



Foundation Stage Policy

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Reviewed and ratified by:

1. Rationale

Micklands Governing body expects the staff to adhere to this policy to ensure a consistent approach to raising standards. The Governing Body expects the Foundation Stage policy to provide guidance so that learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skill, understanding and attitudes.

2. Aims

We aim to provide a curriculum that will take children's learning forward, socially, emotionally, physically and intellectually. Our aims, below, underpin everything we do and plan for our children:

- To develop effective home-school liaison, recognizing that parents/carers are the first educators
- To ensure children feel safe, secure and confident
- To ensure high expectations of children of all backgrounds, ability, religion and gender
- To ensure each child is an active participant in the learning environment
- To ensure play is valued as the child's work
- To ensure that adults act as facilitators in a well-planned learning environment
- To offer a clearly focussed and developmentally appropriate curriculum both indoors and outdoors
- To provide opportunities for exploration, experimentation and creativity
- To provide opportunities for children to experience success and pleasure in learning

3. Links to other policies

Equal opportunities, Health and safety, Admissions, Special educational needs, Behaviour, Teaching and learning Policy and links to Foundation stage are made in all curriculum subject policies

4. Equality impact assessment

This policy is designed to ensure that all individuals and groups receive equal access and opportunities to develop and learn. There is no discrimination arising from disability, ethnicity or gender.

5. Monitoring and evaluation arrangements

This policy will be monitored and evaluated by the Foundation Stage Coordinator and Head Teacher every year or when deemed necessary if earlier.

6. The Foundation Stage

The Foundation Stage applies to children from three years of age to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. The Foundation Stage is important in its own right. The Foundation Stage/ Early Years classes are an integral part of Micklands Primary School and therefore all school policies relate to the children, practitioners, teaching and learning in the Foundation Stage.

The curriculum of The Foundation Stage underpins all future learning and is taught across 7 areas:

3 Prime areas:

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

And 4 specific areas:

- Literacy;
- Mathematics
- Understanding the world;
- Expressive arts and design.

The early learning Goals in each area set out what is expected of most children by the end of foundation stage.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Within each of these areas there are stepping stones which show the knowledge, skills, understanding and attitudes that children need to learn during the EYFS in order to achieve the Early Learning Goals by the end of the EYFS.

7. Induction and admission

In the Summer Term, parents of children who will come to Micklands Primary School in the coming year are invited to an evening meeting. Parents are introduced to the Head Teacher, teachers and secretaries and if possible members of the Governing Body and MASH (Parents Association). At this meeting parents receive the school prospectus and school forms, booklets from the Local Authority and those produced by Micklands Primary School to support parents/carers with possible ways to help their children. During the evening parents are informed about class organization, induction and admission arrangements. Parents and Carers have the opportunity to ask questions and share ideas of how to help their child prepare for Micklands. Parents and Carers are also invited to talk privately to a member of staff to share information about their child. This forms the first record and is a step in establishing a positive working relationship between home and school.

All children starting school are sent a personal letter inviting them to visit. To help children settle into school life smoothly and happily, so that learning can continue as quickly as possible, children are gradually introduced to school through planned visits with their parents or carers in the summer term before children start school. The children will have the opportunity to get to know their teachers, other adults, other children joining the class, the room and the school. Staff also make home visits before children start school.

In September, after the children have had their home visit, a group of 15 children start school and stay until 11.30 and are joined by 15 more the next day. They all then stay until 11.30. We then add lunch, the children will stay until 1.30 on these days. Entry is staggered. This gives children the opportunity to start their new adventure and be introduced to new places and people in a smaller group to begin to know the adults, other children, classroom and routine more easily. Children are invited to attend on a full time basis after one week.

8. Teaching and learning styles

At Micklands School we use a variety of teaching and learning styles in order for our pupils to become independent learners. In our school our children will learn through a play based curriculum planned from the children's learning characteristics, needs, strengths and interests. Through play

our children explore and develop learning experiences, which help them make sense of the world and develop independence. They practise and build upon ideas through adult led activities and child initiated play. They can investigate, communicate and solve problems in a secure but challenging environment. Learning takes place indoors and outdoors in order to give children opportunities to enjoy learning and challenge themselves, encouraging child initiated learning. Children are expected to develop independence through the routines and layouts of the learning environment. Children and adults are expected to take responsibility for the care of and use of resources and the environment.

Children have access to a wide range of equipment including construction toys, role play, table top and small world toys, sand and water equipment, art and craft materials, musical instruments, ICT equipment, quiet areas with books, larger outdoor toys and specialist PE equipment.

9. Continuity and progression

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. In order to ensure progression in the children's learning we plan a curriculum that builds on what our children can already do. Learning objectives are met from a range of starting points and through adult supported and child initiated activities. Observations and assessments throughout a child's time in the Foundation Stage become a Learning journey celebrating all achievements. End of year assessments are passed to the next teacher who use these to plan children's next steps in their learning.

10. SEN, inclusion and equal opportunities

At Micklands we believe all children matter. We give our children every opportunity to achieve their best. In The Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that most achieve the early learning goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all children through planning opportunities that build and extend children's knowledge, experience and interests, and develop their self-esteem and confidence. We use a wide range of teaching strategies based on children's learning needs. Children are motivated and supported within a safe working environment to help them learn effectively. All contributions are valued. Resources used in the Foundation Stage reflect diversity and are free from discrimination and stereotyping. We ensure challenging activities are planned for children who are advanced in their language and communication skills. When children need extra support we will liaise with outside agencies to ensure action is taken to provide appropriate help and work hard in partnership with them, for the maximum benefit of our children and their families.

- developmental playgroups
- educational psychologist
- speech therapist
- health agencies – school nurses and community Paediatricians
- occupational therapists
- specialist teachers

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific

learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs, thus increasing the adult/pupil ratio.

Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. We discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed every term.

The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

11. Assessment and record keeping

We are assessing children all the time. We use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations, and this involves the teacher and other adults as appropriate.

Each teacher keeps a learning journey and uses these to record observations, conversations and work. Parents are encouraged to contribute to this record with evidence of learning outside the school environment. This information is used to complete assessments and record the child's level of attainment at the end of the year. Parents receive an annual report that offers brief comments on each child's progress in each area of learning. A child's strengths and development needs are shared with parents throughout the school year.

As part of our monitoring schedule we moderate writing with the main school. Samples of children's work or teacher's observations from each class group are looked at, so that we can assess the overall quality and share the same expectations.

Each half term teachers record the number of sight words that children confidently recognize. We regularly discuss children's phonic knowledge and ability and change groups and address concerns.

Children of differing abilities in each group are tracked throughout the year. Samples of work or other evidence are kept to monitor their progress.

12. Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflects both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, this encourages independent learning.

They include:

- a stimulating and comfortable environment with a range of books to read
- labelled storage, encouraging children to return equipment independently
- sand – dry/wet with a range of equipment
- water tray with equipment
- mathematical and scientific equipment
- a writing area with a variety of paper and tools to “mark” make or write
- puzzles, games and other resources to promote children's learning in language and literacy

- a role-play area with props and dressing-up clothes
- a variety of resources to promote children's creative development including paint,
- clay, wood, musical instruments and music
- small and large construction equipment
- computer, keyboard, mouse and printer with appropriate software
- baking materials and equipment
- growing and living things
- collections of interesting objects to handle
- outdoor play equipment, including wheeled toys

13. Monitoring and Review

The Early Years and FS coordinator will monitor the impact of this policy and discuss issues with the Headteacher and other Early years /FS /LEA consultants. It will be reviewed whenever deemed necessary within the three years.