



ASHBOURNE HILLTOP Primary & Nursery School

EARLY YEARS (FOUNDATION STAGE) POLICY

Aims, principles, expectations and requirements

This policy covers all children of the Foundation Stage and begins when children reach the age of three.

The foundation stage curriculum is organised into six areas of learning:

- personal, social and emotional developments;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

All children in this stage follow the Early Learning Goals.

These goals represent and reflect the achievement of children working within level 1 of the National Curriculum. It is recognised that some children may not reach this stage by the end of reception and will need to continue working within the six learning areas into Year 1.

The Early Learning Goals link directly into the KS1 National Curriculum/ NLS and NNS.

Induction Procedures

The induction procedures include transfer programmes which ensure continuity and progression from Nursery to YR to KS1. (i.e. planning, monitoring and evaluation, target setting, assessment and record keeping)

Teaching and Learning

The teaching and learning is linked with the whole school policy. All children in Nursery and reception follow the principles within the foundation stage and recognising the ability of each individual may be extended into KS1.

Planning the Foundation Stage Curriculum

Planning of the Foundation Stage Curriculum permeates from the Nursery into the reception year (This includes long, medium and short term planning)
Direct links with the next key stage are therefore ensured.

Assessment and Record Keeping

There are clear steps in place for the formalising of target setting within the whole school policy. Informal assessment of individual pupils is ongoing and cumulative. Formal assessments and record keeping are carried out termly. Baseline Assessment is carried out within 7 weeks of the child starting school using NFER. This assessment is used to inform future planning.

Staffing

It is the policy of the school to ensure the correct ratio of staff to pupils 1:13 in the nursery. (Nursery staff all have relevant early years qualifications)
The Early years department have additional support staff who are deployed to enhance the teaching and learning environment.
All staff are encouraged and expected to further their professional development.

Equal Opportunities and Special Needs

All children irrespective of age, ability, gender or race have full access to the Early Years Curriculum. See Equal Opportunities policy.
The philosophy of the school is that each child's needs are met and are included in the full curriculum entitlement. See SEN policy.

Co-ordinator

The Foundation Stage co-ordinator is Mrs. Sally Smith, her role is as defined in her job description.

Role of Governors

Each governor has a curriculum area of responsibility which includes Monitoring and Evaluation from Nursery to Y2.

Parents

School operates an open door policy. Formal open evenings are June and November. Parents of children who have undergone Baseline Assessment are invited to a review of their child's attainment during the same term. For further information sharing for parents see liaison policy