



Foundation Stage Policy

Langham Primary School.



Aims

In the Foundation Stage at Langham Primary School we aim to provide all our children with an exciting and appropriate Foundation Stage curriculum that meets the developmental needs of each individual and allows each child to fulfil their potential. The Foundation Stage curriculum should underpin all future learning. Early childhood is the foundation upon which children build the rest of their lives; it is not just a preparation for the next stage as it is vitally important in itself; securing the best possible start to a child's education. It is recognised that a child's attitudes and dispositions towards learning will be based upon their first hand experiences of school life. We are committed in the Foundation Stage to ensuring that these experiences will be:

- **Inspiring, stimulating and fun:** Children learn from everything that happens to them and do not separate their learning into subjects. Children learn most effectively when they are actively involved and interested. Playing and talking are the main ways that young children learn about themselves and the world around them. We aim to build on the natural enthusiasm, curiosity and delight in the discovery of the world that young children have by providing play based learning opportunities in a stimulating, fun and exciting environment that build on their prior skills, knowledge and understanding.
- **Safe and secure:** To ensure development and self-esteem it is essential to foster security, confidence and happiness within their new environment. We provide a safe, caring and supportive learning environment in which the contributions of all children are valued and where each child can fulfil their potential. We believe the school environment plays a crucial role in each child's learning as a safe, secure and stimulating place that promotes curiosity, challenge, creativity and independence. Children who feel confident about themselves and their own ability have a head start in learning. Children who are encouraged to think for themselves and take risks in their learning knowing it is O.K not to know the answer are more likely to act independently.
- **Appropriate to each and every child:** We endeavour to ensure that each and every child will, be respected and valued, be cared for as an individual, experience success irrespective of ability, build on what the child already knows and can do and will help them build on this and move on in their learning.

Admissions

Parents apply for a place at Langham Primary through Essex School Admissions

<http://www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Admissions.aspx>

It is advisable to visit schools before making a choice and we arrange open mornings and school tours in the autumn term to enable prospective parents to visit us. The agreed admission number is 16 places available each academic year (for full details see the admissions policy). All children will start in the Autumn term, unless requested otherwise by parents in writing. In this instance they must start school at the start of the term they turn 5 years of age. They join a mixed age class of five and six year olds, the latter being Year One pupils at Key Stage 1.

Induction

Starting school is a big step for a child and their family so it is really important that we make the transition into school as supportive as possible. The term before a child starts school:

- We invite parents to a meeting to give information and to answer any questions concerning entry to school. We explain in more detail how the children will be learning and ways in which home and school can work together to support the children. At this meeting questionnaires are given to parents to gather important information on each child's strengths, likes and achievements as they start school; valuing all the learning that each child brings with them. This questionnaire also gives parents a chance to highlight any worries that they may have about their child starting school which can then be discussed. We value the information that parents share with us and try to work in partnership with parents to continue to give children the best opportunity to learn.
- The class teacher will visit each child in their pre-school setting to start to get to know them. At this time the families are given a booklet about our class to share with their child and talk about starting school and what to expect when they come to school.
- The children are then invited to spend stay and play sessions in their classroom with their new teacher. This gives opportunities to get to know their new classroom, their new class mates and the kinds of activities they will be doing when they start school. The stay and play sessions help the children begin to feel familiar, comfortable and confident with their new school and ease that step into school.
- In September children will be given a staggered start date to ensure each child feels 'special' on their first day at school. For the first few weeks the children attend school part time, becoming full time on the third week at school. There may be exceptions to this depending on the individual and/or their circumstances. Government policy states that parents may choose for their child to start full time as soon as possible. During these first few weeks the class teacher will meet individually with each family in order to get to know each family and child and share individual information.



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Curriculum

We have designed our curriculum using the Early Years Foundation Stage Framework, Developmental Matters 2020 and the Early Years Curriculum Companion. Our curriculum builds over the year to help children achieve the Early Learning Goals by the end of the EYFS with provision for children to take part in active, hands-on experiences both inside and outside the classroom involving a balance of adult focussed and child-led activities. The Foundation Stage places great emphasis on the three characteristics of effective learning. They reflect the different ways children learn and develop.

