



# ROEDEAN MOIRA HOUSE EDUCATION IN THE FOUNDATION STAGE POLICY 2018-2019

## Aims

- To encourage in the children a positive attitude and disposition to learn.
- To ensure all children feel included, secure and valued.
- To promote mutual respect and a willingness to cooperate
- To provide a structured learning environment, containing appropriate content which builds on previous experiences and which matches the different levels of young children's needs.
- To provide carefully planned learning experiences and to respond to children's individual interests.

## Organisation

- Children are taught in the Nursery at age 0-4 years and join Reception in the September after their 4th birthday. Children in the Nursery should liaise with the Head of Nursery to discuss the minimum number of sessions. Children in Reception attend full time.
- The Nursery has its own Head, who is monitored by the Head of Juniors for pastoral matters.
- Reception is monitored by the Head of Juniors.
- Reception and Nursery staff meet regularly to ensure continuity.

## The Curriculum

- The curriculum is based on the Early Years Foundation Stage Framework.
- Staff produce long, medium and short term plans.
- All children learn swimming with specialist staff.
- In Nursery the children have specialist teachers for French and music and movement.
- In Reception the children have specialist teachers for French, PE, Drama, Music and Swimming and have the option of ballet lessons.

## The Learning Environment

- Nursery - is housed in its own self-contained section of the school building, comprising three main rooms, a cloakroom area and kitchen area. Nursery has a small outdoor area adjacent to it and its own garden, although this is not attached to the Nursery building.
- Reception - has one main teaching room, with adjacent toilets, but the children also visit other rooms in the school for certain lessons (Music, Drama, PE and ICT). There is an adjacent outdoor area.
- In both Nursery and Reception planned use is made of the outside environment.

## We provide an environment which

- Enables planned activities in each of the seven areas of learning to take place.
- Extends and supports children's spontaneous play.
- Gives opportunities for both independent and cooperative activities.
- Gives opportunities for both indoor and outdoor activities.

## Teaching and Learning



# ROEDEAN MOIRA HOUSE EDUCATION IN THE FOUNDATION STAGE POLICY 2018-2019

- We teach children in a way that develops their self-esteem and their confidence in their ability to learn.

We plan and provide:

- Adult directed activities
- Opportunities for the children to make their own choices about which activities to access

We plan and provide opportunities for the children to:

- Be energetic and physically active
- Talk and develop social skills
- Use their imagination
- Investigate and explore
- Be quiet and reflective

We use a range of teaching strategies, including:

- Whole class activities
- Group work
- Individual activities

We differentiate activities to support and extend children's learning.

We use materials which reflect diversity and we challenge racial, disability and gender stereotyping.

## **Assessment and Recording**

- Assessment is mostly by observation, supplemented in Reception by annotating or marking work.
- During activities staff assess children's progress towards achieving one or more of the Early Learning Goals, which the activity is intended to promote. Comments on each child are recorded.
- Staff also make informal observations, which are recorded, when a child is seen to achieve something outside a directed activity.
- These assessments provide evidence for the judgements made in completing the assessment file for each child in the Nursery and the Foundation Stage Profile for children in Reception.

## **Communication with Parents**

- Parents are seen as important partners in the education of the children at our school.
- Both Nursery and Reception staff talk informally with parents and carers as they bring their children in or collect them to go home. Parents can raise any concerns that they have at this time, or make an appointment to see staff for a longer discussion.
- Formal consultations take place by appointment each term in the Nursery and in the Autumn and Spring Terms in Reception.
- In Nursery, parents have access to the assessment file for their child.
- In Reception parents receive a report, which gives information about progress and achievement related to the Early Learning Goals. This report is sent home in the Autumn term. At the end of the Summer Term Parents receive a written statement reporting attainment against the Early Learning Goals.

- Parents are invited to information evenings and there is a welcome meeting in June for parents whose daughters will be joining Reception in the following September.
- Information about the Nursery curriculum is displayed on the Nursery notice board for parents. Each child also has a communication book, used by parents and staff.
- Reception children have a Reading Diary, also used as a communication book, in which both staff and parents write comments.
- Parents who have a particular contribution to make to a particular topic are invited to come in and share it with the children.

## Induction and Liaison between Nursery and Reception

- The Head of Nursery and the Head of Juniors meet regularly.
- Nursery children visit the reception classroom throughout the year and follow a planned transition program in the Summer Term. The Reception Teacher visits the Nursery throughout the year.
- Specialist teachers who teach Reception spend some time with the Nursery children during the Summer Term as part of the transition program.

## Equal Opportunities

The school admits both girls and boys in the Nursery but girls only in Reception. The school is non-selective. All children, regardless of gender, ability or ethnic origin are given equal opportunities to access all activities. Children with Special Educational Needs are monitored and supported appropriately, in liaison with the Lead TA.

There is a School policy for Equal Opportunities, which applies to the Foundation Stage.

## Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Equal Opportunities Policy
- Complaints Policy (Pupils)
- Complaints Policy (Parents)

POLICY REVIEWED BY SCHOOL: May 2018

POLICY REVIEWED BY SCHOOL COUNCIL: June 2018

NEXT REVIEW: May 2019



**ROEDEAN MOIRA HOUSE  
EDUCATION IN THE FOUNDATION  
STAGE POLICY 2018-2019**