



Our Lady of Lourdes Catholic Primary School Witney

Foundation Stage Policy

1 Introduction

1.1 The Foundation Stage applies to children from three years of age to the end of what we used to term the reception year. The school year in which the child turns five is now called F1, the school year in which a child turns four is called F2 and the school year before that, F3. Starting in September 2004, Our Lady of Lourdes School will offer all children a place in the September after their fourth birthday. **(Compulsory schooling begins at the start of the term after a child's fifth birthday).**

1.2 Children joining our school have already learned a great deal. The majority of our pupils have attended our parish nursery school, Saint Hugh of Lincoln Nursery School. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that all children are included and no one is disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

2 Our Partnership with St Hugh of Lincoln Nursery School

2.1 We work together in partnership to provide continuity and progression from the time the children join the Nursery School until they complete the Foundation Stage at our primary school. We do this by:

- following the agreed two year curriculum cycle and our shared medium term planning which allows us to deliver the FS curriculum to the children from 3-5 years;
- meeting on a regular basis to discuss the sharing of resources and expertise applicable to current planning;
- ensuring that there are planned opportunities for joint use of the whole FS area/s;
- enabling our children make a smooth transition from the nursery school to the primary school. The F1 teacher visits the nursery to meet the F2 children; these children are given the opportunity to visit the F1 classroom and spend time in the school environment.
- ensuring that there is sharing of relevant information about the children's learning and developmental needs.



3 Aims of the Foundation Stage

3.1 The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing:-

- an awareness in the children of their place within our Christian community;
- personal, social and emotional well-being;
- positive attitudes and disposition towards learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- mathematics;
- knowledge and understanding of the world;
- physical development;
- creative development.

4 Good Practice in the Foundation Stage

4.1 The general features of good practice in our Foundation Stage are:

- the presentation of the teachings of Jesus as a model for Christian life in society;
- the partnership between all the staff working at school and the children's parents, so that our children can feel secure in the Nursery School and at our primary school and develop a sense of well-being and achievement;
- the partnership with our parish, our diocese and in particular our Priest who guides and supports teachers and children to develop their spirituality and values;
- the understanding that teachers have a knowledge of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and what they already know, and further develop their intellectual, physical, spiritual, moral, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the nursery as well as the other settings that our children experience prior to joining us;
- the regular identification of training needs of all adults working within the Foundation Stage.



5 Play in the Foundation Stage

- 5.1** Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

6 Inclusion in the Foundation Stage

- 6.1** In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of their range of life experiences when planning for their learning.
- 6.2** In the Foundation Stage we set realistic and challenging targets that meet the needs of our children, so that most achieve the Early Learning Goals by the time they enter Key Stage 1. Some children progress beyond this point. We plan 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.
- 6.3** 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;
 - 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 may involve support from outside agencies (for example, speech therapists, educational psychologists etc.

7 The Foundation Stage curriculum

- 7.1** The Curriculum guidance for the Foundation Stage provides structure within which teachers can plan learning experiences leading towards the Early Learning Goals, which break down into stepping stones at three broad levels, indicating progression from the age of three to the end of the Foundation Stage. Our partnership with our Nursery School is an expression of the continuity of the Foundation Stage Curriculum for children from age 3 to 5+; and we and the Nursery School co-ordinate our planning so as to foster the children's continuing development



throughout the Foundation Stage. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

- 7.2** The Early Learning Goals are in line with the objectives in the National Literacy Strategy and the National Numeracy Strategy. Throughout the year in the Foundation Stage 1 Class our children have regular maths and literacy sessions.
- 7.3** The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work where appropriate to support the planning for individual children. We plan at half-termly intervals. We identify the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards Levels 1 of the National Curriculum

8 Assessment

- 8.1** We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate. The Nursery School and other settings provide the school with an Oxfordshire Entry Profile for each child.
- 8.2** During the children's first term in the Foundation Stage 1 class the teacher assesses what each child can do, using the Oxfordshire Entry Profile and the Foundation Stage Profile. We use this information to modify the teaching programme for individual children and groups of children. We share the assessment information with parents at the parental consultation meeting in the spring term. An appointed LEA representative may moderate these assessments.
- 8.3** The Foundation Stage Profile is a national scheme which enables teachers to record observations and summarise the children's achievements at the end of the Foundation Stage. It is used to summarise their achievements of the Early Learning Goals within the Foundation Stage as it covers all six areas of learning. Teachers record achievement based on their observations of the children's activities throughout the Foundation Stage Year. They do not need to carry out any set assessment activities.
- 8.4** The teacher completes the Foundation Stage Profile assessment again at the end of the child's Foundation Stage 1 year and records each child's attainment level. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents at the parental consultation meeting in the summer term.
- 8.5** Each teacher keeps the Oxfordshire Pupil Profile and the Foundation Stage scales booklet to record children's progress. These booklets



contain a wide range of evidence that we share with parents at each parental consultation meeting.

8.6 Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these and share them with parents in early July each year.

9 The role of parents

9.1 We recognise that as their children's first educators, parents play a very important role in the education of their children, a role which continues after the children have started school. We put this recognition into practice by:

- talking to parents about their child before their child starts in our school;
- giving the children the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Foundation Stage 1 class;
- encouraging parents to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school reading diary. We invite parents to open evenings to discuss the kind of work that the children undertake in the Foundation Stage 1 class.

10 Resources

10.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Signed by the Chair of Governors.....

Signed by the Headteacher.....

Date.....Review Date.....