

## Foundation Stage

Date	Review Date	Coordinator	Nominated Governor
15.10.14	15.10.15	Caroline Howett	Kelly Townsend-Smith

**“First watch your child at play, and see how he learns.”**

The Foundation Phase is a new curriculum for 3 to 7 year olds. It builds on the Desirable Outcomes for Children’s Learning before Compulsory School Age and includes aspects of the guidance for Key Stage 1. The Foundation Phase places great emphasis on children learning by doing. We believe young children should be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books. We want them to understand how things work and to find different ways to solve problems. The Foundation Phase curriculum is broad, balanced, relevant and differentiated to meet the developmental needs of all children.

### Aims

- To develop children’s skills and understanding.
- To develop children’s personal, social, emotional, physical and intellectual well-being in order to develop the whole child.
- To develop positive attitudes to learning so that they enjoy learning and will want to continue with their education longer.
- To develop children’s self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- To develop children’s creative and expressive skills and observation to encourage their development as individuals with different ways of responding to experiences.
- To develop children’s activities in the outdoors where they can have first-hand experiences of solving real problems in mathematics and science and learn about conservation and sustainability.

### Developing Skills across the Curriculum

We believe children should be given as many opportunities and experiences to develop the following skills through group and individual tasks in a variety of contexts across the areas of learning:

- **Thinking** – by using the processes of planning, developing and reflecting.
- **Communication** – through the skills of oracy, reading, writing and wider communication.
- **ICT** – by creating, presenting, finding and developing information and ideas.
- **Number** – by using mathematical information, calculating and interpreting and presenting results.
- **Physical** – by having the opportunity to be active during their learning

### Areas of Learning

There are seven areas of learning which provide an appropriate curriculum that supports the development of children and their skills. We believe that these seven areas must complement

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each other and work together to provide a cross-curricular approach to form a practical relevant curriculum for each child.

The seven areas of learning are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Communication and Language Development
- Physical Development
- Literacy Development
- Mathematical Development
- Knowledge and Understanding of the World
- Creative Development

### **Curriculum Planning**

A well planned curriculum is vital to prevent underachievement and to raise overall standards. All curriculum planning must show that:

- it is broad, balanced and differentiated.
- it is flexible to cater for children who are at different stages of development.
- it takes into account prior learning and attainment.
- educational provision is holistic.
- the child is at the centre of all planning.
- there is a balance between structured learning through child-initiated activities and those directed by adults.
- the activities inspire and challenge children's potential for learning.
- adults are aware of using good open ended questioning.
- Personal and Social Development, Well-Being and Cultural Diversity is being developed across the curriculum.

### **Outdoor 'Classroom'**

The development and use of the outdoors as a learning environment is very important for the development of all children. We feel that:

- children's health and fitness will benefit from exercise outside and using outdoor equipment.
- children will have firsthand experience of nature.
- problem solving will relate to experiences.
- children will have firsthand experience of conservation and sustainability.
- children will develop a love of nature and take part in outdoor activities.

### **Curriculum Teams**

Since the introduction of the Foundation Phase it was obvious that the role of the subject co-ordinator had to change because of the very nature of the new curriculum. Therefore, mixed curriculum teams with Foundation Phase and KS1 staff have been introduced.

## **Training**

- **Support Staff** have or are being trained in the following areas:
  - Foundation Phase areas of learning when they are organised by the Local Authority
  - Physical Literacy
  - ECAT and ECAM
- **Teaching Staff** have undertaken training on EYFS curriculum and have also undertaken visits to schools demonstrating good practice.
- **Parental Training Programme** – Parents are invited to take part in FS1 sessions with a focus on developing ways to interact with their child. These sessions are organized and run by FS1 staff.

## **Assessment & Reporting**

Assessment in the Foundation Phase takes the form of observation. These regular assessments of children's learning are used to ensure future planning reflects identified needs.

The following assessments are also used:

**Individual EYFS tracker**  
**Physical Skills age related checklists**  
**Blank Level Language**

At the end of the Foundation Phase teacher assessments are made on each child and their outcomes are reported to parents. Children are assessed in all seven areas of learning.

Parent-Teacher Consultations each term plus an annual report keeps parents informed of their child's progress.

## **Additional Needs**

From the outset parents are informed of any identified additional needs that their child might have and of the support they require. External agencies are only involved, if after a period of time in-house support fails. Parents are kept informed at each stage.

## **Resources**

Resources are purchased when they are required. At the moment funds are being spent on developing the outdoor area.

## **Building & Accommodation**

- All available space is being used.

## **Equality Impact Assessment**

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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**

▪ Curriculum Teams	▪ Curriculum
▪ Outdoor Learning & Forest Schools	▪ Teaching and Learning

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

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**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

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**Policy Evaluation**

<b>Points to be considered</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Please supply evidence</b>
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				