Holymead Primary School
Foundation Stage Policy

Rationale:

The Foundation Stage is a caring and supportive environment within which all children have the right to be valued as confident and competent learners with high self-esteem.

Purposes:

- To be confident, independent and able to express thoughts and ideas.
- To form and maintain positive relationships, to work collaboratively and to be valued members of the community.
- To take responsibility for themselves, each other and their environment.
- To question, make decisions, challenge and solve problems.
- To develop creativity and imagination.
- To be actively involved in their learning journey.
- To know their strengths and to have the confidence to take risks.
- To celebrate diversity.
- To know that they and their families are valued.
- To enjoy and achieve.

Guidelines:

All children will feel safe and secure in a rich and stimulating environment. They will have access to both inside and outside areas to play, work and learn. The resources will be varied and appropriate to the children's needs and interests.

Adults will ensure they get to know children on an individual basis, in order to build trusting, positive relationships. This will be facilitated by a gradual, part time induction over a fortnight.

Parents will be seen as partners in their children's development and close liaison encouraged through formal and informal meetings. All adults will be role models and expect high standards of behaviour following the school behaviour policy.

Teachers will liaise with preschool settings to gain knowledge of a child's earlier educational and social experiences, by arranging staff visits to see children in their preschool setting and by using transfer records.

The curriculum will be broad and balanced following The Early Years Foundation Stage Curriculum (EYFSC). Planning will be set out clearly showing how all areas of the curriculum can be developed. Planning will be a balance between child initiated and adult planned activities which recognise the children's interests and needs. Teachers will provide a safe, well planned, well organised indoor and outdoor environment, which will stimulate children's play and learning and take account of different learning styles.

The curriculum will be differentiated to support all children including those with SEN, AIM, EAL and any other protected characteristics.

Monitoring, Evaluation and Review:

- The EYFS Curriculum, FS Profile and Early Years Outcomes (EYO) will be used to monitor the children's progress and plan for the next stages of development.
- Evidence of the children's learning will also be gathered in an electronic diary and will include observations and .photographs.
- Target Tracker steps will be highlighted throughout the year using the Target Tracker statements to inform these judgements. These will be completed each term to show progress and achievement.
- The characteristics of learning will be recorded and monitored through observations.
- There will be conversations with parents and carers about their children's learning to ensure they feel involved and can be supportive at home.
- Initial and final levels of assessment from the FS Profile will be used to measure the children's progress during the FS. Target Tracker will be used to analyse this data and ensure progress is maintained throughout KS1.

Conclusion:

We recognise that the whole school community, including parents, have a collective responsibility to provide learning opportunities that reflect and build on children's strengths and interests and hence promote confidence in themselves as learners.

Date: December 2020

This policy will be reviewed in December 2022