- **Playing and exploring:** ways in which children engage with their learning by finding out and exploring, playing with what they know and being willing to have a go.
- **Active Learning:** is what motivates children - being involved and concentrating, keeping trying and enjoying achieving what they set out to do.
- **Creating and thinking critically:** children need lots of opportunities to think, have their own ideas, make links and choose ways of doing things

The curriculum is split into seven areas of learning, all of which are connected to one another and are equally important.



Three Prime Areas of Learning Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building relationships

Physical Development

- Gross Motor skills
- Fine Motor skills

Communication and Language

- Listening, Attention and Understanding
- Speaking

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. They are the basis for successful learning in the other four specific areas.



Specific areas of Learning

Literacy

- Comprehension
- Reading
- Writing

Mathematics

- Numbers
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive



It is recognised that the range of abilities and learning styles will vary tremendously between children. A wide range of teaching styles, high quality resources, opportunities and activities both indoors and outdoors will be available to ensure that every child has the opportunity to succeed and fulfil their potential.

Through the curriculum we aim to encourage:

- Social interaction and respect for others, their beliefs, culture and their own environments.
- Develop independence while encouraging self-motivation, self-discipline and decision-making.
- Provide opportunities for all children to express themselves, talk, communicate and listen in a widening range of situations and have opportunities to explore and share their thoughts, feelings and ideas across all areas of learning.
- Build on what a child can do, gradually extending their manipulative, physical, observational and discriminative skills while fostering and developing creativity, originality and self expression.
- Develop their basic skills, knowledge and understanding in all curriculum areas.

Our main aim is to meet the needs of each and every child and help them to build on their learning and to reach their full potential. We provide a stimulating, exciting, purposeful and fun environment where all children feel happy, valued and cared for. We aim to foster a lifelong love of learning that the children will take forward with them and want to develop.

In order to achieve this aim we have adopted a flexible approach, which enables us to teach children using different strategies that best meet their needs. Learning opportunities are planned with clearly defined learning objectives to address the specific needs of the children and involve a balance of adult focussed and child led activities. The amount of formal/informal and direct/indirect teaching and learning depends greatly on what each child can do, where they are in their maturity and development and what they already know. No child will be moved on before they are ready. No child will be held back when they can achieve more.



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Inclusion

The foundation stage curriculum is the right of every child. Access to the curriculum will be available for all, irrespective of any special need, gender, ethnicity or social, religious or cultural background. Children who are finding any particular area difficult will be monitored carefully throughout the Reception year and discussions with parents would take place to discuss and devise the best strategies to meet their child's needs. If necessary, they will have extra support to access the curriculum and work on their own progress targets (Please see the SEN policy). Any child achieving above expected goals will be identified and opportunities for extension will be identified on the teachers planning. Children who have English as an additional language will also have extra support- working on next steps based on the "Stages of Language Acquisition". Progress of all groups of children will be closely and regularly monitored. We aim to provide a safe and supportive learning environment, free from harassment in which the contributions of all children are valued and where racial, disability and gender stereotypes are challenged.

Assessment



The [Reception Baseline Assessment \(RBA\)](#) is administered within the first six weeks of starting Reception. It is a short interactive and practical assessment of basic communication, literacy and numeracy skills. We gain additional information through observations during the induction process and an induction meeting with parents. We use these assessments to plan initial next steps for each child. Ongoing informal assessments are then made based on observing children in a variety of learning opportunities. Observing children as they explore and interact in their play, complete everyday activities such as phonics and enjoy other planned experiences sit alongside contributions from parents and carers about what a child does at home to form a complete and detailed picture of each individual child. The children are then assessed against the Early Learning Goals at the end of Reception.

Partnerships and Reporting to Parents

The relationship between school and home is very important to us. Families are a child's first educators and strong links between home and school ensure the best possible learning outcomes for children.

