

Foundation Stage Policy Document

South Ossett Infants' Academy

September 2022

Foundation Stage Practitioners

List of Staff and Roles

Mrs Janet Frazer- Senior Leader and Teacher

Mrs Julia Lilley - Teacher

Mrs Jaclyn Freeman - Teacher

Mrs Tina Hobson - HLTA, Practitioner

Mrs Carol Watt - Practitioner

The Vision

To engage children in the challenges of life, with a positive attitude of confidence, self-respect, and respect for others, with the ability to forge ahead, learning from difficulties experienced.

Values

- **Happiness**
- **Learning**
- **Integrity**
- **Nurturing**
- **Courage**
- **Safety**
- **Excellence**
- **Respect**
- **Independence**

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners:

- Understand and observe each child's development and learning, assess progress, and plan for next steps
- Support children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Keep children safe
- Value and respect all children and families equally

Positive Relationships

Children learn to be strong and independent through positive relationships.

Positive relationships are:

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Built on key person relationships in early years settings

Enabling Environments

Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their Learning over time. Children benefit from a strong partnership between practitioners and parents/carers

Enabling Environments:

- Value all people
- Value learning

They offer:

- Stimulating resources relevant to all the children's cultures and communities.
- Rich learning opportunities through play and playful teaching.
- Support for children to take risks and explore.

**A Unique Child + Positive Relationships + Enabling Environments =
Learning and Development**

Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with Special Educational Needs and Disabilities.

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

At South Ossett Infants' Academy, we pride ourselves on providing learning experiences that inspire children to be effective learners. The three characteristics of effective learning are:

Playing and exploring

Finding out and exploring; playing with what they know; being willing to have a go.

Active Learning

Being involved and concentrating; keeping trying; enjoying and achieving what they set out to do.

Creating and Thinking Critically

Having their own ideas; making links; choosing ways to do things.

South Ossett Infants' Academy provides a skills and enquiry based curriculum which is divided into 2 areas; Prime and Specific.

The Prime Areas are:

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

The Specific Areas are:

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

The Prime Areas are fundamental to the children's development in the Early Years, and provide them with the skills needed to apply in the Specific Areas. Prime Areas underpin the Specific Areas of learning.

We aim to provide learning experiences in all these areas through activities that are mostly play based and practical. These activities will often cover more than one area.

As children progress through the Foundation Stage the activities will become more structured. All activities and tasks are planned to help all children to work towards the Early Learning Goals, and are differentiated to meet their individual needs and interests. We encourage the children to take ownership of their learning, which results in our children becoming effective life-long learners.

Communication and Language Development

Communication and Language is needed in order for children to be effective learners and develops throughout all areas of learning. It is divided into two aspects; Listening, Attention and Understanding and Speaking.

We develop these skills by providing:

- Regularly changed role-play areas
- Time to sing songs and rhymes
- Story time
- Adult led activities, which develop children's vocabulary in specific topic areas
- SEAL and Circle Time sessions
- Philosophy for Children sessions where they develop thinking skills, and learn how to express their opinions and consider those of other people

Personal, Social and Emotional Development

Successful Personal, Social and Emotional Development is crucial for children in all aspects of their lives and learning. This area of development is divided into three aspects; Self-Regulation, Managing Self and Building Relationships.

We develop these skills by providing:

- Good adult models of behaviour
- Activities in which they take turns, share and learn about themselves and others
- Opportunities to work alone, in pairs, in groups, and when ready as a class
- Child initiated and adult led activities
- Opportunities for children to take an active part in looking after their own environment and each other
- Opportunities for the children to share their news and talk about things of importance to them
- Effective circle time and SEAL (social and emotional aspects of learning) activities to further develop PSED and address issues as they arise
- Clear expectations of children's behaviour, which all adults and children know
- Activities which help the children to develop their concentration span

Physical Development is divided into two aspects; *Gross Motor Skills* and *Fine Motor Skills*

We develop these skills by providing:

- Weekly dance, games and/or gymnastics lessons
- A structured handwriting programme
- Yoga
- An enabling learning environment where children can develop and practise both gross and fine motor skills
- A range of tools that children are taught to use safely
- Brain Gym movements
- Employing a play leader for lunchtime

Literacy

Literacy is taught through discrete sessions and it provides children with the opportunity to apply skills in the three aspects of *Comprehension*, *Word Reading* and *Writing*.

We develop these skills by providing a literacy rich environment including:

- A class library filled with a range of books, both fiction and non-fiction
- Reading Areas both indoors and outdoors
- Guided Reading sessions with differentiated support for each unique child
- Opportunities to read and write across the areas of learning
- 'Have a go' writing sessions
- High quality writing area with a variety of writing opportunities, e.g. post it notes, stamps, thick pens
- Mark making opportunities in the areas of learning e.g. clip boards, chalks, shaving foam, etc.

Mathematics

Mathematical development is dependent on children becoming confident and competent learners where they use and apply key skills. This area of learning has two aspects; *Number* and *Numerical Patterns*

We develop these skills by providing:

- Upper Foundation Stage children with structured *Mathematical Development* sessions

- A Mathematics area with activities that enhance the children's learning, and encourage them to apply basic skills
- Regularly changed role-play areas, which provide mathematical experiences to enhance problem solving and exploration of mathematical concepts
- Time to use numbers in familiar contexts, i.e. singing, baking etc
- The opportunity to use skills in a wide range of activities in our indoor and outdoor areas

Understanding the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. The aspects of this area are; Past and Present, People, Culture and Communities and The Natural World. This forms the foundation for later work in Science, History, Geography, Computing and Religious Education.

