

Macaulay Primary Academy

Foundation Stage Policy

October 2017

Our Mission

At Macaulay, we run a Foundation Stage Unit. This means that children can come to our setting from the age of 3 years. They will remain in the Foundation Stage Unit until the end of their Reception year.

We believe that every child enters the Foundation Stage with different needs and a Foundation Stage Unit means that every child can be supported from where they are developmentally in a fun and exciting environment.

Nursery and Reception children have access to separate areas of the unit throughout the day, although the children have times when they share the same bases at specific times.

Personal, social and emotional development is at the heart of our Foundation Stage Unit. We believe that it is when a child feels safe, happy and secure that they can learn most effectively. It is therefore very important to us that every child has good, positive relationships with the adults and their peers, so that they learn and play alongside each day.

In our Foundation Stage Unit, you will see adults actively engaged in pupils play and talk.

However, you will also see us watching and listening to what children think and say.

Play is the fundamental way in which young children learn. It is where they make sense of the world. We believe that children learn by 'doing' and so our Foundation Stage Unit is set up for children to have a variety of activities for them to investigate and play with. FS1 children are allowed to explore their own interests and adults interact to take their learning further. FS2 children have a mixture of adult and child-led activities. Throughout the day children are also able to access resources that they chose for their own play; these are enhanced by staff to match the children's interests.

Talk is also a very important so we encourage and support children to speak confidently to each other and adults in a relaxed and friendly environment.

Every child is an individual and we work hard to ensure that we support every child from where they are developmentally and through and exciting, fun environment support their further development.

Our Aims

- To provide a safe, secure, stimulating environment, which embraces all children and values their race, language, gender, age, ability, culture, class and faith.
- To provide quality and consistency, ensuring that every child makes good progress and no child is left behind.
- To value each child as an individual.
- To value parents and carers as the primary educators of the child and to work in partnership with them in order to allow all children to make progress and to achieve their full potential. To extend this partnership to other childcare providers who may come into contact with individual children within each day.
- To have high expectations of the children and to encourage them to have high expectations of themselves.
- To offer a balanced, broad play based curriculum that is interlinked and relevant to all children no matter their race, culture ability or social circumstance. To have a balance

of child initiated and adult led activities that reflect the ability and interests of each child.

- To provide quality opportunities and a quality challenging environment, both inside and outside for children to learn both independently and alongside adults.
- To recognise and use structured and free flow play as a valuable teaching tool.
- To allow children to be secure and confident by use of familiar routines, in order to allow independent organisation and learning to take place.
- To provide opportunities for each child to become a valued member of the group and community ensuring that strong self-image are prompted. For each child to have a key person who they can relate to.
- To develop a positive attitude towards learning which encourages enthusiasm for knowledge.
- To ensure that children have fun while learning and developing new skills.
- To offer a flexible universal entitlement of 15 hours of free nursery provision for three year olds onwards within the school site. To also offer 30 hours funding for eligible families in partnership with playgroup and out of school club.
- To lay a secure foundations for future learning.

All of these aims will be shaped by the overarching principles listed in the Statutory Framework which are,

- every child is a unique child.
- children become strong and independent through positive relationships.
- children learn well in an enabling environment.
- children learn in different ways at different rates.

The Foundation Stage Environment.

Macaulay Foundation Stage unit has its own secure entry door and two sets of toilets, which are separate from the rest of the school. The unit has 3 indoor and 1 outdoor learning environment. Red room and Blue room are based upon specific areas of learning:

Red room – Literacy.

Blue Room – Mathematics.

The other room encompasses a mixture of all areas of learning for the Foundation Stage. Each room has similar elements e.g. writing areas, role-play areas, book corners, number lines and creative areas, working walls. Resources are stored to aid children in their selection, and to help them to replace them appropriately. The learning environment is constantly changing to meet the needs and interests of the children.

Within the unit, there are children who are Foundation Stage One (Nursery age) and Foundation Stage Two (Reception age). Children all have a key person and work in teams with other children of their age. Children use specific areas of the unit with their team where they are given the opportunity to select resources that interest them. There is a mixture of teacher led and child initiated activities available at all times. The balance of these may change as the year progresses in FS2 but will be based on the teacher's professional judgement. Although each child has an adult key person who is responsible for them we ensure that children know all adults within the unit and feel confident to approach them. At Macaulay, all children have a full entitlement to the Foundation Stage

Curriculum differentiated to meet their needs. Observations are made of the children that are fed into the planning and assessment to ensure all children make progress and meet challenge in their work.

Children have access to the outdoor areas through free flow play. Wet weather clothing is available to ensure that children may access the outdoor are throughout the year whatever the weather.

The Foundation Stage Curriculum

The curriculum may be seen as all aspects of the learning environment of which the child experiences. These include:

- The planned adult led and independent opportunities for learning.
- The unplanned and spontaneous activities, which occur in the environment around the child.
- The relationships between all children, adults and families involved in the children's learning.
- The equipment and resources that are provided within the learning environment.
- An outdoor learning environment that is planned for and develops all aspects of the curriculum, including literacy and mathematics.
- The personal and social opportunities in the learning environment.
- The teaching and learning styles employed.
- Policies and practices that are established.
- The children's own interests.

