



Hazel Slade Primary

Acting Principal: Mrs Sarah Camacho



Foundation Stage Policy

At Hazel Slade Primary Academy we are passionate about giving children the best start to their education possible for future learning which our provision in nursery and reception reflects.

Prior to entry we carry out transition sessions in order to meet the children in their and become familiar with our environment. We believe this allows us to make the transition into our setting easier and the children feel more settled and secure. Nursery and Reception pupils attend full time from September in line with the rest of the school.

The Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum (birth to 5 years) requires coverage of the seven areas of learning.

These are the three 'prime' areas:

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

Development and the four 'specific' areas:

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

The Learning Experience:

The children at Hazel Slade Primary Academy are given the chance to be fully immersed in their learning through the use of 'mini-adventures'. The children have first-hand experiences using both our indoor and outdoor provision. As well as group and formal learning, the children are encouraged to practice their learning



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independently through activities in their environment. All of the children in the foundation stage are encouraged have pride in their work and be able to reflect and review on what they have done.

The daily routine involves carpet time, adult-led small group and large group activities, movement to music, child initiated activities, sand play, water play, painting, construction, small world play, access to ICT and role play areas, physical activities etc. Children have access to all areas of learning each day.

Children are encouraged to access snack independently and to make choices about their activities. Snack time has a variety of different options including toast, fruit, yogurt, milk and water.

The aim is for children to recognise that learning is a social interactive process between child, adult, materials and the environment. At Hazel Slade we provide a bright, immersive environment to encourage children to learn by experience. Children additionally have the opportunity to experience the world first hands through our educational visits and visitors in school.

The children have weekly afternoons at Forest School. They take all aspects of their learning and apply them into their experiences at forest school. Activities include den making, nature and bug hunts, natural art, mud kitchen and much more. Every session is finished with hot chocolate and snack. On the dedicated day for forest school, children come to school in their own clothes. They need to bring additional layers such as waterproofs, scarfs and wellington boots.

Assessment

From September 2019 all our Early Pupils undertake a baseline assessment and then undertake regular assessments, the data from these assessments will be submitted to the DfE. Both the Nursery and Reception baseline assessments are then used to inform future planning and provision.

Throughout the Foundation Stage children are assessed against age-related bands following the Development Matters assessment criteria and EExat. Every child is a unique child and all specific learning needs and styles are planned for. Staff observe the children to gain a good understanding of their learning and interests. These observations ensure that all children's learning needs are met. The adult's role is to observe how children gather information, interact with peers and solve problems and to enter into the child's play, extend and set up problem solving activities. Observational notes, focused observations, adult-led assessments and photographic evidence are all used as assessments of individual learners.



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Staff use iPads to collect and store information onto a EExat profile so that every child's progress is clearly monitored. Parents are given an access code to their child's EExat profile so they can see their children learning developing over the year. Parents/carers can also upload their own observations so school can witness how their learning is being used at home. Pupil assessment data is submitted to the SLT termly and tracking and moderation meetings follow this submission to ensure progress is being made by all children and that judgements and levels are consistent and secure. At the end of the Foundation Stage Reception class children are assessed against 17 Early Learning Goals, this data is submitted to the Local Authority.

Parent and Community Links

Our aim is for parents to be partners in their children's learning and each term we hold parents evenings so that parents can meet the keyworkers / teachers and discuss the progress of their children. Parents have the chance to comment on their children's observation through the EExat app and share home learning too. Parents are always welcome to come into school to discuss any immediate concerns. A teacher or key worker is available to talk to on the door each morning.

Welfare Requirements

We take all necessary steps to keep children safe and well and we carefully follow the guidance as set out in the Statutory Framework for the Early Years Foundation Stage (please refer to the Child Protection Policy). All of our staff are well qualified and have a clear understanding of their roles and responsibilities. Staff use iPads as part of the school's assessment procedure to take photographs and videos of the children.

Monitoring and Evaluation

The Head of School and Executive Principal have the overall responsibility for monitoring the quality of teaching and learning in the Early Years Foundation Stage. The Foundation Stage Lead is part of the Senior Leadership Team to ensure that the delivery of the Early Years Foundation Stage Curriculum is of a high standard. This information is shared with Early Years staff at regular meetings.

~~March 2020~~

~~Reviewed July 2020, July 2021~~