



# Foundation Stage Policy

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## Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

*Kindness, Hope, Courage and Respect.*

Our vision is inspired by the words in Corinthians:

**"Let love and kindness be the motivation behind all that you do."**

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

**"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."**

### **1. Our Foundation Stage Curriculum**

- 1:1 Our curriculum is tailored to ensure that it is accessible, exciting, and developmental for all children, including those with Special Educational Needs and Disabilities. Our children will complete the curriculum by the end of Foundation Stage and will be assessed against the Early Learning Goals in the Summer Term of Foundation 2.
- 1:2 Our teaching is based on the Characteristics of Effective Learning:
  - Playing and exploring.
  - Active Learning.
  - Creating and thinking critically.
- 1:3 We set up our learning environment with furniture and resources for children to have rich and stimulating experiences based on the characteristics of effective learning and also considering the Leuven Scales of Wellbeing and Involvement. It is carefully planned to encourage engagement, motivation and thinking. Well-organised and engaging resources ensure easy access for child led learning. Our environment provides the structure for teaching within which children explore, experiment, plan and make decisions for

themselves, thus enabling them to learn, develop and make progress in all areas of learning.

- 1:4 The indoor and outdoor environments are continually reviewed using the ECERS Audit tool– based on staff observation and reflection and we allow children sustained periods of time to become engrossed in learning.
- 1:5 We aim to meet children's desires to:
- Move freely and use all their senses.
  - Talk, listen, ask questions and communicate.
  - Build and construct.
  - Represent and make.
  - Role-play.
  - Hear stories and imagine.
- 1:6 Children participate in age and ability appropriate taught sessions based on our current theme or topic, Supersonic Phonic Friends and Numicon. All are planned in accordance with age and stage related objectives which are mapped over the year to ensure learning is progressive throughout the year. Children self-select activities during 'free-flow', where they choose whether to play indoors or outside. During this time, they have access to the wide range of activities and have time to enjoy sustained play, develop deeper thinking and master taught skills. They are closely observed and challenged, by our experienced and knowledgeable staff, who continuously review each child's learning and development.
- 1:7 Our high-quality learning environment supports children's:
- Social and emotional competence – playing alone, with other children and with adults.
  - Independence – self-selection, being able to find what is needed and to return it.
  - Motivation – self- directed, self-challenged and focused on ideas that matter to them.
- 1:8 The four core principles of the EYFS are:
- Unique Child – every child is unique and can be resilient, capable, confident and self-assured.
  - Positive Relationships – children learn to be strong and independent.
  - Enabling Environments – children learn in environments which respond to their individual needs and there is a strong bond between practitioners and parents and carers.
  - Learning and Development – recognises that children learn and develop in different ways, through play. In a secure but challenging environment with effective adult support, children learn through defined areas of learning as outlined below.

### **Personal, Social and Emotional Development – Self-Regulation, Managing Self, Building Relationships.**

Children are provided with experiences and support to develop a sense of themselves and others, to respect others, to learn social skills and to enjoy learning. Children will develop a growing understanding of what is right and wrong, the impact of their actions on themselves and others, how to care for themselves, and to understand and respect other cultures and beliefs. All activities support the development of children's self-confidence and self- esteem.

### **Physical Development – Gross Motor Skills, Fine Motor Skills.**

Children will learn to be active and interactive, to improve their skills of co-ordination, control, manipulation and movement. They will be supported in using all of their senses to

learn about the world around them and to make healthy choices in relation to food and exercise.

### **Communication and Language – Listening, Attention and Understanding, Speaking.**

Children are supported in developing competence and confidence in listening and holding attention when someone speaks to them; understanding; and speaking; and to use these skills in a variety of situations and for a range of purposes.

### **Literacy – Comprehension, Word Reading, Writing.**

Children will be taught to enjoy books, stories and rhymes. They will learn to handle books correctly and to begin to learn to read. Children will be given many opportunities indoors and outside, to make marks and to learn to write for different purposes. This might be to learn to write their name, to make a shopping list, to take a telephone message or to write a card.

