



# Manor Wood Primary

## Foundation Stage Policy

March 2017



## **Foundation Stage Policy**

- This document is a statement of the aims, principles and objectives for Teaching within the Foundation Stage at Manor Wood Primary School.
- The policy outlines the purposes, nature, organisations and management of the Foundation Stage at Manor Wood Primary School.
- The policy will be presented to the governing body in 2017.
- It was reviewed in March 2017.

### **Introduction**

*CMPS is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment*

At Manor Wood Primary School, the children enter the foundation stage either into nursery the term after their 3<sup>rd</sup> birthday or into reception at the beginning of the autumn term after their fourth birthday.

We believe that children learn best in an inclusive environment where they feel secure, nurtured and appropriately challenged and where they and their families feel welcomed and valued. We acknowledge that our children come from a range of ethnic, cultural and socio-economic backgrounds and work to ensure that their wide variety of needs are met. For young children, play is the vehicle by which they gain access to the curriculum. It is pleasurable, self-directed and purposeful and is the child's way of learning. Play opportunities are carefully planned and child-centered, reflecting the child's interests and concerns. We believe that all the foundation stage areas of learning are vital to the holistic development of each child and that the characteristics of effective learning underpin a successful educational journey. This is best achieved when children have high self-esteem, are actively involved and have the confidence to take the risks that learning must encounter.

This policy has been established to ensure that children's learning needs are successfully provided for in the foundation stage as well as ensuring appropriate continuity and progression into key stage 1.

### **Our Aims**

We are working together to:

- Provide opportunities for children to develop in all areas of learning within the curriculum guidance for the foundation stage both inside and out.
- Enable each child to reach his or her full physical, emotional, social and intellectual potential and, where possible, to attain or exceed the Early Learning Goals by the end of the foundation stage.
- Ensure each child has equal opportunities to experience success and joy in his/her learning within the context of our multi-cultural, inclusive setting.
- Celebrate and share children's achievements.
- Provide a curriculum based on play that encourages exploration and experimentation through direct experience.
- Develop a positive, open and effective working partnership between home and school.

- Encourage independence, develop thinking skills and provide opportunities for children to make choices about their learning.
- Encourage negotiation, collaboration and a positive attitude.
- Build upon the experiences that have taken place at home and create a solid foundation for life-long learning.

### **Objectives**

The outcomes of the policy are to be seen in the day-to-day work within the foundation stage. Its success is to be judged by what the children know, can do and understand; the way in which the staff respond to children and work with them and the quality of the learning environment provided.

At Manor Wood primary school our work results in:

Children who:

- Are happy and confident and have high self-esteem.
- Are engaged in purposeful play which is often child-initiated.
- Are enthusiastic and involved in a variety of learning experiences.
- Interact positively with adults and peers.
- Make choices about their learning.
- Are enquiring, inquisitive and increasingly independent and resilient.
- Confidently explore both the indoor and outdoor environments.
- Embrace challenge.
- Meet their personal targets.
- Can concentrate and demonstrate perseverance and determination when learning new skills.
- Show evidence of their learning by confidently expressing their thoughts and ideas.

Staff who:

- Interact positively with children, each other and parents/carers.
- Recognise learning opportunities both indoors and outdoors that present themselves through children's activities.
- Are adaptable and creative.
- View parents/carers as partners.
- Are explicitly aware of equal opportunities and inclusion issues.
- Deliver, assess and evaluate the foundation stage curriculum.
- Actively promote all the school's policies.
- Are sensitive to children and families' individual needs and situations.
- Work collaboratively with outside agencies and colleagues.
- Encourage children's autonomy.
- Have an understanding of child development.
- Observe, reflect on and document learning.

An environment which:

- Offers rich opportunities, is visually stunning and is ever changing according to the interests and needs of the children.
- Provides access to both indoors and outdoors throughout the day.
- Is comfortable, stimulating, welcoming and secure.
- Is well-planned, organised and clean and tidy.
- Has clearly defined areas of provision which offer a range of learning contexts.
- Provides practical, first-hand experiences, purposeful play opportunities, visits and outings and a range of opportunities for speaking and listening.
- Provides a flexible routine which offers children time to work in depth, to maintain appropriate levels of involvement and to sustain concentration.
- Provides ready access to high quality resources which encourage children to develop independence, to make choices and to take responsibility.
- Encourages and enables children's need to develop physically, to think for themselves, to develop self-care and responsibility, to communicate and to form positive relationships.

