

# Abbot's Hall Primary School



## The Foundation Stage Policy

November 2025

**Be The Best That You Can Be**

## Aims for the Foundation Stage

We aim to:

- Develop the child's knowledge and understanding of the world in which they and others live.
- Help each child to develop:
  - a positive self-image,
  - a natural curiosity,
  - the ability to think for themselves,
  - independence and confidence,
  - the ability to set challenges for themselves and make their own decisions,
  - an enthusiasm for early literacy and mathematics experiences.
- To enable children to learn to co-operate in their work and play.
- To enable children to acquire positive attitudes, specific knowledge, knowledge and ideas which provide a foundation for achievement in later learning.
- To help children to develop kind and caring attitudes and respect for other people, all living things and property.
- To help children to become effective communicators.

## The Curriculum

The curriculum is based upon the DfES statutory framework for the Early Years Foundation Stage (2023).

The principles which guide the work of all early years practitioners are grouped into four themes:

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

Our curriculum ensures:

- Children's previous experiences are taken into account, building upon what they already know and providing appropriate provision for the different starting points from which children develop their learning.
- Children experience relevant and appropriate content to suit their individual needs. Children are offered planned and purposeful activities that provide opportunities for teaching and learning, both indoors and outdoors.

## Areas of learning

The Foundation Stage curriculum is organised into seven inter-connected areas of learning.

Prime Areas:

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

Specific Areas:

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

These seven areas are a basis for planning the learning environment, activities and experiences within the Foundation Stage.

## Implementation of the Literacy and Maths Strategies

The curriculum guidance for the Foundation Stage is the core reference document for teachers. We follow the White Rose Maths schemes of learning, in line with the rest of the school. In the summer term the teaching of English and Maths should start to follow a similar structure to that in Year 1. This enables a smooth transition into Year 1.

## Planning

Planning consists of a medium term topic outline for each half term and more detailed weekly planning, stemming from children's questions and interests. Maths experiences and WRM planning is primarily based upon practical experiences. Our Literacy planning is based on our school literature spine of high quality, diverse texts. The planning from the 'Rocket Phonics' scheme is used for the daily whole class phonics sessions.

Within each area of learning approximate age-related expectations are identified. These outline the progression towards the early learning goals. The early learning goals establish expectations for most children to reach by the end of the Foundation Stage. We use these age related bands and early learning goals as a basis to inform our medium term planning. We establish the learning objectives for each area of learning in relation to a half termly topic and the children's needs. We aim to ensure that all children are given the opportunity throughout the Foundation Stage, to make good progress towards, and where appropriate beyond, the early learning goals.

Play is the principle means by which children access the Foundation Stage curriculum. Well-planned purposeful activities and appropriate intervention by practitioners will engage children in the learning process.

The emphasis will be on first hand experiences which:

- Challenge children's thinking.
- Provide ample opportunities to explore and experiment.
- Include playing and talking with each other and adults.
- Allow for a curriculum which flows naturally from inside to outside.
- Take into account what is known about young children, their particular interests and their individual learning styles.

## Resources

- Resources are stored in classrooms and in the outdoor sheds within The Lodge. They are clearly labelled. Children are encouraged to access the resources they want to enhance their learning.

## Assessment, Recording and Reporting

Foundation Stage children are assessed in the following ways:

- Where children have attended pre-school settings we will receive information from them through learning journeys, end of year data and from visits by staff to each individual setting. Parents' views are also sought through a Starting School booklet.
- Upon entry to school the basic skills of letter, number and personal and social skills are quickly assessed using our on-entry assessment observations. We also carry out the Reception Baseline Assessment screening and Language Links assessment. This information, combined with the pre-school assessments, becomes our starting point for each child. A new 'Learning Journey' book and Tapestry begins.
- Opportunities for assessment are identified in weekly plans. Teachers and teaching assistants regularly plan and carry out guided tasks which are recorded in a Learning Journey Book. Child Initiated learning is primarily captured in photographic form using an iPad. These 'snapshot' observations of children are recorded in an on-line Learning Journey (Tapestry) which transfers into an individual on-line profile for each child. Parents can also access these on-line Learning Journeys and contribute to them via photos, comments and films. These 2 forms of on-going assessments are linked to the relevant age bands or early learning goals which are then used to build up the Foundation Stage end of year assessments.
- Key word and phonic knowledge is assessed throughout the year and information is transferred at the end of the year to the Year 1 teacher.
- On-going dialogues with parents take place in relation to their child. Each week there is a group of 10 focus children who have a questionnaire sent home to parents to ask how they feel their child is developing at school, their child's current interests and anything they would like further support with at home. In this week, these children are interacted with even more with their learning and play and there is an increase in observations tailored to the individual.
- On a more formal basis, parents' evenings provide opportunities for reporting on progress. At this time, the Learning Journey Books and Jigsaw progress pages are shared with parents. At the end of the year, an annual report is written which outlines a child's effort, progress and attainment in the seven areas of learning. Parents are informed on whether their child is

emerging or expected for the 17 Early Learning Goals. Parents also have access to their child's Learning Journey at our termly Welcome Wednesday sessions.

- Feedback on learning is often verbal but will be recorded by staff in accordance with our agreed Marking and Feedback Policy in the Learning Journey Books.

#### Monitoring, Evaluation and Review

- The SLT carries out regular book looks, lesson monitoring, marking and feedback monitoring and pupil view questionnaires.
- The Foundation Stage Co-ordinator conducts regular 10 minute drop-in observations across the setting.
- The attainment of pupils is recorded on Arbor.
- The Foundation Stage Co-ordinator shares the Foundation Stage data termly at Pupil Progress meetings and presents a data overview to the Curriculum Committee at the end of each term.
- The chair of governors is invited to take part in Learning Walks and share assemblies or parent meetings.

#### Equal Opportunities and Special Educational Needs

- All children have access to the Foundation Stage Curriculum.
- As a rights respecting school, our children learn about the rights of all children through our continuous reference to rights in our planning, activities and collective worship sessions.
- A broad and balanced education is the entitlement of all children regardless of ethnic origin, gender, class, aptitude or ability.
- In planning, we consider the individual needs of children, scaffolding to support all children to achieve the intended outcome.
- Able, gifted and talented children are given the opportunity to extend their thinking through extension activities or by altering the focus of an activity through one-to-one discussion and questioning or by changing the context of the task.

#### Admissions Policy and Procedures

See separate policy

#### Signed

Foundation Stage Co-ordinator

*E Scrivener*

Mrs E Scrivener

Governor with delegated responsibility

*G. Kenworthy.*

Mr G Kenworthy

Review Date

December 2027