



Approved by the Governing Body on: XXXX

Review Date: XXXX

ONGAR PLACE PRIMARY SCHOOL FOUNDATION STAGE POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

POLICY AIM

- We recognise that Early Childhood Education provides the essential foundation for all future learning.
- We recognise each child is an individual and acknowledge their pre-school and home life experiences as a starting point (e.g. what they know and can do.)
- We aim to settle children quickly and happily into a positive and stimulating learning environment.
- Children will be engaged in learning through playing and exploring, active learning, creating and thinking critically. The children will be supported to become motivated learners in an atmosphere that challenges and develops their independence.
- We aim to foster positive links with parents and carers to work in partnership with the school.
- We aim to give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- Every child will be given equality of opportunity.

ADMISSION POLICY

Ongar Place School will admit children allocated to us by Surrey Local Education Authority in accordance with the Surrey admissions policy.

We admit children who are 5 between 1st September and 31st August. All children entering school are given a full time place. The Foundation Stage children will be admitted at the beginning of the year on a staggered entry. Ongar Place, through Surrey, has a non-selective process of admission. There is no discrimination on grounds of gender, race, sexuality, religion or special educational needs.

Our published Administration Number is 30 children. Appeals for admission will be administered by Surrey.

ADMISSION PROCEDURE & INDUCTION PROGRAMME

At Ongar Place we recognise that the care and education of young children are interdependent. We have a fully developed admission and induction programme that supports the children in making an effective transition from home and preschool to school.

This includes:

- The school brochure, updated at regular intervals, available on request.
- Updating the website regularly
- Providing the opportunity to visit and an open evening for prospective parents to view the school.
- Sending a letter from the school to families who have a confirmed place for the next academic year.
- Visiting pre-schools and nurseries to meet individual children where possible.
- Children and parents invited in groups to come into school for lunch and a swim.

- Providing an afternoon activity session where children can spend time with their teacher and Foundation Stage staff.
- Sending letters, at the end of the summer term, informing procedure for entry into school.
- Starting children in September over a two-week period.
- Sending a curriculum newsletter home each term to inform all parents of the curriculum and learning topics to be covered.
- Sending a 'Learning Letter' home to all Foundation Stage parents/carers explaining the week's learning and outlining ways in which parents/carers can best support and enrich their child's learning at home.

FOUNDATION STAGE CURRICULUM

At Ongar Place 'we want all children to be safe, be happy and to learn'. Our curriculum is planned in accordance with the Statutory Framework for the Early Years Foundation Stage.

The curriculum is organised into the seven areas of learning and experience and we work towards the Early Learning Goals from the Early Years Foundation Stage Framework.

The curriculum is broad and balanced and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The curriculum is organised within the areas of learning and experience and provides for continuity and progression within the Early Years Foundation Stage. Children will be encouraged to develop their knowledge, skills and independence in a secure and stimulating learning environment.

Children will have the opportunity to develop social skills through working with each other and foster positive relationships with the adults they work with.

Children develop and learn in different ways and at different rates. Planning will reflect the range of abilities of all children in early year's provision, including children with special educational needs and disabilities.

Carefully planned provision and learning opportunities will enable children to learn from first hand, interactive experiences. Purposeful play and a mix of adult-led and child-initiated activities is essential for children's development, building children's confidence as they learn to explore, to think about problems, and relate to others.

We are very fortunate at Ongar Place to have a swimming pool, which the children use on a weekly basis from April to October. Foundation Stage children join the swimming programme on entry and receive lessons from a specialist swimming teacher.

EQUAL OPPORTUNITIES IN FOUNDATION STAGE

The Early Years Foundation Stage is based on a set of guiding principles and, amongst other objectives, seeks to provide: 'equality of opportunity and anti-discriminatory practices, ensuring that every child is included and supported.'

This school follows the Surrey guidelines for equal opportunities.

In line with this policy, we aim to ensure that all children have full access to the curriculum irrespective of gender, ethnic or social background, disability or Special Educational Needs.

All children within our school will be provided with Equality of Opportunity in all areas of the curriculum. This will be monitored by Classteachers and the Assessment Co-ordinator.

THE LEARNING ENVIRONMENT AND CLASSROOM ORGANISATION

The classroom will be organised into defined learning areas. Some may be permanent; others may change responding to the theme or planned learning experiences. These include:

- Creative areas that provide opportunity for children to work with a variety of different materials, experimenting with colour, design, texture, form and function.
- Construction areas to develop social and fine motor skills whilst thinking about uses and purposes.
- Reading/ Quiet area to provide children with the opportunity to browse / have a quiet time for reflection.
- Role-play area to develop social skills, language and conversational skills and introduce new learning concepts through imaginative play.
- Writing area to develop recording/writing skills and reinforce skills introduced.
- Outdoor classroom which will reflect the range and opportunity of provision in the inside classroom.
- Class Computer area where children can develop computing skills independently, on a regular basis, and access iPads and programmable toys.
- Investigation area where children are encouraged to explore, ask questions and find things out independently.
- Maths area to build on prior teaching and extend children's thinking about a variety of mathematical concepts, in a practical hands-on approach.

Behaviour

All children at Ongar Place are expected to follow the 'Ongar Rules', with support if necessary. For further details see Ongar Place Primary School behaviour policy.

TEACHING ASSISTANTS

Teaching assistants are part of our staff team, supporting all aspects of teaching and learning. They are closely involved in the daily planning, observation and assessment process in line with the Foundation Stage Framework. They are involved in the pastoral care of the children in the class. Confidentiality will be observed at all times.

ASSESSMENT AND RECORD KEEPING

The importance of assessment, recording and reporting of children's progress is recognised as an integral part of the teaching and learning process.

We recognise that assessment is necessary in order to plan effectively for each child's development. For further detail see the Ongar Place Primary School Assessment Policy.

We are aware that parents and carers have a fundamental part to play in helping to compile records and information. Prior to entering school each parent/carer is encouraged to compile an 'All About Me' information form with their child. The Foundation Stage teacher will informally assess children at the beginning of the year in order to plan their next steps in learning. This is recorded in line with schools assessment policy.

There is close liaison with outside agencies before the children enter school and to provide support where necessary.

REPORTING

The Record of Achievement is sent home during the Summer Term which reflects the achievement made for each child within the Early Years Foundation Stage. We operate an Open Door Policy with all our parents/carers; they are always welcome to see the teacher at a mutually convenient time.

Agreed: Autumn 2016

Author: Foundation Stage Teacher

Policy: **Recommended**