

Kirklington Primary School

Foundation Stage Policy



Autumn 2025

At Kirklington primary School, we are 'Helping our amazing children to **achieve amazing things'**

We believe that all children deserve to flourish within an education rich in **memorable experiences** that allows them to **succeed and progress** within their own stage of development. Children are exposed to a stimulating and **ambitious** curriculum, which enables skills and knowledge to be built upon and embedded throughout Nursery and Reception. We believe that our curriculum gives children the best chance to become well-rounded, skilful communicators and happy individuals.

Introduction

The Foundation Stage applies to children from the age of three to the end of the Reception Year. In our school, children join us during the school year in which they turn five. Compulsory schooling does not begin until the start of the term after a child's fifth birthday.

We accept children into the school Nursery after the term of their third birthday.

The school's published admissions number (the number of children we admit each year) is 15 pupils.

The Foundation Stage is important in its own right, and also in preparing children for later schooling. The Early Learning Goals set out what are expected of most children by the end of the Foundation Stage.

The early years education we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

Aims of the Foundation Stage

We aim to provide children, with a well-structured, safe, active and stimulating learning environment both indoors and outdoors that supports the **Characteristics of Effective Learning**. This further enables the children to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become members of a diverse and constantly changing society.

- To provide a programme that enables children to come to school happily.
- To build a relationship with both children and parents to ensure that the children settle well into our school.
- To help the children develop their social skills when interacting with others.
- To build on children's existing skills in thinking and communication, enabling them to access the more formal school curriculum.
- To develop the children's physical skills, so that they have increased control over their body movements.
- To develop the children's aesthetic, moral and spiritual awareness so they can begin to make judgements.
- To enable the children to understand more about the world around them by exploring first hand, features of both the natural and man-made world.

Our children:

- Show evidence of feeling included, secure and valued.

- Interact with other children and adults in positive ways.
- Are engaged in, and show high levels of motivation in, activities planned by adults and also those that they plan or initiate themselves.
- Are taking part in well planned, purposeful activities that build on what they already know.
- Are developing skills and talents in chosen curriculum areas.

Our Staff:

- Carefully manage the transition into school to support everyone involved.
- Establish feelings of trust and respect with parents and children.
- Treat children as individuals.
- Promote self confidence and a positive attitude to learning in all children.
- Understand that children develop rapidly during the early years - physically, intellectually, socially and emotionally.
- Ensure the learning environment is well planned and well organised.
- Intervene appropriately to engage children in the learning process.
- Are aware of those children who may require additional help and those who are more able, and provide support as required.
- Observe and respond appropriately to children.
- Establish an ethos in which individual achievements are valued.
- Ensure the safety of children at all times.
- Evaluate their practice and recognise the importance of identifying their own training needs.

The EYFS Curriculum

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's knowledge, understanding and skills in the three prime areas and four specific areas of learning and development.

The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life:

Personal, Social and Emotional Development

Physical Development

Communication and Language

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The ways in which the child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and are known as the 'Characteristics of Effective Learning'. These are central to how we engage children in their learning.

The three characteristics are:

- *Playing and exploring*: Finding out and exploring, playing with what they know, being willing to 'have a go'
- *Active learning*: Being involved and concentrating, keeping trying, enjoying achieving what they set out to do
- *Creating and thinking critically*: Having their own ideas, making links, choosing ways to do things.

Our curriculum follows the statutory guidance of the EYFS curriculum and the Chris Quigley Curriculum. Our Long-Term Plan shows the progression of skills being taught across the year to help children achieve the Early Learning Goals.

We have designed a curriculum that reflects the cultural capital of Kirklington Primary School. Communication and Language underpins the EYFS Curriculum, therefore our curriculum is rich in opportunities for children to develop these skills.

We teach through topics related to the seasons and topics that will challenge and enable all children to succeed. For example, our topics include superheroes, dinosaurs and space to engage all genders. Furthermore, our topic 'Will you read me a story?' is revisited in the year to focus on Talk for Writing and revisit and build upon the skills acquired to be a writer. Through our knowledge of each child and formative assessments we plan from the children's interests and incorporate this into our weekly plans.

The children learn through a balance of child-initiated and adult directed activities. The timetable is carefully structured so that children have directed teaching during the day in Literacy, Phonics and Mathematics and build on these through their own explorations in the provision.

Our engaging outdoor area is integral to our learning and enhances children to continue developing in the Prime and Specific areas of learning. Our outdoor area reflects the skills being taught in-group and focus sessions and through quality adult questioning learning is embedded. We offer quality continuous provision and incorporate enhancements linked to our topics.

Our **Forest School** provision and school animals ensure that children have rich learning experiences and children significantly develop in the Prime Areas of learning and deepen their knowledge of Understanding the World.

