

Bridgewater Primary School  
Bridgewater Street  
Little Hulton  
Salford  
M38 9WD



**BRIDGEWATER**  
PRIMARY SCHOOL

# Foundation Stage Policy

Written by Emma Fishwick

Policy reviewed; January 2017

## **Contents**

Aims  
Teaching and Learning  
Curriculum Planning  
Working with Parents and Carers  
Assessment for Learning  
Foundation Stage  
Foundation Stage and Inclusion  
Transition  
Health and Safety  
Use of mobile phones  
Resources  
Monitoring and Review

The Foundation Stage applies to children from three years of age to the end of reception year. At Bridgewater, children join the nursery during the September following their third birthday; they enter Reception in the September after their fourth birthday.

They are admitted according to Salford's Admissions Criteria.

## **Philosophy**

Within our Foundation Stage the children are cared for and provided with a stimulating and challenging environment to try to give them the best possible start to their career at Bridgewater Primary School. In partnership with their family and carers we enable them to begin the process of becoming active learners for life.

## **Aims**

We believe that the curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Social skills
- Attention skills and persistence
- Communication and language – Listening and attention, Understanding and speaking
- Physical development
- Reading
- Writing
- Mathematics
- Understanding the world
- Expressive Arts and Design

## **Teaching and Learning**

At Bridgewater we use a variety of teaching and learning styles to meet requirements of the Foundation Stage curriculum, 'Development Matters in the Early Years Foundation Stage.'

Our policy on Teaching and Learning defines the features of effective teaching and learning in our school. The characteristics of effective learning- Playing and exploring –engagement, Active learning- motivation, Creating and thinking critically. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stages 1 and 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- The understanding that the Foundation Stage staff have 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 develop independence and self-management
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- Regular communication between all Foundation Stage staff, to encourage continuity and progression between Nursery and Reception and Reception and Year 1.

## **Curriculum Planning**

The Foundation Stage curriculum at Bridgewater is guided primarily by the Department for Education document "Development Matters in the Early Years Foundation Stage". This national guidance identifies what children should achieve across seven areas of learning and provides a development pathway for each area.

The areas of learning and development are:

### **Prime Areas**

Personal, Social and Emotional Development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Physical Development

- Moving and handling
- Health and self-care

## Communication and Language

- Listening and attention
- Understanding
- Speaking

## **Specific Areas**

### Literacy

- Reading
- Writing

### Mathematics

- Numbers
- Shape, space and measure

### Understanding the world

- People and communities
- The world
- Technology

### Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

We also refer to the materials produced by The National Framework, where appropriate. This enables more detail and structure in our planning for children's developing literacy and numeracy skills.

All areas of the Foundation Stage curriculum are developed across a wide range of continuous provision areas in our classrooms and outdoors:

- Writing area
- Maths area
- Book area
- Malleable table
- Small world table
- Construction/Fine motor construction area
- Creative area
- Investigation area
- ICT
- Sand and water
- Home corner
- Music
- Physical
- Gardening
- Large construction
- Snack table
- Phonic interactive displays

## ***Play in the Foundation Stage***

Through structured play our children:

- explore and develop learning experiences, which help them make sense of the world
- practise and build up ideas
- learn how to control themselves and understand the need for rules
- have the opportunity to think creatively alongside other children as well as on their own
- communicate with others as they investigate and solve problems

As a Foundation Stage we do not make a distinction between “play” and “work”.

Throughout the week children will experience a balance of opportunities to learn through their own initiated play in provision areas continuously available to them and through adult lead class or group activities. This balance will change over the two-year period with children’s changing learning needs as they mature and develop.

We carry out our curriculum planning in the Foundation Stage in three phases (long-term, medium-term, and short-term).

- The long-term planning for all the continuous provision areas and adult planned themed topics throughout the year.
- The medium-term plans reflect the key objectives for whole class taught sessions including key person, R.E, music, PSHE (Jigsaw) and P.E.
- The Foundation Stage teachers are responsible for the writing of the short-term daily lesson plans for literacy and maths lessons, ensuring that all key objectives are covered and that outcomes are met and differentiated objective led group activities focusing on reading, writing and maths.

Regular planning meetings are held to ensure that there is progression and continuity throughout the Foundation Stage.

## **ELKLAN, Speech and Language**

We have highlighted that a high percentage of our children need extra support with early speech and language skills, therefore a number of staff have been trained and deliver weekly intense speech and language interventions. We work in partnership with an in school based speech and language therapist to deliver group and one to one interventions based on the children’s individual needs.

