

Kenn Church of England Primary School

In partnership with Pre-School's on the Foundation Stage

Introduction

This document is a statement of the aims, principles and strategies for Foundation Stage learning at Kenn CE Primary School. It was developed in 2008 through a process of consultation with governors, preschool and staff and ratified by the full governing body.

The importance of the Foundation Stage

The Foundation Stage curriculum and Early Learning Goals (introduced in September 2000 and revised in 2008) refer to children in early years settings. This is a distinct key stage where children could start at birth and leave aged over five at the end of their reception year. The Foundation Stage curriculum is organised into six areas of learning: creative development; physical development; personal, social and emotional development; problem solving, reasoning and numeracy; knowledge and understanding of the world; and communication language and literacy.

Expectations

For most children, the end of the reception year will be the end of the Foundation Stage, when the expectation is that most children will achieve the Early Learning Goals. Although the Early Learning Goals are intended for children at the end of reception, younger children will be provided with experiences, which will support them in reaching the goals at the appropriate time.

Aims

- To establish an entitlement for all children in the foundation stage;
- To establish expectations for all staff working with children in the foundation stage;
- To state the Partnership's approach to the Foundation Stage curriculum in order to promote parents' and carers' understanding of the curriculum;
- To promote continuity and coherence across the Foundation Stage.

Guidelines

Ensure that the curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal social and emotional well being;
- Positive attitudes and disposition towards their learning;
- Social skills;
- Attention skills and persistence;
- Language and communication;
- Reading and writing;
- Mathematics;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

Strategy for implementation

Entitlement and curriculum provision

All children will have access to a broad range of relevant, rich, diverse opportunities and experiences, which are planned in line with the early years curriculum and working towards the Early Learning Goals. The partnership will adopt a holistic approach to enable children to make sense of their learning.

The QCA curriculum guidance will be followed fully in the Foundation Stage. The set of principles set out in the document is accepted. It is agreed that the principles underpin young children's learning.

Learning and teaching

In order to promote effective learning the teaching within the Partnership will provide opportunities and experiences for children to:

- Have access to a wide range of opportunities and experiences, which will allow them to explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their knowledge skills and understanding;
- Imitate activities that promote learning and enable them to learn from one another;
- Have time to explore ideas and interest in depth;
- Feel secure in order to become confident learners;
- Make links to other areas of learning;
- Undertake creative and imaginative play activities that promote the development and use of language.

The staff will:

- Confer regarding planning to ensure continuity of progression;
- Work in partnership with parents and carers;
- Promote children's learning through planned experiences and activities that are challenging but achievable;
- Teach skills and knowledge;
- Understand that children learn in different ways and at a different pace to each other;
- Use rich and varied language to help children develop linguistic structures for thinking;
- Plan both indoor and outdoor provision to maximise opportunities for children's learning;
- Share good practice;

Continuity and progression into Key Stage 1

It is expected that full implementation of the QCA guidance on the six areas of learning, will ensure continuity and progression across the stage and with Key Stage 1. The early learning goals for communication language and literacy and problem solving, reasoning and numeracy are in line with the objectives in the framework for teaching literacy and mathematics. Elements of the literacy hour and daily mathematics lesson will be taught across the day rather than in a single unit of time. Children will be enabled to make a smooth transition towards the literacy hour and daily mathematics lesson in Year 1, by the end of the reception year.

Inclusion

Planning will meet the needs of both boys and girls, children with special educational needs, children with disabilities, children from all social, cultural and religious backgrounds, children from different ethnic groups including Travellers, refugees and asylum seekers and children from diverse linguistic backgrounds.

It is the Partnership's intention to provide:

- A safe secure learning environment in which all children are valued;
- A wide range of opportunities to motivate support and develop;
- Planned opportunities that build on and extend children's knowledge.

For those children with special educational needs, the focus will be on removing barriers for children and on preventing learning difficulties developing. Children's learning difficulties will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents and to develop an effective strategy to meet these needs. This may involve working with staff from other agencies in drawing up individual education plans.

Assessment

A range of assessment strategies will be used to ensure that the next steps in children's learning are appropriately planned in order to help children make progress. Assessment opportunities will be identified in planning and opportunities will be provided for:

- Skilful and well planned observations of children;
- Working in partnership with parents;
- Evaluating the quality of provision and practitioners' training needs;
- Ensuring baseline assessment is informed by observation, discussion and evaluation and in line with policy;
- A written report on achievement in the six areas of learning is given to parents at the end of the Foundation Stage.

Leadership and management

Priorities relating to the Foundation Stage will be identified in the school improvement plan as appropriate. Management roles and responsibilities in relation to school will be reviewed in line with performance management procedures. The Pre-School will continue to follow their own systems.

Relevant staff training and development needs will be outlined in the school improvement plan and Pre-School staff will be included as appropriate.

It is expected that all staff, governors and Pre-School stakeholders are aware of the requirements of the Foundation Stage and the importance of the key stage in relation to the children's learning and its impact on raising standards across the school.