



Galley Hill Primary School & Nursery

Foundation Stage Policy

**Ratified at a meeting of the
Teaching and Learning Committee**

Signed: _____

Name: Bob Mackenzie

Date: 27th February 2023

Due for review: February 2026

Foundation Stage Policy

The Foundation Stage includes children from their 3rd birthday until the end of their Reception Year. We recognise it as a crucial stage in education, both in its own right and in preparing children for learning in Key Stage 1. We believe that all children should be given the best possible start to their education. Great value is placed on the quality of our provision in the Foundation Stage.

It is recognised that when children join us they will already have had a range of experiences and they will also have a range of skills and interests; therefore the curriculum is carefully planned so that the learning is moved forward.

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage is the framework that will provide this assurance.”

(taken from EYFS Statutory framework)

Aims

To foster positive attitudes to learning including confidence, curiosity, responsibility and independence.

To promote an inclusive ethos and approach to learning for all our children to ensure that none are excluded or disadvantaged.

To provide children with a well-planned curriculum which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment.

To develop children’s knowledge, understanding and skills in all areas of learning through first hand experiences.

To provide opportunities for children to make choices and become independent in their learning in a variety of safe and stimulating environments both indoors and outdoors.

To establish and maintain a close partnership with parents/carers, families and pre-school providers in our community.

To use focussed assessment and record keeping based on direct observation of children and discussion with them. To use this to inform future planning, monitor progress and build on children’s prior learning.

Nursery Admissions

Galley Hill Nursery has two Nursery classes.

Morning Nursery 8.30am until 11.30 am. Afternoon Nursery 12.30pm until 3.30pm.

Galley Hill offers places to children in receipt to 30 hour funding, this is 8.30am to 2.30pm.

The hours are for term time only. The schools term dates are published on the school website.

Parents can apply for a nursery place at Galley Hill School Nursery from February using the Early Years application form on the schools website. Parents can apply for a 15 hour or 30 hour place.

Parents can apply for a 15 hour place from February. Session places will be offered by date of birth. The youngest children (born March to August) will be offered a place in the morning session, the oldest children (born September to February) to offered a place in the afternoon session. When applying, parents can state their preference for a morning or afternoon session. The school will record this preference and offer the preference if spaces are available after the application deadline closes.

Galley Hill Nursery offers extended lunch club hours for 15 hour pupils. Parents can pay the school in advance if their child would like to attend the 11.30-12.30 lunch club. Parents need to provide their child with a packed lunch. Parents must request in advance which days their child would like to attend lunch club.

The school follows county guidance on admissions. Parents need to apply for a nursery place through the school using the schools application form. Nursery admissions policy can be found on the schools website.

Reception

Children start Reception in the September of the academic year in which they become 5. From September they may stay all day, 8.50am – 3.10 pm..

Parents need to apply for a Reception place through the county admissions system.

Starting School

Parents are invited to look around the school before their child starts. They may ask any questions they have about their child's induction into the life at school. Dates of tours are placed on the school website at the beginning of each academic year.

Starting Galley Hill School Early Years setting

Before starting Nursery or Reception 2 members of staff make a Home Visit. This gives children an opportunity to meet the staff in the security of their own home. It also allows a private time for parents to ask any specific questions relating to their own child.

Before children start Nursery or Reception parents and children are invited to visit the school and classroom. Parents have an informative talk on all aspects of life at Galley Hill School and an opportunity to ask staff questions. Parental involvement is valued and welcomed with plenty of opportunities for co-operation and collaboration.

Children are able to play with the other the children that will be in their class and become familiar with staff and the environment.

The Curriculum

The curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing a child's

- Personal, social and emotional development
- Physical Development
- Communication & language
- Literacy
- Mathematical development
- Understanding of the World
- Expressive Arts and Design

Within these seven areas of learning, the Early Learning Goals establish expectations for most

children to reach by the end of the Foundation Stage. Some children in our school exceed these goals and others will still be working towards them as they enter Year 1.