Literacy and Phonics

The EYFS environment at Kirklington Primary school is literacy rich with the sharing of high-quality texts, daily talk to introduce a varied and wide

vocabulary and encouraging children to use their phonics knowledge in their early stages of reading and writing.

We focus on Reciprocal Reading and Talk for Writing to promote a love of books and retelling of stories.

For children to learn the skills involved in becoming a reader, it is important that they have secure Communication and Language Skills. All children follow the Twinkl Phonics Scheme. Our Nursery children follow the Level 1 Programme which supports the development of Listening and Attention Skills in readiness for Reception.

During the Reception year, children have 4 phonics sessions a week. This ensures that children make rapid progress in systematically learning and revising phonemes and graphemes and common exception words. Children progress from Level 2 to Level 4 during the year.

The Revision and teach elements of a session are taught to the whole class to ensure all children 'keep up'. During the Practise and Apply elements, teaching staff focus on specific groups of children to meet their needs.

Our Phonic Trackers enable the teacher to identify those children who need additional support and put the necessary interventions in place.

Mathematics

In Mathematics, we follow White Rose Maths. This is a great success in our setting and provides children with the knowledge and skills to support their transition into Year 1.

Children in Reception engage in daily whole class teaching, adult led activities allow children's mathematical thinking to further be explored, and misconceptions addressed. The indoor and out environment encourages children to apply their mathematical knowledge and skills through games and challenges.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles, one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

Our School's Teaching and Learning Policy defines the features of effective teaching and learning in our school. These features apply to teaching in the Foundation Stage as much as they do to teaching in Key Stages 1 and 2.

Good Practice in the Foundation Stage includes:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and develop and extend play and talk or other means of communication.
- The planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations.
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of staff involved with the Foundation Stage.

Play in the Foundation Stage

Play is the prime medium through which young children learn. Play can engage the child's whole being, physically, mentally and emotionally. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. We aim to provide carefully structured play activities with clear expectations which will develop and support children.

Inclusion in the Foundation Stage

In our school all children matter. We give our children every opportunity to achieve to their potential. We do this by taking account of our children's range of experiences when planning their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of Foundation Stage. Some of our children progress beyond this point into the expectations of Key Stage One. When planning we consider the needs of boys, girls, children with special educational needs, gifted and talented children, children with disabilities, children from all social and cultural backgrounds and those of different linguistic and ethnic backgrounds.

We meet the needs of our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self esteem and confidence.
- Use a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and secure learning environment in which the contribution of all children is valued.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support (such as speech therapy) as necessary.

Assessment and Tracking

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys is documented in 'See -Saw' and their work books.

The Reception Progression Tracker is completed Termly. Children who are not achieving the Expectations at that time of year are given an intervention to ensure children continue to make good progress.

A **Baseline assessment** helps us to plan for children's learning. During the first half term in Nursery or Reception, staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

NELI (Nutfield Early Language Intervention)

To ensure that all children will make good progress and reach their full potential we continue to support communication and language development. All children are assessed in the Autumn Term in Reception using the Nuffield Early Language Intervention Programme. NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us of those children who need additional support and they begin a 20-week programme with our trained teaching staff.

We aim to reach the National and Local Authority data for children achieving *Good Level of Development* and for children to make good or outstanding progress from their starting points. We believe our high standards are due to the rich learning experiences all children receive during their learning journey at Kirklington alongside our continuous assessments and quality interventions, enabling all children to succeed.

The judgements of our school are moderated with other schools in the local area. Furthermore, the EYFS coordinator attends EYFS Networks for the local family of schools and Local Authority Networks where moderation of Subject Areas is the focus. This means judgements are secure and consistent with government guidelines.

Special Educational Needs

Close and regular co-operation with parents will be a priority for any children who have special needs. Extra pre-school visits may be organised and discussions arranged with any professionals already involved with the child. Careful records will be made of strengths, barriers to learning, areas for development and progress. Support Plans will be made in partnership with parents, children and any staff who will be working with the child.

Monitoring

The Head Teacher undertakes monitoring of the Foundation Stage Curriculum delivery. A named member of the School's Governing Body is briefed to oversee the teaching of the Foundation Stage. This Governor meets regularly with the Foundation Stage Teacher to review progress.

The role of parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have already played and their future role in the education of their child.

We do this through:

- Talking to parents about their child before the child starts school.
- Information evenings - Starting school, Phonics and Reading
- The children attend school prior to their admission to ease the transition. This is usually in the form of nursery sessions full or part day sessions.
- Informing Parents of their child's progress at Parents Evenings.
- Offering parents regular opportunities to talk about their child's progress.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Sending home, a written report on each child's attainment and progress at the end of the school year.

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