

Cavendish Primary School

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Foundation Stage Policy

Spring 2006

POLICY FOR THE FOUNDATION STAGE

Aims

At Cavendish Primary School through our Foundation Stage practice and curriculum, we aim:

- To provide a secure, happy and stimulating environment where learning can take place, where emotional outlets are provided for and social experiences are made available.
- To present children with a programme of activities which encourage their learning and promote achievement of the early learning goals across the six areas of learning.
- To use assessment to provide an education that caters for individual needs and starts from where the child is.
- To allow children to learn through their own activity by offering them experiences in a variety of situations.
- To allow time for the children to consolidate their learning through recollection and discussion.
- To develop each child's ability to work co-operatively with other children and adults.
- To encourage children to be independent and to be able to make choices and decisions.
- To encourage each child to feel self respect and confidence.
- To foster a caring attitude and respect for living things.

The Place of the Foundation Stage in the School Curriculum

We aim to lay the foundations for future learning in Key Stage 1 and Key Stage 2 by providing an Early Years curriculum that is appropriate to the development of the children.

Children are provided with opportunities for learning in the following areas:

Personal, Social and Emotional Development

The children learn to:

- . Become confident in a variety of situations.
- . Enjoy the company of other children and adults.
- . Work happily with other children and on their own.
- . Take turns and be able to share.
- . Ask for help if it is needed.
- . Be increasingly independent.
- . Behave appropriately.
- . Show sensitivity and respect for others.
- . Treat things around them with care.
- . Display an eagerness to learn.

- . Show a range of feelings.

Communication, Language and Literacy

The children learn to:

- . Listen attentively.
- . Talk about their experiences.
- . Speak using a growing vocabulary and with increasing fluency and accuracy.
- . Listen and respond to stories nursery rhymes and poems.
- . Make up their own stories.
- . Take part in role play situations.
- . Enjoy books and understand how they are organised, including how to handle them carefully.
- . Understand that some books can be used to find out information
- . Associate sounds with letters and with patterns in rhymes
- . Use pictures, symbols, familiar words and letters to communicate meaning
- . Be aware that there are different purposes for writing
- . Recognise their own name and some high frequency words
- . Write their own name correctly using upper and lower case letters

Mathematical Development

The children learn to:

- . Use simple mathematical language.
- . Compare, sort, match, order, sequence and count using everyday objects.
- . Recognise and use numbers to ten and beyond.
- . Become familiar with larger numbers from their everyday lives.
- . Notice patterns and begin to create them.
- . Begin to be aware of shapes and their properties.
- . Use their developing mathematical understanding to solve practical problems.
- . Be aware of some simple number operations and the associated language.

Knowledge and Understanding of the World

The children learn to:

- . Talk about their environment, their families and past and present events in their lives.
- . Recognise and notice features of living things, objects and events.
- . Talk about and begin to record what they see.
- . Ask questions to gain information.
- . Become more skilful at cutting, joining, folding and building.
- . Use the computer and other simple I.C.T. equipment confidently and with interest.

Physical Development

The children learn to:

- . Move carefully, confidently and imaginatively.
- . Move with increasing control and co-ordination.
- . Be aware of space and others around them.

- . Use a range of small and large equipment with increasing skill.
- . Handle tools, objects, construction and malleable materials safely and with increasing control.

Creative Development

The children learn to:

- . Respond in a variety of ways to what they see, hear, smell, touch and feel.
- . Explore sound, colour, texture, shape and form.
- . Use their imagination through art, music, stories and imaginative play.
- . Express their ideas using a range of materials, tools and other resources.

Classroom Organisation and Management

The children will experience learning opportunities within the class group, in small groups and as individuals. We encourage each child to become confident and to develop at his/her own pace.

We aim to incorporate flexibility into our planning so that events that happen spontaneously and the children's interests can be taken into account.

The classrooms and resources will be organised in a way that encourages the children's developing independence and ensures that every child has equal access to each area of the classroom and curriculum.

Progression Towards the National Curriculum

Children will be offered ways to achieve the Early Learning Goals which meet their individual needs.

We consider the content of the National Curriculum when planning for the reception class. Children will begin to study under the requirements of the National Curriculum at the appropriate stage in their development.

Transition

Transition between nursery and reception is carefully managed to ensure that children make a smooth and happy transition into full-time education. This process is helped by having the same nursery nurse, working in reception (pm) and nursery (am). Staff liaise to share information and assessment records are used to ensure continuity of provision.

Transition between reception and Key Stage One is also eased by the sharing of assessment records and the preparation of the children in the summer term of the reception year for the move into Key Stage One. Staff work closely together to share information and plan progression.

Assessment and Record Keeping

We keep records and assess the development and progress of the children based on regular observations. Assessments are used to inform planning and provide the basis for progression.

Written information and record sheets are passed from the nursery to the reception class and from reception to year one. The teachers meet to discuss the children's progress.