## **Working with Parents and Carers**

We believe that all parents have an important role to play in the education of their child. Parents are made to feel welcome and valued in their dealings with all members of staff. The parents are invited to attend a number of open day sessions throughout the child’s time in the Foundation Stage, each with a different curriculum focus. We email the parents their children’s learning journey half termly so that they can see what their child has been learning at school.

## **Assessment For Learning**

We make regular assessments of children's learning, and use this information to ensure that future planning reflects individual needs. All staff need to be involved in the assessment process to ensure a full picture is produced for each child.

Throughout the Foundation Stage a Learning Journey is completed for each child using the online 2 simple program. A child's learning journey contains;

- Observations
- Photographic evidence
- Termly assessments for literacy and maths basic skills.

Information is shared with parents half termly via email. Parents receive an annual report that offers comments on each child's progress in each area of learning.

## **Transition**

All documentation relating to the children is passed up to the next teacher. Each class spends time with their new teacher in the summer term, to become familiar with the new staff and surroundings. A meeting also takes place with the next teacher to share information and documents relating to the characteristics of effective learning.

## **Equal Opportunities and Inclusion**

**"Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported"**

(Statutory Framework for the Early Years Foundation Stage pg 2)

At Bridgewater we believe that the equality of opportunity is important for all pupils irrespective of gender, ethnicity, social circumstances, religion or belief. Within the Foundation Stage we strive to reflect and respect this diversity in our choice of resources and in the model we set for children. We strive to plan an environment for a child that is free from stereotypical images and discriminatory practices. We strive hard to meet the needs of those pupils with special educational needs and those pupils with disabilities, those with special gifts and talents and those with English as an additional language.

We aim to meet the needs of all our children by:

- Using resources which reflect diversity and free from discrimination and stereotyping
- Planning opportunities that build upon and extend children's knowledge and experience and interest
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Providing specialist interventions to address some additional needs, e.g. Elklan

## **Health and Safety**

The Foundation Stage follows the whole school Health and Safety Policy.

Various outside agencies make routine health checks and parents are invited to attend.

- Hearing checks
- Vision tests
- Height and weight checks

Parents are asked to inform the school of any medical condition their child may have, so that it may be dealt with accordingly.

## **Use of mobile phones**

### **Personal Mobiles - Staff**

- Staff are not permitted to make/receive calls/texts during contact time with children. Emergency contact should be made via the school office.
- Staff should have their phones on silent or switched off and out of sight (e.g. in a drawer, handbag or pocket) during class time.
- Mobile phones should not be used in a space where children are present (eg. classroom, playground).
- Use of phones (inc. receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g. in office areas, staff room, empty classrooms.
- It is also advised that staff security protect access to functions of their phone.
- Should there be exceptional circumstances (e.g. acutely sick relative), then staff should make the Headteacher aware of this and can have their phone in case of having to receive an emergency call.
- Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras and ipads.
- Staff should report any usage of mobile devices that causes them concern to the Headteacher.

### **Mobile Phones for work related purposes.**

We recognise that mobile phones provide a useful means of communication on offsite activities. However staff should ensure that:

- Mobile use on these occasions is appropriate and professional (and will never include taking photographs of children).
- Mobile phones should not be used to make contact with parents during school trips – all relevant communications should be made via the school office.
- Where parents are accompanying trips they are informed not to make contact with other parents (via calls, text, email or social networking) during the trip or use their phone to take photographs of children.

### **Parents**

While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times. We therefore ask that parents' usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment. We politely ask all parents to leave the school building to receive or make calls. We also allow parents to photograph or video school

events such as shows or sports day using their mobile phones – but insist that parents do not publish images (e.g. on social networking sites) that include any children other than their own.

## **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and the development of basic literacy and maths skills. 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 activities on offer, as we believe that this encourages independent learning.

It is the responsibility of all staff to ensure that resources are cared for and returned to the appropriate place. All maintenance needs should be reported to the Foundation Stage leader.

## **Monitoring and Review**

It is the responsibility of the Foundation Stage leader to monitor the standards of children's work, learning and the quality of teaching across the Foundation Stage. The leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject and for providing a strategic lead and direction for the Foundation Stage in the school. The leader gives feedback as and when needed to senior leaders to indicate areas for further development.

This policy will be reviewed annually.