



# FOUNDATION STAGE POLICY

**September 2025**

Date of Last Review:

Reviewed by: Anna Brazenell – Early Years Phase Leader

Agreed by Governors: PENDING

Shared with all Staff:

Frequency of Review: 3 years

Date of Next Review: September 2028

*Learning at Stivichall is a passport for life*

## Foundation Stage Policy

“Development can only take place when children are actively involved, when they are occupied with a high, non-stop degree of concentration, when they are interested, when they give themselves completely, when they use all their mental abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure”. Ferre Laevers

At Stivichall Primary School, the aim of our Early Years provision is to ensure that all children have a positive start to their school lives and develop a wide range of skills that will enable them to make rapid gains in their learning, the Foundation Stage classes will:

- Be practical and play based so that children have high levels of involvement and enjoyment in their learning.
- Have resources that encourage children to explore, be creative and use their imagination.
- Have the prime areas of learning underpinning all of the opportunities provided to ensure children develop the essential social and communication skills needed to be successful in school.
- Provide children with opportunities to take risks and develop a sense of their own safety and an awareness of others.
- Provide children with choice and independence in resourcing and initiating their own learning, developing the skills of self-control and responsibility.
- Have an environment designed to meet the needs of the learners whilst providing continuous challenge in all of the areas of learning.
- Have a stimulating outdoor learning environment that provides children with practical experiences, working on a larger scale with natural resources.
- Provide opportunities for children to work together developing the skills of co-operation and team work.
- Have adults who play and learn alongside the children, skilfully moving children’s learning on through questioning and sustained shared thinking strategies.
- Have key adults who develop relationships with the children ensuring a good sense of well-being for all children.

### Foundation stage at Stivichall

Reception (75 children) - 3 Teachers and 3 teaching assistants.

### The Curriculum

Across the foundation stage, we provide a broad, balanced, differentiated curriculum which addresses the children’s social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in the prime and specific areas as outlined below:

The prime areas:

- Personal, Emotional and Social Development.
- Communication and Language.
- Physical development

The specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS, activities are planned to give children learning experiences and opportunities to work towards the Early Learning Goals. A Good level of Development at the end of the foundation stage is a child achieving the early learning goals in PSED, C&L, PD, Mathematics and Literacy.

### **Provision**

At Stivichall, there are three Reception classes that have continuous and enhanced provision both indoors and outdoors. Over the day, staff use formative assessment to plan a balance of adult led, adult supported and child-initiated learning opportunities to meet the needs of the learner. The balance of activities changes over the year to meet the needs of the learners and prepare them for the next stage of their education.

### **Key Features of the Learning Environment**

- Open ended resources that promote curiosity and creativity.
- Well organised with clearly defined areas.
- Resources are clearly labelled to ensure children can be independent in using them.
- Learning prompts and models are displayed.
- Children's work is displayed to be celebrated.
- Question prompts are displayed to challenge thinking.

### **Learning Outside The Classroom**

As part of the Stivichall pledge, children are able to access the outdoor area on a daily basis and in all weathers. The outdoor learning environment includes the following provision-

- Climbing frame
- Wheeled vehicle area
- Sport and gross motor area
- Digging area
- Mud kitchen
- Maths shed
- Knowledge and understanding of the world shed
- Writing shed
- Large construction shed
- Woodwork area
- Stage
- Book hut

### **Observation, Assessment and planning in the Foundation Stage**

#### **Observation**

On entry to Reception, the Reception Baseline Assessment (RBA) is carried out within the first 6 weeks. Alongside assessment notes from the RBA and teacher assessment, data will be recorded on Insight. These baseline assessments can then be analysed and reported providing a picture of the cohort as a whole, different groups as well as individual children.

At Stivichall, we observe and assess children to gain a clear understanding of their needs, interests and stages of development. This enables us to plan meaningful experiences that support each child to make the best possible progress across the areas of learning in the Early Years Foundation Stage.

Staff make regular, ongoing observations of children during their play and routines. These observations are shared with reception staff on a daily basis and in our weekly planning meeting. Observations might be verbally shared, written notes, recorded in the grey assessment log books, photographs, video clips or samples of children's work.

Following analysis of observations if there are any children who need additional support in using the learning environment to make progress in their learning or to overcome any barriers to learning, the correct intervention internally or by external agencies will be identified and put in place.

**All observations are used to:**

- Carry out ongoing assessments of the children to ensure they are always being moved on and challenged in their learning.
- Inform future planning so it meets the children's needs and interests.
- Complete a termly judgement of children's achievements against the development matters.

**Assessment**

Observations are used to inform formative assessments throughout the year. We complete summative assessments on entry, and at the end of the autumn, spring and summer term. The EYFS Profile is completed at the end of the reception year and is shared with year 1 staff so that they are able to carefully plan children's next steps.

Assessments are used to plan next steps in learning, identifying children who may benefit from additional support or early intervention, and to celebrate progress.

Each term staff use the observations and knowledge of their children to summarise children's achievements and record them on Insight. A moderation session each term ensures consistent judgements across the classes.

Children in Reception have a termly phonics assessment and tricky word assessment. The children's progress is tracked as they move through the phonic phases.