### **Mathematics – Number, Numerical Patterns**

Children will learn about numbers as labels and for counting, about calculating and developing an understanding of adding and taking away and comparisons, and about shape, space and measurement. They are offered opportunities to count, sort, match, thread and order.

### **Understanding the World – Past and Present, People, Culture and Communities, The Natural World.**

Children will investigate objects and materials and their properties, learn about change and patterns, similarities and differences and question how and why things work. Children will find out about computers and programmable toys to support their learning. They will find out about past and present events relevant to their lives and begin to know about their own and other people's cultures in order to understand and celebrate similarities and differences in our diverse world. Children will also learn about their world, about the natural world and about their local area, knowing what they like and dislike about it.

### **Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive**

Children's creativity will be extended in a variety of ways using their senses, a wide range of media and materials with arts and crafts, exploring music, singing and dance and developing imagination through play.

## **2. Planning**

- 2:1 We plan in accordance with children's interests and following children identified 'gaps' in learning. Our pupils contribute to the planning of their learning through 'big questions'. This maximises engagement and fosters an excitement about learning which is relevant to the pupils. Developmental objectives are mapped across the year to ensure our curriculum is progressive.
- 2:2 The Foundation Curriculum links to the whole school curriculum through themes and skills that are built on each year. A two-year planning cycle covers the themes.
- 2:3 We use 'Talking and Thinking Floorbooks' as a basis for following pupils' interests. The Talking and Thinking Floorbook approach gives practitioners tools to truly consult with children during the planning and documentation process. This approach encourages higher order thinking skills and helps children influence their learning. The Floorbook Approach is

an innovative child-led approach to observation, documentation and planning. By listening to children and identifying their interests we can create a unique learning opportunity which excites and interests' children. Each topic is started with sessions using Talking Tubs, 3D mind mapping, Thinking Bubbles and I Wonder blocks to find out what children already know and what they would like to find out. Practitioners then plan Possible Learning Activities for Development from this information, these are covered through direct teaching activities and enhancements for the environment.

### **3. SEND Policy**

- 3:1 Opportunities to support children with additional needs are provided both within the classroom and through the provision of specific projects and activities. The EYs has a designated SENDCo.
- 3:2 Practitioners endeavour to identify possible barriers to learning as soon as possible by tracking children's development closely. Carefully planned interventions are used to attempt to remove these barriers early. In some cases, outside professionals will be invited to school to support this process. Parents will be informed of any concerns which arise.

### **4. Assessment**

- 4:1 On-going formative assessment is at the heart of our effective early years practice. We make regular assessments of children's learning (through continuing observation) these are occasionally shared with parents using SeeSaw. Parents can add their own observations to their child's learning journey and also comment on those that practitioners have added. Half-termly phonics and number assessments are also carried out (in Foundation 2) and findings are shared with parents.
- 4:2 For all children, Baseline assessment is completed six weeks after their arrival in school and recorded on Insight. This is considered their starting point.
- 4:3 At the end of each term during the Foundation Stage, children profiles are moderated and tracked using Insights to ensure all children are making appropriate progress.
- 4:4 At the end of the year, children are reported as Emerging or Expected against the early learning goals (ELGs).
- 4:5 The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term. This reports about a child's development against the early learning goals (ELGs) and the information is gathered by Nottinghamshire County Council.
- 4:6 Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parent consultation meeting and receive a written report on their child's achievements at the end of Term 3. More informally, we meet with parents throughout the school year as and when necessary to discuss their child's needs and development.

### **5. Marking**

- 5:1 Marking is completed in-line with the schools Marking Policy; however, this is simplified for the Foundation children and much of the feedback is oral. We also use pictured marking stamps to identify 1) what children have done well 2) what they should work on next.

