



*Making a difference for every child.*

## **TLP3: Foundation Stage Policy**

Owning Committee: Curriculum  
Owning Governor: Julie Robinson  
Owning School Rep: Jo Deuble  
Date of Approval: July 2023  
Date of next review: July 2025

**AIM OF DOCUMENT:** To ensure we provide a board, balanced, relevant and creative curriculum that ensures all children reach their potential, setting the foundations for further learning and development in Key Stage 1 and beyond.

**IN EVENT OF CONCERN/QUESTIONS:** Contact the owning governor, contact details available through the school administrator.

**HOW DOES THIS DOCUMENT HELP THE CHILDREN?** Making clear what the expectations for the Foundation Stage are and making sure these are achieved.

### **REVISION HISTORY:**

<b>Version</b>	<b>Update details</b>	<b><i>Date of approval</i></b>
V1		<i>April 2007</i>
V2	Approved	<i>May 2012</i>
V3	New Curriculum and monitoring plan added	<i>May 2015</i>
V4	Update of routines	<i>May 2018</i>
V5	Update – additions; tapestry, balanced obs, transition routine	<i>May 2020</i>
V6	Align to new curriculum	<i>July 2022</i>
V7	Update R/1 paragraph	<i>Sep 2022</i>

At each full governors meeting where any policy is reviewed, both the owner of this document and the associated monitoring governor will ensure that the procedure has been followed one of these governors must have approved the document for final approval to be given.

**MONITORING PLAN FOR POLICY:**

Objective	Measures of success	Timetable
<ul style="list-style-type: none"> <li>To provide a safe, happy and stimulating environment.</li> </ul>	<p><b>Written permission for staff to carry out intimate care for every child is evident.</b></p> <p><b>Free-flow indoor/outdoor whatever the weather.</b></p> <p><b>There are areas for construction, creative work, reading, writing, number, being active, being quiet, performing, role play, investigating, exploring and getting messy.</b></p> <p><b>Baseline data is analysed.</b></p>	<p><b>Autumn 1</b></p>
<ul style="list-style-type: none"> <li>To ensure each child is valued as an individual</li> </ul>	<p><b>There is pace and adaption of planning to meet the needs of individuals or groups of children, ensuring that they reach their full potential.</b></p> <p><b>Tapestry online assessment tool is used as a partnership with parents and next steps are shared.</b></p>	<p><b>Autumn 2</b></p>
<ul style="list-style-type: none"> <li>To ensure that the children have positive experiences of success and failure at their own levels to give them confidence and motivation for learning in the future</li> </ul>	<p><b>Classroom environment evidences encouragement and praise using visual rewards such as stickers and House points.</b></p> <p><b>Pupil conferences indicate that children see failure as an opportunity to learn.</b></p> <p><b>Data is analysed.</b></p>	<p><b>Spring 1</b></p>
<ul style="list-style-type: none"> <li>Children experience a challenging and enjoyable programme of learning and development; which fosters a love of learning and inquiring minds.</li> </ul>	<p><b>Indicators of quality for learning outdoors are met.</b></p> <p><b>Evidence of good learning in an Early Years Classroom are observed.</b></p>	<p><b>Spring 2</b></p>

<ul style="list-style-type: none"> <li>To work in partnership with parents and value their contributions to their child learning journey.</li> </ul>	<p><b>Workshops have taken place for parents.</b></p> <p><b>Volunteer helpers are evident</b></p> <p><b>Parent pupil agreement is evident</b></p>	<p><b>Summer 1</b></p>
	<p><b>Data is analysed</b></p> <p><b>Review of the year</b></p>	<p><b>Summer 2</b></p>

**Sheet Primary School**

Foundation stage policy

**1. Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

**2. Legislation**

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Here at Sheet, we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of

their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE 1 st September 2021). The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. All children join Sheet Primary School at the beginning of the school year in which they are five. Our PAN is 16.

Four guiding principles should shape practice in early years settings.