Every term parents will receive a class newsletter outlining the topic, learning opportunities and activities their children are offered. Each week the children will bring home a weekly class newsletter which outlines the learning for that week and ways parents and carers can support this learning at home. We also use Class Dojo and individual Dojo portfolios to share photographs of memorable moments that happen in class.

Opportunities for parents to contribute to their child's learning journey and share in their child's learning at school are provided throughout the year through learning sharing sessions and invites to Early Years workshops and information sessions. Parents are invited to record those special moments and next steps that happen at home through 'WOW' slips and by contributing to their child's online Dojo portfolio by adding photographs and comments from home.

There are times during the school year when parents are invited to meet with the teacher to discuss progress and to share their child's learning and 'next steps'. Parents are also encouraged to come in and make an appointment to discuss any aspect of their child's development if they have any worries at any time. At the end of the Foundation Stage parents receive a report giving information on their child's attainment towards the Early Learning Goals and their child's characteristics of effective learning.



Monitoring and Review

The class teacher, in discussion with the head teacher and other members of staff, monitor the progress of children and modify planning of the curriculum to meet the needs of groups and individuals to ensure progression and continuity of learning.

Monitoring and Review of the curriculum also occurs as the result of government legislation, directives and guidance.

The school development plan incorporates the development and needs of the Foundation Stage.

Additional resources are discussed and financed from the appropriate curriculum budgets.



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Starting School.

Starting school is always a big step for children and their families. When children start school some may feel confident and excited, others may feel a little anxious or nervous. There are lots of things that you can do to help your child become confident and positive about starting school. It helps to:-

- Talk to your child about going to school.
- Talk about the interesting things they will be doing.
- Talk about the adults and other children that will be there.
- Explain that there will be lots of new and exciting things to do and learn, as well as things that they are already familiar with and enjoy doing.
- Talk about the new friends that they will make.



There are lots of story books about starting school and the Starting Langham Primary School photo booklet you will each receive gives opportunities to talk about school.

It really helps if you can talk about starting school as a positive and exciting experience and that the children know they will have your help and support to settle and become confident in their new surroundings.

Children will need:

- School Uniform: all with your child's name in.
- Shorts, tee shirt in their house colour and plimsolls in a PE bag: all with your child's name in.
- A book bag to carry books, letters and other work. (These are available from the school office).
- To dress appropriately to suit the weather; coat, hat, gloves, boots etc for winter and sunhats, sun cream for summer. A lot of our learning takes place outside.

For safety reasons children should not wear jewellery to school and earrings must **not** be worn on PE days.

Healthy Schools:

The Personal, Social and Emotional well being of all is central to the ethos of Langham Primary School and is present in all that we do. Our school has been awarded the Healthy Schools Award. Physical well-being also plays a main role in our school. Daily physical activity in our outdoor areas and use of the outdoor equipment are provided as well as two PE sessions each week. Children are taught about healthy choices they can make and how they can keep themselves safe.



Snack:

Langham Primary School is part of the National Fruit Scheme and each child will receive a piece of fruit or vegetable everyday in our snack time. Therefore there is no need to provide a snack in class 1. Water is always available throughout the sessions.

Health:

We like children to attend regularly so they do not miss out on what is going on, but do ask you not to bring children to school if they have a high temperature, upset stomach or are listless and unusually tired. However much the child wants to come, the decision is yours and if you feel they are not well enough please keep them at home to prevent the spread of infection to other children and a miserable day at school for your child.

Please note the guidelines we have been given state that children should not return to school until they have been symptom free for 48 hours after an episode of vomiting and/or diarrhoea.

Accidents:

We try to create a safe learning environment for children both inside and outside and the children are supervised at all times. However despite our best efforts accidents do happen. Staff are trained in first aid and at least one member of staff has an up to date Paediatric First-Aid certificate, but should your child have a more serious accident or be taken ill at school you will be contacted at once. You will be asked to fill in a form giving contact details and any medical details when your child starts school. It is important that you notify the school of any changes to these as soon as they occur. If your contact number is for a mobile phone please keep it switched on so we can get in touch with you if necessary.



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