

**St Luke's C.E. Primary School**  
**Policy for the Foundation Stage**

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Achievements and Standards Committee  
Reviewed Summer 2021  
For Review: Summer 2024

**Introduction:**

This document is a statement of the aims, principles and strategies for pupils in the early years in the Foundation Stage of their education at St Luke's C.E. Primary School.

**Aims:**

The early years from three to five are vital ones. Horizons widen daily and physical and intellectual changes are most marked. Our aim is to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

**Legislation:**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

**Curriculum:**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. Our curriculum:

- sets the standards that all early years providers must meet to ensure that children learn and develop well.
- ensures children are kept healthy and safe.
- ensures that children have the knowledge and skills they need to start school.

We offer a range of experiences and play situations to foster development in the 7 areas of learning. All areas of learning and development are important and are inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy.
- Maths.

- Understanding the world.
- Expressive arts and design.

These are underpinned and supported by the Characteristics of Effective Learning which are:

- playing and exploring - children investigate and experience things, and 'have a go'.
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children in the Nursery class are supported to pursue their own unique paths in learning and development taking account of the developmental ages and stages as described in the EYFS framework. As the children move into Reception class their learning develops and culminates in the Early Learning Goals for each area of learning.

We see outdoor learning as an important part of the curriculum and children benefit from a wide variety of experiences through school trips, local visits and visitors to the school.

### **Settling In:**

The school aims to build a firm relationship with children and parents, starting with home / school induction visits for children starting in the Nursery. Staff will take a photo of the child and give parents a Nursery profile to fill in with their child. This outlines interests and important information and should be brought in on their first day of school. Parents are invited to attend meetings in school during the summer term before their child enters the nursery and reception classes. Routines and policies are discussed and the school's booklets on starting the nursery and reception classes at St Luke's are given to parents.

Nursery and Reception children are encouraged to visit their new classes before they start school. Children transferring from Nursery to Reception within the school and from other settings will have opportunities to visit their new class and teachers to support a smooth transition and become familiar with their new environment.

On admission to the nursery and reception classes a planned phased entry is operated in order that the staff can provide a welcoming and safe environment for the pupils. Nursery staff are flexible in their approach to settling in the children and will phase the settling in process based on each child's individual needs. Reception staff greet new children in the lower playground on their first morning at school where they say their goodbyes and are introduced to their new classroom.

Parents are encouraged to become involved with the curriculum activities, including home reading, so that a strong partnership is forged from the very beginning between home and school. Informal discussion about pupil's progress is welcomed and formal meetings are also regularly held throughout the year.

### **Personal, Social and Emotional Development:**

Staff play a crucial role in securing pupils' personal, social and emotional development. At St Luke's we aim to foster a happy, caring atmosphere in which tolerance, understanding and awareness of each other's needs is of the utmost importance. We give particular attention to:

- Constructing positive relationships with pupils and their parents.
- Developing confidence and independence while learning to concentrate and share as part of a group.
- Curriculum planning to ensure that all aspects of personal, social and emotional development are carefully planned for.
- Implementing the school's equal opportunities and multi-cultural policies to ensure that pupils are provided with positive images.

Children are encouraged to appreciate the beauty and wonder of God's world through reflection on their own and other people's lives and their environment. The act of Collective Worship plays an important part in children's spiritual development. Children will experience the act of worship at school and in St Luke's Church.

### **Communication and Language:**

Children will have opportunities to communicate with others and develop skills in speaking, listening and understanding. We provide a language rich environment to develop confidence and skills in a range of situations. Children for whom English is an additional language will be involved and supported in activities which help them to begin to learn English, at the same time having the opportunity to talk in their first language with other children wherever possible as we recognise the importance of the child's development in their home language.

### **Physical Development:**

Children's physical development contributes to all other aspects of their development. Children will take part in activities in the indoor and outdoor environments which will focus on developing their physical control and coordination, mobility, awareness of space and manipulative skills. An emphasis is placed on fine motor skills and the development of cursive handwriting. Physical development also includes establishing positive attitudes towards a healthy and active way of life.

### **Literacy:**

A love of books is promoted both in class and through our book lending scheme. Children have access to a wide range of reading materials which includes a range of published reading schemes in the Reception class. A home school reading partnership is established early on so that parents can support their child in learning to read. Our Phonics programme is based on Letters and Sounds and it is introduced in the Reception Class as a multi-sensory approach which is carried on throughout the school. Children are encouraged to link sounds and letters as they learn to read and write.

### **Maths:**

We focus on acquiring mathematical skills and knowledge through play activities, practical tasks and challenges. Children are given opportunities to develop and improve their skills in number, calculation, quantity, measurement, shape and space in everyday situations. A library of Maths games is available for parents to play at home with their children.

### **Understanding the world:**

In this area of learning, children are developing the skills, knowledge and understanding that help them to make sense of their world and community. This forms the foundation for later work in

science, history, geography and technology. Children will be introduced to features of the natural and man-made world. They will be given opportunities to investigate and explore their environment, visit places of interest, find out about different people and beliefs, handle artefacts and use technology.

### **Expressive arts and design:**

The development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways is encouraged by giving children rich experiences in the arts. Children are given opportunities to explore sound, colour, texture, shape, form and space and to respond in a variety of ways through art, music, dance, stories and imaginative play. They are given a range of media and materials to explore their ideas through design and technology.

### **Special Needs:**

The nursery baseline assessments contribute to the school's screening procedures for identifying children who may have special educational needs. The Foundation stage staff regularly observe children in the nursery and reception classes and children who may not be progressing as well as they would expect are discussed with the Headteacher and the school's SENCO. There is good liaison with other agencies for example speech therapy.

### **Assessment, recording and reporting:**

Children's progress in the Foundation Stage is recorded as follows:

- **Nursery:** Baseline assessment for each child is carried out during the first half term. Regular observations of each child's progress and attainment are recorded. All records are transferred to the reception class at the end of the child's time in the nursery.
- **Reception:** Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). Regular incidental and focused observations and assessments are carried out and recorded for each child. At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:
  - Meeting expected levels of development.
  - Not yet reaching expected levels ('emerging').Staff also include a short report on how the child learns with reference to the three characteristics of effective learning.

Children's interests and significant moments are recorded in their individual learning journeys which are shared with and contributed to by parents and will help us to plan for the individual needs of each child. Learning journeys are in place for the Nursery Class and the Reception Class.

### **Safeguarding and welfare procedures:**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things.
- The importance of brushing your teeth.

### **Forging links with Year 1:**

Towards the end of the Reception year the children have several opportunities to visit their new class and teachers in order to help with a smooth transition. Year 1 staff are familiar with the areas of learning in the Foundation Stage and where children are still working within the EYFS will plan for this during their first term in Year 1.

### **Summer 2021**