Although the seven areas of learning form the framework for our planning, it is recognised that children's learning is not divided into distinct areas. Often, one experience helps a child to develop a range of new skills and concepts across several areas of learning and our planning reflects this.

Galley Hill School uses a skills based progression curriculum to plan and deliver learning for all children in the Early Years Foundation Stage.

Planning

Assessment of the children forms the basis for planning. Practitioners use their knowledge of the children to plan activities to develop and extend them. Activities are planned for individual children's needs. The children's interests and coverage of all 7 areas of learning are taken into account.

Child initiated learning activities are planned to reflect the children's interests and their skill progression. A range of activities to support and extend the play of all children are planned on a weekly basis.

The role of play

We ensure that children have plenty of opportunities to play in a secure environment with effective support from caring adults. We use the classroom and our outdoor areas to enable children to access both planned, structured play activities and self-initiated play activities.

Assessment

Our assessment of pupil progress through the Foundation Stage is based on regular observations as well as questioning, listening and discussion with individual children. In this way, we are able to make professional judgements about what children have learnt as well as through the activities children have completed. The children have the opportunity to work independently during free choice activity sessions, in small groups or as a class. The assessment that is used during these learning opportunities then informs future planning.

The process begins when the children enter the Early Years Foundation Stage, usually in Nursery. Practitioners meet with parents and discuss their child's development and targets twice a year at Parent Consultation evenings. When the children start they are observed and observations/judgements are recorded. This then provides a baseline for planning activities that will meet the needs, interests and development of all of the children. On daily basis practitioners' record observations through photographs and focussed observations. These are entered in chronological order into the child's individual Electronic Learning Journey. Particular areas of strength, interest and those which need further development weakness are identified and are then included in future planning. Parents will be sent electronic notifications of when an observation has been made. Parents can then log into the electronic system to read the observation and their child's next step/target for future development. All of the evidence gathered is reviewed to enable the teachers to complete the Foundation Stage Profile for Reception Children.

School staff meet regularly to moderate their judgements. Staff attend county moderation sessions to ensure their judgements are in line with the rest of the county.

Partnership with Parents

Parents have the opportunity of daily contact with the staff at the beginning and end of school. If a longer conversation is needed to be held then we ask parents to arrange a time to meet with the class teacher.

Twice a year parents are invited into school for an individual meeting with the class teacher about their children.

In the Summer term the parents of Nursery and Reception pupils receive a written report about their child's development during the year.

The children's Electronic Learning Journeys are available to Parents.

All parents are encouraged to discuss any problems or concerns with the staff at any time.

Equal Opportunities and inclusion

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking 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. Some children progress beyond this point. 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. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This involves outside agencies for some children and close liaison with the school SENCO (Special Educational Needs Co-ordinator).

Transition

The transition from Foundation to Year 1 is carried out sensitively and smoothly. Year 1 teachers visit the children in their Reception classrooms. Staff hold handover discussions on each child and Year 1 teachers have access to the Learning Journeys. To ensure continuity, appropriate familiar resources and procedures are put in place. The children spend time in the summer term in their new year 1 classroom with their class teacher.

Food

All children who attend sessions have the opportunity of milk and fruit at a communal snack session.

Reception children eat their lunch in the school dining room. Drinking water is available at all times.

Nursery children who stay for lunch club eat their lunch in the Nursery classroom.

Parents are asked to complete a form identifying any allergies children may have.

Role of the Foundation Leader

The Foundation Leader is responsible for improving the standards of teaching and learning in the Foundation Stage through:

- Monitoring and evaluating
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Keeping up to date with recent Foundation Stage developments
- Linking with local Early Years Foundation Units, Pre-schools etc.

The Governing Body

Regular reports are made to the governors on the progress of Foundation provision.
This policy will be reviewed every three years or in the light of changes to legal requirements.

Conclusion

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy
Feedback Policy
Presentation Policy
Homework Policy
Special Educational Needs and Inclusion Policy
Equalities Objectives
Health and Safety Policy