

Bridgewater Primary School
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BRIDGEWATER
PRIMARY SCHOOL

Foundation Stage Policy

October 2022

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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 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 the ‘Statutory framework for the early years foundation stage’ using the curriculum guidance of, ‘Development Matters.’

Our policy on Teaching and Learning defines the features of effective teaching and learning in our school. We ensure the four ‘Overarching principles’ of the statutory framework shape our early years practise. These are:

Unique child

Positive relationships

Enabling environments with teaching and support from adults

Learning and development.

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”. 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

Communication and Language

Personal, Social and Emotional Development

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the world

Expressive Arts and Design

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

Indoors

- Writing area
- Maths area
- Book area
- Malleable area
- Construction and Small World area
- Creative area
- IT area
- Home Corner or Role Play area
- Phonic interactive displays

and outdoors:

- Physical area
- Water shed
- Mark Making shed
- Gardening areas
- Large construction & Den making shed
- Nature and Investigation shed
- Snack area
- Story Telling shed
- Maths Shed
- Phonic Shed
- Sand shed

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, maths and phonics lessons, ensuring that all key objectives are covered and

that outcomes are met. We also ensure 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 feel it is vital our parents are well informed of the end of year goals at the beginning of the year so they can support as much as possible at home. We hold parents meeting termly and observations are shared with parents using the online 'Tapestry' programme to ensure parents and carers are kept well informed of their children learning journey in the early years.

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 Tapestry programme. A child's learning journey contains;

- Observations
- Photographic/video evidence
- Termly assessments against the early learning goals.

Information is shared with parents termly parents meeting. Parents receive an annual report that offers comments on their 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

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.

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 biannually.