

Name of School

Anlaby Primary School Foundation Stage

Date	Review Date	Coordinator	Nominated Governor
13th April 2015		Jayne Oliver	Curriculum Committee

We acknowledge the statement that ‘the period from birth to five is one of rapid growth and development – physical, emotional, moral and intellectual. At this stage children’s development needs are complex and inter-related’. (Staring with Quality – DES 1990)

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, well motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We are in agreement with the Every Child Matters agenda as we want all of our children to be successful learners, to be confident individuals and to become responsible citizens

We believe the Foundation Stage, which covers the development of children between the ages of three and five years, is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge.

The Foundation Stage is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Foundation Stage curriculum is organised into six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development

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- Knowledge and Understanding of the World
- Physical Development
- Creative Development

We believe learning is holistic and cannot be compartmentalized. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

Aims

- To promote the social, emotional, physical and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children's learning through purposeful observation, evaluation and interaction.
- To work with other settings to share good practice in order to improve outcomes.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Early Years Team Leader;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Teaching and Support Staff

The teaching and support staff work:

- together as a team in conjunction with the Early Years Team Leader;
- to promote confident and independent learners;
- to create a learning environment that reflects learning across all six areas of the curriculum

Also, the teaching and support staff work will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Organisation

The Early Years Team Leader is responsible for the management of the Foundation Stage team and the Foundation Stage Area.

The area covers two classrooms and an outdoor area and is staffed by teachers, nursery nurses and additional support staff.

Planning

Medium term planning is completed for each new topic to be covered.

Short term planning details the adult supported learning and enhancements to provision.

Teachers collaborate over planning, sharing ideas for activities, resources and special events

Assessment

Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.

'O' Track focuses on children's progress towards the Early Learning Goals within the six areas of learning and is completed on entry and at the end of each term.

Assessments are made primarily through observation.

Role of Parents

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks which are given to Foundation Stage parents;
- attend informal parent workshops;
- attend parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such as the Headteacher's reports to the Governing Body

Training

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We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Assessment	▪ Curriculum
▪ Outdoor Education	▪ Support Staff

Headteacher:		Date:	
Chair of Governing Body:		Date:	