



# ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL AND NURSERY

## FOUNDATION STAGE POLICY 2016-17

### Our Mission Statement

*Every member of the school is unique in the sight of God. Our community is based on living the Gospel Values and leading our children towards a lasting belief in the Catholic Faith. We provide the highest quality education to enable children to reach their full potential and be thoughtful, compassionate and effective citizens*

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This policy should be read in conjunction with the whole school Learning and Teaching Policy.

### **Aims**

- To promote independence in children and to develop their confidence and self esteem.
- To help children to develop positive attitudes and dispositions to learning.
- To promote children's health and well being.
- To keep children safe.
- To help children develop social skills enabling them to respect and cooperate with each other, to work harmoniously alongside each other and listen to each other.
- To develop children's capacity to concentrate on and persevere in their play and group tasks.
- To enable children to talk and communicate in a wide range of situations, practising and extending vocabulary and to listen carefully to others.
- To enable children to explore a rich variety of texts and develop a view of themselves as a reader and writer.
- To develop children's creativity and imagination.
- To develop children's fine and gross motor skills.
- To develop children's understanding of number, measurement, pattern, shape and space.
- To develop children's ability to solve problems, to explore, to make decisions, to experiment, to predict, to plan and to question.
- To ease transition into Foundation Stage 2 and onto Key Stage 1.
- To encourage children to grow in knowledge of God and His Holy Catholic Church.
- To work with parents as partners.

## How we do this

### Environment

Resources are labelled and accessible to children and children are encouraged to select their own resources and be responsible for their own learning.

Learning is planned for through play and uses a variety of approaches to ensure that all children can access it.

Play is valued and the environment is planned to support and extend children's play. Children have access to a wide range of carefully planned experiences, both indoors and outdoors which support children's development across all seven areas of learning

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design.

Practitioners intervene to extend or support play.

### Planning

Experiences and provision are planned, using the observation, evaluation and planning cycle, in order to build upon what children already know. Planning falls into 3 categories

Long term planning including:

- Action Plan for the Development of EYFS
- Annual overview of topics and events
- Timetables
- Regular audits of provision
- Risk assessments

Medium term planning including:

- Termly overviews of topics and events
- Learning intentions for all 7 areas of learning informed by development matters and early learning goals as well as individual target areas for children
- Ideas for provision and experiences to support these learning intentions.

### Short Term planning

Short term planning is carried out on a weekly and daily basis. Planning happens daily in order to focus on children's interests and extend learning by providing challenges for children. Focus activities are normally planned weekly but may be adapted in response to observations and

assessments of children, individual targets and evaluations of earlier plans. Short term plans result from team discussions and are informed by medium term plans.

Each day the team plans the activities for the next day. Daily planning includes a wide range of experiences for the children and is adapted in response to observations. Each area of provision in the classroom is evaluated and planned for and may link directly to a learning intention for one of the areas of learning.

### Assessment

On entry to Foundation Stage, each child is assessed and a judgement made as to the age band children are working 'within' across the EYFS 7 areas of learning. Within the first 6 weeks of starting, each child will be given a 'baseline' assessment.

Expected Standards for Foundation Stage are;

#### Nursery

30-50 months = In line with ARE (Age Related Expectations)  
22-36 months = Below ARE  
Any other lower age band below = Significantly below ARE

#### Reception

40-60 months = In line with ARE (Age Related Expectations)  
30-50 months = Below ARE  
Any other lower age band below = Significantly below ARE

### Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children using hand written observations, staff notes and photographic evidence.

Assessment and observations not only inform us of children's progress and development, but also inform us of how children learn and enable us to plan and provide rich and stimulating play experiences which target children's interests and learning characteristics.

### Summative Assessment

At the end of the year Nursery children are assessed across the 7 areas of learning and a progress report is sent to parents.

At the end of Reception Year, Reception Class children are assessed against the EYFS Profile Early Learning Goals (ELGs), stating whether they are emerging, expected or exceeding expectation in relation to the ELGs. School reports are sent home at the end of the year and parents are given the opportunity to discuss reports with the class teacher.

## Religious Education

RE sessions reflect the seasons and feasts of the church year and are planned for following the “Come and See” RE programme.

## Transition

In the Foundation Stage we aim to make each child’s transition into both Nursery and on to Reception Class as easy and stress-free as possible.

### Transition into Nursery

Parents are offered the opportunity to attend a ‘Nursery Taster Session’ during the summer term prior to starting nursery.

Parents are encouraged to allow a home visit by the Nursery Teacher and Nursery Nurse at the beginning of the term prior to entry to the school. This enables the child (and parents/carers) to begin to build a trusting relationship with their class teacher and nursery nurse, and for parents and teacher to exchange information. It is a valuable opportunity to gather information on individual children’s abilities, needs and preferred activities.

We stagger the start dates for new children, with no more than 2 new children starting during any each session.

Parents are encouraged to stay for as long as it takes for the child to settle. This varies from child to child, from a few minutes to a few days. Parents are encouraged to play with their child during this settling in period and explore the Nursery together.

During the first two to three weeks planning is focused on settling in.

### Transition onto Reception

Nursery children pay regular visits to the main school throughout the school year for events such as theatre groups, plays, Infant assemblies and events.

During the summer term Nursery children attend liturgies and singing practice on a weekly basis alongside Reception and KS1 children.

Throughout their time in Nursery, children are taken on regular exploratory walks around the school when they have the opportunity to meet other members of staff.

During the second half of the summer term, Nursery children are brought to meet the dinner staff and to learn about school dinners.

Nursery children spend regular sessions in Reception Class during the half term leading up to transition.

During the second half of the summer term, there is an information evening for parents of all children, both those from Nursery and from other settings, who will be entering Reception in the autumn term. There is also an induction day for parents to come into Reception Class and meet the new teacher, as well as several open mornings where new children and their parents can

explore the school. Children coming from other settings also have the opportunity to attend Stay and Play mornings in their new classroom during the summer term prior to entry.

Nursery and Reception teachers exchange information about children's needs and abilities. Children's profiles are passed on to Reception Class teacher.

### Transition onto Year 1

During the second half term prior to children entering KS1, the Reception teacher and Year 1 teacher meet and review children's Foundation Stage Profiles and discuss targets for the autumn term.

Reception children join KS1 children for morning play during the second half of the summer term. They also spend time with their new Year 1 teacher and visit their new classroom.

### Parent Partnerships

Staff in the Foundation Stage work closely with parents. This includes visiting children and their parents at home prior to starting nursery, meeting with parents regularly, either formally or informally to review progress, engaging parents in assessment of children's progress using WOW cards and encouraging parents and family members to participate in activities including trips, stay and play days and Dads' Day.

Parents are always encouraged and welcome to help in Nursery and Reception classes. In Reception class, parents are invited to come in with the children one morning a week and read with them at the beginning of the school day.

In Nursery and Reception we send home a book to share on a weekly basis. Parents are invited to write their comments in children's reading records. In Reception Class children will also take home a phonic based reading book, as well as a sharing book. Reception children may also be set short homework tasks.