### **6. Behaviour - please also refer to the Behaviour Policy**

- 6:1 The staff will model good behaviour for all children. Kind and respectful behaviour is taught through our PSED curriculum.
- 6:2 Children are encouraged to talk about their feelings and practitioners within the unit actively promote emotional wellbeing and self-regulation.
- 6:3 It is important to consider behaviour as a method of communication and practitioners will always attempt to identify what a child is trying to tell us. The word 'behaviour' covers a wide range of actions and practitioners within the unit are highly skilled in identifying concerning behaviours and tracking age-appropriate behaviours.
- 6:4 In the Foundation Stage we follow our school rules. These are;  
Ready, Respectful, Safe and Kind.

## **7. Partnership with Parents**

- 7:1 Parents are kept up to date with their child's development, needs and significant milestones through verbal sharing at the end of the day or in specifically organised meetings.
- 7:2 There are also other ongoing methods of contact such as; Wow Slips, reading diary's, via telephone, using class dojo for class posts and messaging parents and parents are able to speak to practitioners daily at drop off and pick up time.
- 7:3 Parents are invited to Parents Workshops and Learning Together days each half term to discuss how to support their child's learning and also, to share learning with their child in the environment.

## **8. Transition to Ravenshead C of E Primary School**

- 8:1 Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.
- 8:2 At Ravenshead C of E Primary School we have created good links with our main feeder nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.
- 8:3 To ensure the best possible transition we:
- Value the parent as the first educator of their child.
  - Make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child.
  - Visit as many pre-schools as possible to meet children in a familiar setting.
  - Share important information about our school during new-parents meeting (June).
  - Use written information sent by pre-schools to inform early planning.
  - Hold a series of 'welcome/taster' sessions for parents and children in June and July.
  - Share information in a transition meeting with key adults for children with additional needs.
  - Meet with every parent and child where possible before beginning school to share important information from home and school.

## **9. Transition to F1**

- 9:1 Children are able to attend our F1 class from the term after their third birthday.
- 9:2 Parents are invited to attend a parents' meeting and children are invited to a stay and play session.
- 9:3 If your child needs more than one stay and play session or has additional needs, where it may be beneficial for the child to settle in more steadily, then we endeavour to cater for this.
- 9:4 Children are entitled to either 15 hours, or 30 hours. Parents have a choice in how they use these hours, but full sessions must be attended.
- 9:5 All of the foundation staff take the opportunity to help ease the transition of our youngest children, helping them to settle, grow in confidence, and to embark on a love of learning.

## **10. Transition to KS1**

- 10:1 During their time in Foundation, there are many opportunities for children to become familiar with the KS1 practitioners. Examples of these are; during playtime, during assemblies and in informal drop-in sessions.
- 10:2 Explicit transition is carried out by:
  - Children participating in a Transition Day to their new class during July.
  - EYFS and KS1 practitioners meet to discuss children's individual achievements, targets and needs.
  - Parents are invited to a transition meeting.

## **11. Working in partnership**

- 11:1 We place highly, the benefits of working in partnership with parents, other educational settings and outside agencies and understand that these partnerships have a positive impact on the effectiveness of our EYFS setting.
- 11:2 We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

## **12. Home Learning**

- 12:1 In Foundation we have 'Home Learning Challenges'. At the start of each half-term these challenges are set out to parents via Class Dojo. Children can complete these over the half-term and bring them into school after completing each one to share with their friends and put on the Home Learning wall.
- 12:2 Foundation Two children will also have reading, key words and number practice weekly.

## **13. The Foundation Team**

- 13.1 Our Foundation team consists of experienced teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.



13:2 Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment in a safe, secure and nurturing environment.

#### **14. Linked policies**

14:1 The following policies should be read alongside this Foundation Stage Policy:

- Inclusion Policy.
- Equal Opportunities Policy.
- SEND Policy.
- Safeguarding Policy.
- Anti-Bullying Policy
- Assessment Policy.
- Teaching and Learning Policy.
- Behaviour Policy.
- Subject policies.