These 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 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 and/or carers.
- Importance of learning and development. Children develop and learn at different rates

### **3. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. We have written a 'Reception Curriculum Goals' map to align with the 2021 framework and our school aspirations.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

## **4. Planning and Teaching**

Learning and development is informed by the best available evidence on how children learn and reflect and the broad range of skills, knowledge and attitudes children need as foundations for good future progress. We guide the development of children’s capabilities with a view to ensure that children at Sheet complete the EYFS ready to benefit fully from the opportunities ahead of them. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas which are important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.: Communication and Language Physical development Personal, social and emotional development We also support children in four specific areas, through which the three prime areas are strengthened and applied.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

We aim to deliver an enjoyable and challenging Early Years educational programmes by keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## **5. Assessment**

At Sheet, assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing formative assessment is an integral part of our learning and development process. It involves us knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

*'While the adult is waiting, they are planning how, or if, to respond. The best practitioner will be observing the children and thinking and what they see and hear. This means they are assessing. From this, they decide how to proceed – This is planning... Adults who work with young children know them "inside out" as unique individuals. The adults are therefore able to tailor their response to that particular child. They can spot the unique "teachable moment". This is ultimate differentiation. The adult will respond in a way that will help the child make progress.'* (Ephgrave, A. 2016. Planning in the Moment with Young Children. Routledge. Oxon.)

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers via Tapestry observations and communications.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for the cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcome 7 years later to form the overall progress measure of the school.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

We share the results of the profile with parents and carers by writing a school report for each child in the summer term. If a child moves to a new school during the academic year, we will send their assessment of the child's level of development against the early learning

goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, we will work with the new school to complete the Profile.

## **6. Working with parents**

It is important for us to have a strong and respectful relationship with parents. This sets the scene for our children to thrive in the early years.

We listen regularly to parents and give parents clear information about their children's progress by:

- Delivering a range of transition opportunities before the child and family start at school including: our 'footsteps' visits,
- one to one meetings with the Early Years teacher (at the child's home or at school),
- personal letters to the children and welcome packs,
- Allocation of a Year 6 'buddy' - to help them settle, feel safe and form an important friendship
- Sharing termly plans.
- Daily interactions with parents during drop off time
- Sharing observations through tapestry
- Communicating school reading encounters in the child's reading journal
- Parents evenings
- E-mail communication with the class teacher
- Opportunities for parents to come into school and share their child's learning
- Curriculum information evenings

### **September - Home visits**

In the first week of school, teachers and an LSA will visit children in their home setting. This is an opportunity for parents to share their knowledge about their children, staff to ask questions about particular needs children may have and for the children to share their interests with the staff.

When children join the school in September the following procedures will apply:

- During the first week, children will attend the morning session.
- On the Friday of the first week the children and their parents are invited to stay for lunch.

- During the second week children will attend morning and stay for lunch, going home at 1.00pm.
- From the third week, children will attend the full school day unless staff and parents/carers agree that it is not in the best interests of an individual child.

### End of Year R

In the summer term of year R, the children will have the opportunity to have sessions with the staff they will have for year 1. They will have a whole day in July called transition day in which they will experience what it will be like to be Year 1 in that classroom. Each year we welcome 16 children into Reception however, the law states there must be no more than 30 children in an infant class (i.e. classes containing reception, year 1 and year 2). So they cannot all move across to the year 1/2 class.

We organise our teaching in mixed age classes across the school and as such, year 1 is split between Year R and Year 1/2. The three year curriculum allows year 1 children to access the appropriate provision within the year R environment alongside joining year 1/2 in their classroom.

The headteacher advises parents of this at induction and staff discuss each child's progress throughout the year and advise them where their child will be best placed for their Year 1 learning.

## **7. Good Health**

We are a healthy school and children are provided with free fruit or vegetables daily for their morning snack, as well as being given the choice of free milk if they are under five. Once five, parents have the option to pay for milk to be provided at school. The children are required to have a water bottle filled with water daily, which they have free access to throughout the day. School dinners are provided for free to all children in infant school education which includes year R, but parents have the choice to provide a healthy packed lunch if they so wish.

Parents have the choice to provide a snack, which children will choose to have during the morning or in the afternoon. These can be a fruit /vegetable of their choice or a small savoury sandwich – see food policy.

## **8. Safeguarding and welfare procedures**



The EYFS safeguarding and welfare requirements are met through our existing school policies available on our school website. For further information or support please ask the admin office, Headteacher or classteacher.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by The Curriculum Committee every 2 years.

At every review, the policy will be shared with the governing board.