, where the layout and furniture encourage independence and choice. The children are encouraged to explore all areas, where they will find high quality resources throughout. We have extended our classrooms to the outside areas, creating inviting learning areas that reflect the learning that takes place inside.

Special Educational Needs (SEN)

Children with special needs are identified early so intervention strategies can be put in place. (refer to SEN policy for details of the graduated response to individual needs.)

Evidence and Assessment

When the children start in Reception they undertake the statutory baseline assessment and this contributes to our knowledge of the starting point of each child. Nursery undertake their own informal baseline with similar intentions. Regular assessments are made of children's learning and the information gathered is used to ensure that future planning reflects identified needs. Daily assessments in the Foundation Stage take the form of observations. Adult's interactions with children amongst their play is paramount in being able to extend children's learning in the moment. With this in mind, evidence is largely based on the knowledge that all the adults have of the children and their next steps. However, celebrating the children's achievements and parental involvement means that key moments for individuals, as well as for the whole class, are documented on Tapestry and in floor books. Subject leaders have access to both of these to monitor delivery and coverage of their subject in the Foundation Stage. As the children progress through Reception, they are introduced to their own workbooks to document their learning in preparation for Key Stage One.

Children's progress is checked termly against age related checkpoints. Children who are identified as at risk of not achieving age-related goals are targeted through focussed 'in the moment' observations (observe, teach, outcome.) Parents are invited to consultation meetings and also receive an annual report that offers comments on progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress as well as including comments relating to the Characteristics of Effective Learning.

The role of parents

Effective partnership with parents is developed through:

- use of Tapestry online learning journal where parents have access to and can contribute to their child's journal;
- offering home visits prior to children joining the school;
- completion of 'All about me' on Tapestry prior to the child starting with us;
- inviting the parents to join the school for an information meeting and Stay and Play sessions with their child at the start of the year;
- shared reading sessions with parents coming into class to read regularly with their child;
- Encouraging parents to talk to class teachers if there are any concerns.
- A soft start to the day;
- regular newsletters informing parents of school events
- half termly class newsletters outlining the curriculum for the half term and suggesting activities which parents can complete at home in order to support their child;
- Offering two parent consultations each year.
- Invitations to join in with learning activities/ workshops with their child.

Transitions

We work closely with local setting that feed into Panshanger. We exchange information in advance of the children starting through the Hertfordshire Supporting Smooth Transition Toolkit, as well as direct communication with keyworkers. Where there is external professional involvement with a child we aim to have communicated with them before the child starts. At the end of the year, detailed information about the child is shared with their next teacher or setting in a similar way, keeping their learning journey as smooth as possible.

Success of the Policy

Indicators used to determine the success of this policy include progress tracking data, end of year levels, reports and report feedback, lesson evaluations and discussions with staff and pupils.

Other relevant policies:
Teaching and Learning

Reviewed and amended January 2023