### **Staff Roles and Responsibilities**

The foundation team is made up of a number of different staff with a variety of roles and responsibilities. At any one time the team may contain one or more teachers, learning support assistants and special needs assistants. Effective team work is essential to the smooth running of the foundation stage. Each member of the team should be active and involved in the interests of the children both indoors and outdoors as well as play their own vital role:

The **teacher** has overall responsibility for:

- The quality of interaction between children and adults in their group.
- Planning and delivering a broad and balanced curriculum that meets statutory requirements.
- Planning for and guiding support staff.
- Monitoring learning journals to ensure that each child's progress is documented as a result of high-quality observations and thoughtful reflection.
- Overseeing all record-keeping, assessment, target-setting and evaluation.
- Report-writing.
- Ensuring health and safety.
- Setting up the environment.
- Identifying children with Special Educational Needs, liaising with outside agencies and delivering Individual Educational Plans.
- Fostering good relationships with parents/carers.
- Ensuring that the children have access to appropriate high-quality resources.
- Leading the team.
- Carrying out home visits

The **teaching assistants** are responsible for:

- Delivering the curriculum alongside the teachers through meaningful interactions with children.

- Recording observations, assessing the progress of the children in their key group.
- Providing a safe, secure and stimulating environment.
- Contributing ideas in planning meetings based on observations of children.
- Setting up the learning environments.
- Displaying children's work.
- Carrying out home visits.
- Forming positive relationships with children, staff and parents in the setting

### **Health and Safety**

Safety is always of prime consideration and the following measures are taken to ensure safety both indoors and outdoors:

- Equipment is regularly inspected by the staff to ensure that it is not hazardous.
- All new activities are risk-assessed.
- Accidents are recorded in a book.
- Medicines are recorded and administered in line with the school's policy.
- Staff are kept informed of changes in current legislation and practice by the coordinator.

### **The Importance of Play**

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children, their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources which will inspire play and fire children's imaginations. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

"Early Years Matters, 2017"

"Play bears little resemblance to what it might lead to ... Practitioners need to demonstrate convincing evidence about the relationship between playing, learning and teaching, based on observation, interpretation and documentation of learning processes and outcomes."  
(Wood and Attfield, 2005)

### **Equal Opportunities**

We ensure that each child has equal opportunities to experience success and joy in their learning within the context of our multi-cultural and inclusive setting. We do so by providing opportunities for all children to develop in all the areas of learning within the curriculum guidance for the foundation stage.

The curriculum reflects in its objectives, content and activities the fact that we live in a multi-cultural society and also reflects the social make-up of the setting. Our curriculum is planned with specific children in mind, taking into account the children's individual achievements,

interests and learning styles. In addition to the curriculum, classroom resources are carefully selected to portray positive images of all groups in society irrespective of race, gender, sexuality or disability.

### **Parental Partnership**

“When parents are involved, children learn better and if they stay involved children achieve better. Parents are the child's first educators and teachers should work in partnership to develop and consolidate previous learning.”

(Douglas, *The Home & The School*)

At Manor Wood primary school, we believe parental involvement is central to good educational practice. We encourage parents to participate in their children's learning at home and at school – through, for example; cooking and gardening together, playing games, singing, talking with their child about their day, joining us on trips, reading with their child and regularly choosing a book from our library. Any parent who wants to volunteer their skills at school is always welcomed once they have completed the induction process.

Staff are available at the beginning and end of each day to share news, information, any immediate concerns or to arrange appointments to discuss situations in further detail.

Parent/teacher conferences and information meetings are offered several times a year to facilitate better relationships between parents and staff and to discuss and share the skills and processes children are learning and obtaining.

### **Home Visits**

The first point of contact with young children, their parents and carers is during the home visit. This is not a prerequisite for coming to our setting but does allow children and parents to meet staff on their home ground where they feel most secure. It allows staff to explain the organisation of the foundation stage, gives time to discuss any queries parents might have and learn about the child's interests. All children new to the setting are offered a home visit.

### **Behaviour** (See Restorative Practice and Bullying policies for the whole school)

We have high expectations of behaviour from all members of our school community. Within our setting, all adults are expected to treat each other respectfully to provide an example to our children.

Rules are set through discussion with the children focusing on respecting others, looking after resources, moving around safely, and listening to each other.

### **Evaluation and Review of this Policy**

It is intended that the policy guidelines be reviewed regularly to reflect development in practice and statutory requirement.

This Foundation Stage Policy was adopted by Manor Wood Primary School on  
01/03/2017

Chair of Governors – Mrs K Adams	
Signature:	
Frequency of review:	4 years
To be reviewed and approved by:	MWPS Full Board
Date of next review:	November 2024

### REVIEW RECORD

Date of review	Reason for review	Date of next review
01/11/2020	Agreed review schedule.	November 2024

Name:		Signature:	
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on behalf of MWPS Full Board

Date of review	Reason for review	Date of next review

Name:			
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