Every term there is a detailed **data analysis** to ensure all children are making good progress. It is used to look at the trends of the cohort and different groups to ensure future planning meets the needs of all groups. Termly data is shared across the whole team so that all staff are aware of the levels of development the children are working at to target support appropriately.

If assessments show children are not making progress in a particular area or are working significantly below their expected age, this will be discussed with the SENDCO and children may have an individual education plan written for them which will identify additional support or be referred to outside agencies. Children's assessments and achievements are shared at termly parents' meetings and all children receive a written end of year report.

**WellComm**

At the start of Reception, all children are screened using the WellComm speech and language toolkit. A trained member of staff uses a picture based activity and questions to assess receptive and expressive language. The screen places the child in green (age appropriate), amber (monitor/support) or red (further assessment/referral to SALT). Follow up screen are done after an intervention period to track progress.

**Floor Books**

At Stivichall, we use floor books as a shared record of individual, group and class learning and to capture children's voices. After whole-class, small group or project work, staff and children sit together to record ideas, discussions, photographs and children's work in a large book that is kept in the classroom at child level. Children are encouraged to contribute their own comments, mark making and pictures, which staff might scribe. This approach makes learning visible, support's children's reflection and ownership, and provides rich evidence for formative assessment and planning.

### **Writing and Maths Books**

Alongside the floor book, we use individual writing books and maths books as a way of recording and celebrating children's emerging skills. The writing and maths books provide a consistent place for children to-

- Practise and develop early writing, mark making, drawing and recording skills.
- Record mathematical ideas such as number formation, counting, shapes or problem solving.
- See their own progress over time.

Teachers use the books to-

- Plan next steps and track progress.
- Gather evidence for formative assessment.
- Share examples of learning with parents/carers and colleagues.

All activities recorded in these books are developmentally appropriate., they are dated and labelled with the learning objective which is given a tick if it has been met.

During our Early Bird sessions, parents are invited in to look at the Floor Books and writing and maths books and used to strengthen home-school links.

### **Planning**

Planning is produced from the observations and assessments of the children and supports the next steps in their learning and development.

**Long term planning and the curriculum overview** ensures that all the commitments and principles of the EYFS are addressed and met through the provision and organisation whilst ensuring that the Reception curriculum is integrated into the Stivichall Curriculum providing a foundation for future learning. The long term plan ensures that all seven areas of learning are covered in a balanced way, with clear opportunities for progression in the prime and specific areas. It also includes the key vocabulary that will be taught. The curriculum overview maps out the projects, key themes, topics and experiences we intend children to encounter across the academic year.

**Medium term** plans are written by the Reception team and are based on the knowledge and assessments of the children; they provide activities and skills to be developed across the areas of learning.

**Short term** planning is a weekly plan of activities and resources to support the children's development. The weekly planning includes the identified next steps activities from the previous week's observations. All planning is adapted and evaluated from the observations of the children. Short term planning consists of:

- An enhanced provision plan that identifies development matters, a key learning focus, key vocabulary, questions, the focus sustained shared learning strategy, adult input prompts and identifies the learning behaviours that will be reinforced.
- An adult led plan with development matters, key vocabulary, questions, differentiation, opportunities for SMSC development and the learning behaviours that will be taught and reinforced.
- Phonics plan for daily sessions.
- Morning and afternoon activities plan.

A weekly planning meeting is held to ensure all staff are fully aware of the learning opportunities and how best to support children's progress.

### **Meeting the needs of all children**

Each child in the foundation stage is observed, assessed and planned for as an individual. Through pupil progress meetings and ongoing staff discussions, all members of the team are aware of children's needs and levels of ability. Activities are planned for children to choose independently although particular children may also be identified to take part in activities that are going to support or extend them in an area of their learning such as turn taking games for children who need support with their personal, social and emotional skills or

language based activities that will support our EAL learners. At times, specific intervention programmes will be run to support identified needs.

### **Starting School**

Before the children start school, they are given the opportunity to visit the Reception classes to get to know the environment and the adults they will be working with. The Early Years Phase Leader visits nursery settings to speak to keyworkers and observe the children in a familiar setting. The document Starting Reception (Your child's journey to school starts at home) is shared with parents during the summer term transition meeting to help them prepare their child for successful transition into school.

### **Engaging Parents**

We always aim to work in partnership with parents and keep them informed of their child's learning and how they can best support at home. Workshops are held to inform parents of key areas of learning such as reading, phonics and maths. In addition, we share information on a weekly basis through Seesaw and through our whole school newsletter.

### **Transition**

In the summer term, teachers prepare the children for the next step in school. The children have the opportunity to visit the Year 1 classes and teachers to ensure they develop positive relationships. Staff will discuss the children who are moving into Year 1, sharing journals and development matters information ensuring a smooth transition into the new class.

### **First Aid and Health**

All members of the team hold a current paediatric first aid certificate and at least one person is always available and accompanies children on outings. Training is renewed every three years. Good health is promoted within the Foundation Stage and all staff follow the school policies for Health and Safety, First Aid procedures and Medicines. As with all our policies, these are available to parents/carers on request. Parents are kept informed about first aid incidents through Medical Tracker, emails are sent out to inform parents.