



Thrybergh Primary School

Foundation Stage Policy

At Thrybergh Primary School we recognise that every child deserves the best possible start in life to achieve their full potential. A child's experience in the early years has a major impact on their future life chances and a secure, safe and happy childhood is important in its own right, providing the foundation for children to make the most of their abilities and talents as they grow up. Our foundation unit enables children to build close relationships and develop their skills in all areas of the curriculum in a safe, stimulating and nurturing environment. We work within the framework of The Early Years Foundation Stage, offering parents the assurance that all their child's need are being met.

The four overarching principles of the EYFS are-

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

This policy explains how our practice is underpinned by the four themes.

Unique Child

At Thrybergh Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and varying rates. Children's attitudes and dispositions to learning are greatly influenced by feedback from others; therefore we use praise and encouragement, as well as celebration rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within our school and all children at Thrybergh Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. We believe that all children matter and give our children every opportunity to achieve their best by taking into account of our children's range of life experiences when planning for their learning.

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 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.

Welfare

It is important to us that all children in our school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide the children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Thrybergh Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Thrybergh Primary School we:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage in development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Thrybergh Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school (during our new starters 'Afterschool Clubs')
- Operating an open door policy for parents with queries
- Sharing regularly sections from the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents
- Offering two parent/teacher consultation appointments per year
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents

Key Person System

All staff involved with our Foundation Unit aim to develop good relationships with all the children in their care and their families. We operate a 'Key Person' system so that every child has a special adult in school who they can turn to for help and support, and who has an in-depth knowledge of that child's interests and progress across the curriculum.

Enabling Environments

At Thrybergh Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff in foundation communicate effectively with parents, carers and the children, to gain information of the children's interests to plan for themes. In addition to this, incidental observations inform practitioners on the next steps for individuals and small groups of learners, which lead to adjustments in short term planning on a daily basis. The fostering of the children's interests develops a high level of motivation for the children's learning.

The planning objective with the Foundation Stage is taken from the Development Matters Statements from the 'Early Years Foundation Stage' document and from the Early Learning Goals. We make regular assessments of children's learning and use this information to ensure that future planning reflect identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded to the Early Years Foundation Stage Profile and each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor environment. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Here the children can explore, use their senses and be physically active and exuberant.

Learning & Development

There are seven areas of learning and development that must shape educational provision in early year's settings.

All areas of learning and development are important and inter-connected and three key areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are called the 'Prime Areas' and are:

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

Staff also support children in four specific areas, through which the three Prime Areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the World
- Expressive arts and design

We deliver learning for all of the prime and specific areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Children in both F1 and F2 access adult-led activities each day where new skills and concepts are introduced and then the children can apply the skills they have learnt throughout our continuous provision areas. We place great value on children's ability to learn through play based activities and through play our children can explore and develop learning experiences, which help them make sense of the world. They can practise and build up ideas, learn how to control themselves and understand the need for rules. Children also have the opportunity to think creatively alongside other children as well on their own and communicate with others as they investigate and solve problems.

Kerry Stabler - Foundation Stage Teacher/ Phase Leader

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