

# St George's C. E. Primary School



## Foundation Stage Policy

**Date Approved: March 2023**

**Approved by: Headteacher**

**Review Date: March 2024**



## **Vision Statement:**

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other regardless of race, religion or culture.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'  
Mother Teresa.

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### **1. Aims**

This policy aims 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### **2. Legislation**

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### **3. Structure of the EYFS**

Our Foundation Stage comprises of a 60 place nursery and a 75 place reception base.

Children in nursery can attend mornings, afternoons, 2.5 days or 30 hours (depending on criteria for 30 hour funding). If children want to attend the nursery for a full 'school day' (8.30am - 3.20pm), there is a cost per session to cover the extra 50 minutes at the end of the day. This is billed through Telford and Wrekin Invoice system.

### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

#### **4.1 Planning**

Staff plan activities and experiences for children that enable them to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Staff plan in a team, alongside nursery, to ensure that there are clear strong links and progression between activities done in the Foundation stage.

## **5. Assessment**

At St George's Primary School and Nursery, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Children are assessed at 3 key points of the year and these judgments are recorded on OTrack, our online whole school data system. These 3 points are: start of year, mid-point (February) and end of year.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents are children's first and most enduring educators and we value the contribution that parents make. Children's wellbeing is best fostered when parents and educators combine their knowledge of the child. We recognise the role that parents have played, and their future role, in educating their children.

The partnership is achieved through providing opportunities by:

- Talking to parents about their child before their child starts school and nursery.
- Inviting parents to an evening meeting where they get to meet the Head, senior leaders and class teacher. They are shown around the school and have the opportunity to chat with the teacher. During the first week, they have the opportunity to book a further private meeting, if they feel it is necessary.
- Inviting children to spend time with their teacher and key person in nursery/reception prior to starting school/nursery during our "Induction Sessions".
- Encouraging parents to talk to their child's teacher/key person about any concerns they may have.

Shortly after starting school, parents of children in Nursery and Reception are invited to discuss progress in private with the teacher/key person and review their child's work. Parents receive a written report on their child's attainment and progress at the end of the academic year.

A range of activities throughout the year are planned to encourage collaboration between child, school and parents. For example, fund raising days, themed activity days, church services, nativity, sports day and termly mentions assemblies.

Home/school reading diaries and Tapestry are used to provide a link between home and the setting. These enable us to keep in continuous contact with parents about the activities their child is engaged in at school.

Ideas on how parents can help their child at home are shared on the school website.

Each child is assigned a key person (class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

#### ***7. Safeguarding and welfare procedures***

We consistently promote good health in the early years, including oral hygiene. Visits are arranged with local healthcare teams to help children understand the effects of eating too many sweet things and the importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

#### ***8. Monitoring arrangements***

This policy will be reviewed and approved by the Headteacher bi-annually.

## Appendix 1: Schedule of transition

April- May	Discussion with teacher at St George's Nursery about which children are entering school. Reception teachers regularly visit our nursery classes to meet the children. Contact is made with Little Dragons, regarding the children coming to us.
June – July	<p>The Foundation Stage Teachers visit pre-school settings where there are 2 or more children who are intending to come to St. George's. They meet with pre-school staff to discuss the new intake of children prior to them starting at St George's Primary School and meet the children. Letters are sent to other settings asking for key information. Children are invited to spend time with their teacher prior to starting at our school during our "Induction Sessions".</p> <p>Parents are invited to a meeting where the following three things take place:</p> <ol style="list-style-type: none"><li>1. Head teacher &amp; SLT talk to parents about school before their child starts in September.</li><li>2. An opportunity to see the class and meet the class teacher</li><li>3. A guided tour of the school and grounds</li></ol> <p>Reception teachers meet with Year 1 teachers. They discuss children who are on track and for any children who are not on track, they discuss what their needs are and what their next steps may look like.</p>
September	For, the first days of school, children attend for a morning session. There are staggered starts and ends for the first week. Parents can request individual appointments to discuss and concerns/additional needs.