



## MELSONBY METHODIST PRIMARY SCHOOL

### POLICY FOR THE FOUNDATION STAGE

Document Status			
<b>Date of Next Review</b>	December 2021	<b>Responsibility</b>	<i>Governing Body</i>
		<b>Responsibility</b>	<i>Katharine Millar (Chair)</i>
	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>Chair of Governing Body</i>
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<b>Method of Communication (e.g Website, Noticeboard, etc)</b> DB / School Network / Hard copy			

This policy reflects the values and philosophy of Melsonby Methodist Primary School in relation to the teaching and learning goals of the children in the Reception year. The policy is a framework within which staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the 'Development Matters' documentation. The Early Years Foundation Stage covers a child's education from birth to the end of their Reception Year in school.

The philosophy of the Foundation Stage Education at Melsonby Methodist Primary School is to provide a firm foundation on which all aspects of learning are built. We aim to provide a curriculum that is broad and balanced in content and wide ranging in approach. We believe that we should create a learning environment that is nurturing, exciting and motivating in order to contribute to developing children's positive self-esteem and embed a love of learning.

#### Aims

The overall aims for the children in the Foundation Stage:

- To foster a love of learning
- To experience equality of opportunity in a caring, safe and secure environment
- To be valued as individuals and acquire self-confidence, independence and self-help skills
- To develop enquiring minds and encouraging independence throughout
- To gain knowledge, skills, concepts and attitudes that relate to all areas of the curriculum and to life
- To gain good speaking and listening skills and develop concentration and perseverance.

- To cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for other people's beliefs and cultures
- To experience personal achievement and recognise and appreciate the achievement of others
- To develop self-confidence and self-esteem and have an understanding of their value in society
- To acquire the skills to communicate their needs, feelings and experiences
- To develop respect and responsibility for self and others
- To deliver these aims through the Foundation Stage Curriculum

## **Parental Involvement**

At Melsonby Methodist Primary School we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm partnership that benefit and enhance the development and well-being of their child.

We encourage continued parental involvement and interest by them in their child's education by:

- parent helpers
- Regular written communication
- Having an 'open door' policy to parents
- Informal discussions with parents regularly
- Meeting with parents of new starters
- Open evenings for parents
- Weekly newsletters informing parents of children's learning
- Learning journeys to which teachers, parents and children contribute
- Annual report to parents
- Weekly homework and challenges to consolidate and reinforce new learning at home

## **Areas of Learning**

The school delivers the statutory Foundation Stage Curriculum 2017. In the Foundation Stage the term curriculum is used to describe children's experiences of learning through both their own child initiated interests and also adult led challenges to embed and extend knowledge and understanding of all areas of the curriculum. It is organised into seven areas of learning and defined through prime areas and specific areas of learning.

### Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## **Early Learning Goals**

The Early Learning Goals establish expectations for children to reach by the end of the Foundation Stage. The goals are spread across the seven areas of learning and provide the basis for planning through this stage, thus laying secure foundations for future learning. By the end of the Foundation Stage, some children will have exceeded goals whilst other children will be working towards some or all of the goals and therefore emerging in their learning journey.

As a school we are sensitive to the understanding that every child progresses at their own individual pace and this is considered and planned for appropriately as children transition into Year 1. Children who leave the foundation stage working at an emerging level will continue to access the Early Years curriculum until they are ready to move on to the National Curriculum.

### **Links to National Curriculum**

At Melsonby Methodist Primary School Reception children work alongside Year 1. They have daily phonics sessions and sometimes, join Year 1 children in their literacy and numeracy sessions. They are then encouraged to apply their knowledge and skills across the areas of provision. Throughout the year reception children will have a number of focus activities to help embed and develop their learning. This will become more evident in the summer term in preparation for Year 1.

### **Assessment**

The first assessment takes place on entry to Reception; this is called the baseline assessment and is completed within the first six weeks of entry in the September term to give practitioners an understanding of children's starting points. Throughout the year, we assess children using the government document, 'Development Matters' which tracks children progress according to age related statements throughout the year. Children are observed through child initiated learning which allows practitioners to gain an understanding of children's strengths and also identifies where more support is needed, this allows planning to be pitched correctly and maintain high expectations for all. Ongoing informal daily assessments are made through notes, photographs and annotations to work to show depth of understanding and progression.

Summative assessment of pupils progress takes place termly using the 'Development Matters' document and children are given a stage of development next to each area of learning, this evidences whether , children are, emerging, expected or exceeding age related expectations. By comparing learning outcomes termly, a measure of individual progress can be determined. A report is sent to parents at the end of the Reception Year.

### **Equal Opportunities**

All staff at Melsonby Methodist Primary School ensures that all pupils, irrespective of gender, ability, ethnicity and social circumstance, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the Foundation Stage. We provide positive images in books, role play, small world play and displays that help the children to embrace differences in gender, ethnicity, religion, special educational needs and disabilities. Reference is made to the school's policies for Equal Opportunities, Racial Equality and Disability Discrimination.

### **Special Educational Needs**

We aim to provide a happy, stimulating and secure environment for all children, where individual abilities are recognised. We work with parents to identify individual children's learning needs. We use our assessment of the children's progress to identify any significant needs. The class teacher refers any concerns to the SENCO. The school's policy of Special Educational Needs is then followed.

### **References:**

The British Association for Early Childhood Education- Development Matters  
The National Curriculum 2013  
DfE The Statutory Framework for the Early Years Foundation Stage  
Standards and testing agency- EYFS exemplification documents

Signed

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