



## **Ludlow Infant Academy**

### **Policy for Foundation Stage**

**Accepted by Governing Body** \_\_\_\_\_  
**Signed Governing Body**

**Accepted by Staff** \_\_\_\_\_  
**Signed Headteacher**

**Review Date** \_\_\_\_\_

- To help every child settle happily into school.
- To make the transition from home to school, smooth and an enjoyable experience.
- To promote the all-round development of each child, that each child will achieve his/her full potential in physical, social, emotional, intellectual, aesthetic, creative, moral and spiritual growth.

### **Our philosophy**

We believe that children learn in a caring environment where they feel happy, relaxed and secure, and they are encouraged in decision making promoting independence. The curriculum is planned to incorporate the needs of all pupils taking into account their ability, ethnicity and backgrounds

### **Principles of our Foundation Stage Policy**

#### **Induction**

- An evening meeting is offered to prospective parents in early May, the school booklet plus other relevant written materials are distributed, and a talk is given in support. Parents are able to meet the teacher and classroom assistant informally.
- Parent given New Entrants Handbook to share with children to familiarise them with school routines.
- The Foundation Stage Leader will visit relevant playgroups/nurseries in the catchment area to discuss the readiness of children entering school, and to meet the children in their pre-school setting.
- The children are invited to visit their relevant classrooms on transition day and during transition week.
- Parents and children are welcome to visit the Open Day held in July to visit the school and to purchase school uniform.
- Interviews between child/parents and class teachers/classroom assistants are set up in the first week in September in the classroom to discuss children, and for children to become familiar with their new classroom setting.
- All staff involved in the Foundation Stage Team, the Head teacher and SENCO discuss information received from all sources to ensure smooth induction for the children.

## **Entry to School**

Children are admitted in accordance with City policy.

## **Foundation Stage specific details**

- All children are sensitively introduced to whole school assemblies. They are prepared for the vastness of the school hall by visiting with their class teacher or LSA.
- Celebration assembly on Friday is attended during the first few weeks of term and then the children attend all assemblies if their class teacher feels they are confident.
- Children stay full time according to the admission policy.
- Foundation Stage children have their own playground area at playtime which gives them the opportunity to form relationships with their peers and relevant adults. At lunchtime they share the large playground situated at the front of the school with the Year 1 and Year 2 children.
- A regular lunchtime supervisor is attached to each class enabling relationships to be formed with the children. Class teachers will accompany children in the dinner hall for the first few days they have lunch in school.

## **Curriculum**

The Foundation Stage Curriculum uses the Early Years Foundation Stage guidance to plan for all children according to their ability, including those with Special Needs, English as an Additional Language and Able, Gifted and Talented.

Child initiated learning-through-play opportunities are provided both indoors and outdoors, and independence is promoted.

The Foundation Stage staff plan together weekly and copies of these plans are distributed to relevant learning support assistants and discussed at a weekly meeting. They are available for parents to view on the Parent Notice Board in each classroom.

Parents receive a half termly curriculum newsletter giving details of work to be covered by their children. There are also termly Parent's Evenings where progress made and targets set are discussed.

The Foundation Stage is monitored by the Foundation Stage Leader through lesson observations, book sampling and conferencing with pupils.

## **Resources**

The Foundation Stage is well equipped and children use a broad range of equipment. Children have daily access to a large outside area, and there is a shared learning area between the classrooms.

Each classroom has a smart board with internet access. ICT is included across the curriculum whenever possible, enabling children to use digital cameras, bee-bots and practice their computer skills. Net books and iPads are used by the children in the classrooms.

## **Staffing**

Foundation Stage classes have a full time qualified teacher and a full time Early Years Learning Support Assistant. Staff have opportunities to attend relevant courses/conferences. There are half termly staff meetings for practitioners with other schools in the cluster, at panel meetings. Professional Development is encouraged and promoted.

## **Assessment**

We want to ensure that every child fulfils their potential; in order to achieve this it is vital that teachers have, at all times, a clear understanding of each child's starting point in Early Years and an ongoing awareness of the next steps in order to progress. Regular assessments of the children's learning ensure that planning reflects identified needs.

Children and Parents given the opportunity to comment on their learning each half term on a sheet sent home. The children will write what they think about their learning, and the sheet will then be sent home for parents to add their comments before returning it to school.

Teachers are always available to discuss the progress of children with parents. Formal opportunities to discuss progress take place in the Autumn, Spring and Summer terms.

Parents are encouraged to come into school to support children's learning, particularly in the outside area. They will have the opportunity to make observations that contribute to the Foundation Stage Profile.

We promote equality and excellence for all in order to promote the highest possible standards of attainment. Children are encouraged to respect and value their own culture and those of others.

If a child is identified as a child with particular learning, physical, or behavioural problems the SENCO is notified and procedures followed in the Special Needs Policy.

Children who are Able, Gifted or Talented in a particular area will be placed on the AG&T register and their progress regularly tracked. Provision for AG&T pupils will be included in planning for all areas of the curriculum to ensure challenge and maximum achievement.

Individual needs of children with English as an Additional Language will be met to ensure they receive full access to the curriculum.

November 2017