We use the EYFS Statutory Framework (April 2017) to base our curriculum. This includes use of the guidance materials from Development Matters in the Early Years Foundation Stage.

Learning and development is organised into seven areas. These are split into three prime areas,

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

And four specific areas,

- literacy
- mathematics
- understanding the world
- expressive arts and design

FS1 children will concentrate on developing their learning initially in the three prime areas although aspects of the four specific areas will develop through the prime areas.

The curriculum is carefully planned through observations of the children and the interactions made between practitioners and children to develop their learning. This ensures that opportunities for learning suit the children's needs, interests and abilities and to ensures progression throughout the Foundation Stage. Practitioners will also plan and teach all

children a daily phonic session suitable to their ability and based around Letters and Sounds materials.

The curriculum is planned through provocations being introduced by adults that help children follow learning objectives through their own interests at their own level but offering challenge to help each child make progress.

Equal Opportunities

At Macaulay, we strongly believe that all children, irrespective of ethnic origin, gender, religion or physical disability should have equal encouragement and access to the Foundation Stage Curriculum.

We ensure that the children are made aware of other peoples' needs and beliefs through a varied curriculum and encourage children to value and respect these.
We encourage children to be independent and confident and to have a positive self-image.

Behaviour

Behaviour is managed in line with the academy's behaviour policy. The system is based on Rewards and Consequences. Children are rewarded with stickers for positive behaviour and good work. Poor behaviour is dealt with by a series of consequences which the child is made aware of. Group and class rewards are given to encourage appropriate behaviour.

Parents are encouraged to attend Certificate assemblies where children are rewarded for their achievements.

Assessment, Recording and Reporting

Assessment in the Foundation Stage is part of the daily planning cycle and has an important purpose. We assess:

- To discover what the children already know.
- To discover what children have learned.
- To discover what the children think and how they perceive people, events etc.
- To evaluate the effectiveness of the learning environment.
- To inform future planning in order to meet the children's needs.

How we assess children:

- By observing, listening, interacting and talking.
- By noting how they respond to each other and familiar adults.
- By valuing work, keeping samples, photocopies, photographs etc.
- By collecting information from parents, carers and other adults.
- By highlighting specific skills.
- By looking at all aspects of development.

Formal assessments include:

- Foundation Stage Profiles, which will provide a ‘best fit’ record of a child’s knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.(Emerging, expected or exceeding).
- BASE, a computerised program to assess the baseline of each child at the beginning of their reception year. This is repeated to show progress at the end of their reception year. The program assesses literacy, maths and PSED.
- A baseline is added to tracking sheets through observations when children enter the Foundation Unit.
- ASPECTS, a computerised program to assess the baseline of each child at the beginning of their nursery education. This is repeated to show progress at the end of their time in the nursery. The program assesses literacy, maths and PSED. There is a further option to assess physical development.
- Tracking sheets are continually updated to show children’s progress towards the Early learning Goals.

EYFS Profile results will be reported to the local authority upon request.

All staff working with children in Foundation Stage Unit will take part in moderation activities both within school, with the local authority and across the Delta Academy Schools.

The key worker records ongoing assessment on tracking sheets and individual targets for improvement are informally discussed with the children as they complete activities.

Formal reporting to parents/carers for Foundation Stage 2 children includes:

- A termly meeting to discuss their child’s progression in relation to the Foundation Stage Profile and the characteristics of effective learning; playing and exploring, active learning and creating and thinking critically.
- Parents are presented with their annual report at the end of the year.
- Parents have the opportunity to complete half termly questionnaires about their child’s learning. They can email keyworkers with photos, video of their child’s achievements out of school. Also comments are taken about home learning during parent discussions. These are used to help inform future planning relating to children’s interests and abilities. Parents also have the opportunity to comment in children’s reading diaries.
- Parents have daily contact with their Key Person.
- A termly meeting is available to discuss their child’s progress. This will include comments on the characteristics of effective learning; playing and exploring, active learning and creating and thinking critically.

Partnership between Home and Academy

At Macaulay, we greatly value the role of parents/carers play in their children’s education. Before the children enter Foundation Stage 1 practitioners invite the child and parent to visit the unit at a ‘drop in’ session to begin to build relationships with the child and the parents/carers.

Children are then invited in to play sessions where they meet the adults and children who will be their key person when they start school. From the time children enter the Foundation Stage we encourage parents to be active in their child’s learning so that they are able to continue and consistently support their learning at home.

Parents and carers are also invited to termly Curriculum Days that involve them in how their children learn, planned around a specific area of the curriculum.

In line with the rest of the school, Macaulay Foundation Stage encourages an ‘open door’ policy and parents are welcome to discuss their children with practitioners, as they feel necessary at the beginning and end of each day or session. Alternatively parents can make an appointment with their child’s team leader at an agreed time.

E. Attridge
Foundation Stage Leader
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