All reception children are assessed using Pips Baseline Assessment at the start and the end of the year. The Foundation Stage Profile is begun in the nursery, added to each term, and completed by the end of the reception year. At the start of nursery, Personal, social and emotional development and language development will be assessed using the Local Authority Benchmarking Sheets.

Equal Opportunities

We will monitor children's choices of activities to ensure that they feel confident to participate in the full range of experiences provided. Children will be given equal opportunities to engage in all learning activities regardless of race, ethnicity, religion, gender or special needs and will be encouraged to have respect for each other. We take every opportunity to celebrate the diversity of our school community.

Special Needs

We aim to ensure that children with special educational needs are identified early and to provide for them a programme of activities and the adult support necessary to enable them to benefit fully from the experiences offered in the Foundation Stage. These children may have learning, behavioural or physical needs or high ability.

We follow Hounslow Education Authority's code of practice for the monitoring of special needs and liaise with the school's special needs co-ordinator and outside support agencies where applicable.

Admissions

Children are admitted to the nursery and to the reception class in line with the criteria set out by Hounslow Borough.

Part time places are offered in the nursery at the beginning of the academic year in which children have their fourth birthday and full time places in the reception class at the beginning of the academic year in which they have their fifth birthday.

Prior to admission parents/carers are invited to bring their child to school for a preliminary visit.

Where possible, with the agreement of parents/carers, a teacher accompanied by a nursery nurse will also visit each child at home. [appendix 1] These visits are offered for all children who begin attending nursery in the Autumn term and for those children who begin attending reception class in the Autumn term but have

not been in our nursery during the previous year, or at specific parental request. As it is difficult to release staff to visit children who begin nursery or reception class at other times of the year an appointment may be made for child and parent to meet staff at school as an alternative.

Children entering the reception class are given an opportunity to visit their new classroom and to meet the teacher and nursery nurse towards the end of the Summer term before they start school.

Children are admitted to both the nursery and the reception class in small groups over a short period of time at the beginning of the Autumn term. This helps them to settle quickly and happily as it enables each child to be given some individual adult attention.

Links with Parents and Home

[Where parents are mentioned please read – parents or other carers.]

We encourage parents to participate in class activities under the guidance of the teacher and to help with outings or special events.

Opportunities for parents to make appointments to speak with the teacher and the nursery nurse about their child's progress are offered twice yearly. In the Summer term, parents are invited to discuss entries made in the Foundation Stage Profile with the nursery staff and written reports are sent out in the reception class.

Whenever possible, at the beginning and end of the nursery/reception day Early Years staff are available to liaise with parents.

When children begin taking reading books home they will be given a reading record book which allows communication between school and home about the child's reading progress.

Parents may be given suggestions as to ways in which they can support their child's learning.

Children may be asked to bring to school a particular item of interest from home or be given a task to complete at home with parental support.

Health and Safety

Our Nursery Nurse, teaching assistant and some lunch-time supervisors have first aid qualifications and deal with minor accidents.

If anything more serious occurs, or a child becomes ill, parents or carers are contacted.

A hearing test takes place during the reception year.

Speech therapy appointments or further hearing tests may be considered necessary. Parents are always consulted before such arrangements are made.

Children in Foundation Stage are included in the annual dental check. Parents may be present if they wish.

We follow Hounslow's guidelines for safety on and off the school premises.

Local walks and outings further afield may be arranged to support some topics. Possible risks and ways of minimising them are considered before such outings

are undertaken and written assessments provided for the approval of the Headteacher.

Roles and responsibilities

All Foundation Stage staff are responsible for the implementation of the policy. The Foundation Stage coordinator is responsible for the monitoring of the implementation of the policy and should keep the school leadership team and Foundation Stage Governor informed of progress and implementation across the Foundation Stage. The Foundation Stage governor is responsible for reporting to Governors.

Monitoring

The coordinator monitors provision across the Foundation Stage. There is a Foundation Stage Governor who meets with the coordinator to keep the Governors informed of standards and developments.

Evaluation and Review

We evaluate and review the Foundation Stage policy in line with the school development plan.

This policy was reviewed in Spring 2006.

Next review: Spring 2009.

Sheila Parker
Foundation Stage Coordinator

Appendix One

Policy for the Foundation Stage

Home Visits

Home visits will be offered to the families of all children entering the nursery, all children entering the reception class who are new to the school or at specific parental request.

Home visits will only be made when parents or carers willingly agree to them. No family will be made to feel that a home visit is obligatory. Alternative arrangements can be made for the collection of initial information about the child.

The teacher and nursery nurse will visit together. No member of staff will be expected to carry out a home visit alone.

Information given about a child during a visit will be written down. This information is confidential. Relevant members of staff will have access to it and parents have the right to read it or to request a copy. The written information will be kept with the child's records.