We develop children's knowledge and understanding by providing:

- Activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision-making and discussion
- An environment with a wide range of activities, outdoors and indoors, that stimulate children's interest and curiosity
- Opportunities that help children to become aware, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disability issues
- By providing time and opportunities to ask and answer questions

Expressive Arts and Design

Being able to express interests, ideas, feelings and concepts enables children to make connections between one area of learning and another, and so extends their understanding. The aspects of this area are; Creating with Materials and Being Imaginative and Expressive.

We develop these skills by providing:

- Role play areas
- A small world area
- Opportunities to act out stories
- A stimulating environment
- A music area and time to listen to and respond to music from different cultures and traditions
- A painting/mark making area
- Opportunities to work alongside artists and other creative adults
- Sufficient time for children to explore, develop and finish working on their ideas
- An art, design and technology area

Foundation Stage Organisation

The doors are opened at 8:40 so that our children can come into the unit and organise themselves ready to start school promptly. Upper Foundation Stage children are in school until 3:10. All children self-register and sit on the carpet for social time with practitioners. Lower Foundation Stage children are collected from school at 11:40.

Upper Foundation Stage children take part in Literacy and Mathematics sessions, and all children have access to areas of continuous provision both inside and outdoors.

These areas include:

- Wet sand
- Dry sand
- Water
- Easels-painting/chalk
- Musical Instruments
- Interactive whiteboard and iPads
- Jigsaws
- Number
- Role play
- Malleable materials
- Writing/mark making
- Small World
- Reading
- Construction
- Design, Art & Technology

Assessment, Recording and Reporting

- Prior to entry into Lower Foundation the parents complete a questionnaire with the teacher, which identifies their child's strengths and needs
- On entry to Lower Foundation the children are assessed using information from parental statements, former settings and observations
- These assessments are carried out termly for all of our children
- Upper Foundation Stage children complete The Reception Baseline Assessment within the first six weeks
- Continuous assessment and planned observations are used to form the basis for future planning.

- Parents' Evenings and consultation days are held each term to report and celebrate pupil progress, and provide a dialogue between home and school
- Parents of Upper Foundation Stage children receive a report at the end of the summer term, reporting on their child's progress in all areas, and against The Early Learning Goals and Characteristics of Effective Learning. An opportunity is offered for the parents to discuss their child's report and profile results with the class teachers.
- Parents of Lower Foundation Stage children receive a report and are given the opportunity to discuss it with the class teachers.
- Teachers and practitioners use an ongoing *General Development* book to monitor the development of the child whilst in Foundation Stage; further evidence is also recorded with planning within The Foundation Stage.
- Children in Foundation Stage have targets based on The Characteristics of Effective Learning. Assessments are formed against these targets and are displayed in the unit.
- Targets are shared with parents and children.
- Children are taught how to self-assess and identify the next steps in their learning.

Homework

- All the children are encouraged to change their library book on a regular basis.
- Upper Foundation Stage children may take home phonics work and later tricky words to learn and spell.
- Upper Foundation Stage children are asked to read a "Reading Together" book each week and have it in their school bag ready to change on the allocated day. A practitioner will read parental comments and talk to the child about their book before they change it.
- Sometimes a specific task may be taken home in conjunction with an area of The Foundation Stage Curriculum, or the children are asked to explain to their parents what they have learned in school that week.

Computing

We use computing in Foundation Stage to support learning. Upper Foundation Stage children have a weekly instruction lesson where skills are taught. This enables them to work with, and access a wide range of software and apps independently. The children have access to iPads that are used as teaching tools, enhancements, and in child-initiated activities. In addition, the children use programmable toys.

Rewards

All children are praised and rewarded for acts of kindness, good work and good behaviour. This is done through the use of stickers, stamps and entry into our HAPPY BOOK to receive a certificate at our Friday celebrations assembly (UFS). To celebrate the achievements of children in the Lower Foundation Stage we have a WELL DONE BOOK where, if their name appears, they are rewarded with a certificate to share with their parents.

Transition

To South Ossett Infants Academy

A teacher and practitioner visit the families, at home, in the term before the child is due to join us. The parents help the teachers to form a baseline assessment for their child and any additional needs or information is shared. After this the parents are encouraged to bring their child into school as many times as they need before starting the following term. Some parents stay with their child whilst others may leave them for a short time.

Lower Foundation to Upper Foundation

In the summer term we hold a meeting with our parents and Dolce Catering, who prepare our lunches. Transition is prepared for throughout the children's time in Lower Foundation Stage. It rarely causes any problems and is usually viewed with excitement.

We believe that it is successful due to the following:

- The building, resources and staff are shared
- The term before LFS children become UFS they are encouraged to join in UFS activities at their own level
- We do concerts and performances as a unit
- Foundation Stage staff dine with the children
- We have an open door policy where parents are encouraged to discuss any anxieties of their own, or their children, with staff

For those children who join us in Upper Foundation Stage additional transition arrangements are made as required.

Upper Foundation Stage to Class 1

As with transition from Lower to Upper Foundation Stage, this is an ongoing process. The children are used to being part of main school as:-

- They attend daily assemblies in the school hall
- Lunchtime is spent with Key Stage 1
- They have weekly P.E. sessions in Main School

- As Foundation Stage children they have a weekly dance lesson in the hall
- By the end of Foundation Stage, they have a daily Literacy and Mathematics session of between 50 minutes and 1 hour
- They have access to school clubs with Key Stage 1 children
- We have a 'moving up' week, which the children spend in class 1 with their new teacher
- KS1 also offers a skills and enquiry based curriculum
- We recognise that some children may need a greater level of support than others during transition and facilitate this as appropriate
- A meeting with parents is held in the summer term

Janet Frazer

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This policy is renewed annually