



POLICY DOCUMENT FOR THE FOUNDATION STAGE – February 2020

Victoria Mission Statement`

Victoria's vision:

Our purpose, in partnership with the whole community is to successfully educate, inspire and enrich our future generations by engaging all children with effective and inclusive teaching through a stimulating and meaningful curriculum.

We want the children to enjoy the surprise of inspirational achievement and the experience of sharing it together. They will learn to reach standards beyond their expectations and we all expect the best from one another.

When moving on from our school, our aim is that the children take with them confidence, skills, and motivation to go on to be the best they can be.

Where everyone is important

Specific aims of Early Years

- To provide a safe, secure environment that ensures a smooth transition from home to Nursery and School.
- To provide a curriculum which takes account of young children's ability to learn through different forms of activity - in particular through a range of carefully structured play activities
- To ensure that all children have access to the curriculum and have the opportunities to progress equal with their developing abilities, irrespective of their gender, religious, ethnic, or social background or special needs.

The Foundation Stage

Within the Foundation stage there are three groups of children:

Little Victors- For children who turn three within the academic year prior to joining our Nursery Class.

Victoria Nursery- For Children who reach their fourth birthday during the school year (1st September to 31st August) may be admitted to the Nursery.

Victoria Reception Class For children who reach their fifth birthday during the school year (1st September to 31st August) may be admitted to the Reception Class.

Curriculum and Planning

Playing and talking are the main ways that children learn about themselves and the world around them.

Parents are children's first educators and this curriculum builds on their achievements.

Our curriculum for the Foundation Stage is: -

1. Relevant to the children and their world - incorporating a Unique Child and personalised

- learning.
2. Broad and balanced in all areas of development - each 7 areas of learning are equally balanced. Although we assure the prime areas (**Personal, Social and Emotional Development, Physical Development and Communication and Language**) are embedded before focussing on teaching the specific areas (**Literacy, Mathematics, Understanding the World and Expressive Arts and Design**).
3. Carefully planned to provide progression.
4. Built upon children's achievements and interests.
5. One that enables children to achieve their full potential and become self-motivated and confident learners.
6. Enables the children to make maximum progress towards the Early Learning Goals.

The high-quality curriculum for the Foundation Stage: -

- Is in the hands of the practitioners
- Is dependent on practitioners and parents working together
- Ensures that children are secure and confident
- Respects the cultural differences and abilities of all children
- Builds on what children already know and extends their interests
- Uses varied approaches and teaching methods
- Recognising feeling and involves other people
- Encourages children to learn for themselves
- Is dynamic

Admissions to the Early Years

More detailed information is available within the Admissions Policy for Victoria

Nursery

- Children who reach their fourth birthday during the school year (1st September to 31st August) may be admitted to the Nursery to a maximum of 52.
- Children who reach their fifth birthday during the school year (1st September to 31st August) may be admitted to the Reception Class to a maximum of 60.
- Great care is taken with induction of new pupils to ensure that they feel secure when new to the Nursery or Reception Classes.
- Where children turn 3 in the autumn, spring term or Summer Term they can access the Little Victors provision within the Nursery following their birthday.
County Council guidelines are followed regarding admissions where looked after and cared for children are given priority, followed by children with siblings in school and then catchment. This is also the case for children who access Little Victors provision.
- A home visit will be carried out for all children prior to starting in the Early Years, these will include all nursery children and those children new to school as they start reception.

Assessment

Assessment is continuous and in relation to the Early Years Foundation Stage Profile. On entry, every child is observed carefully within their play and learning and assessed across all areas as well as the Characteristics of Effective Learning. This data is then used to inform the whole school tracking system and used to inform future planning to enable all children to make the best possible progress. The senior leadership team monitors data termly and used daily by classroom staff. Parents will be informed of their child's attainment at each parent's consultation meeting, or as requested.

Reporting to Parents

Nursery and Little Victor pupils will receive formal written report during the summer term, prior to the parent's consultation meeting. Reception pupils will receive a progress report in the spring term, noting progress and attainment in all area, they will also receive a full report in the summer term which will also note their attainment and achievement in relation to the Early Learning Goals (ELGs) and national expectations. All reports will celebrate everyone's achievements across each academic year.

Special Educational Needs

Victoria Community School aims to create a positive and inclusive environment where all children can work to their full potential.

The learning environment enables each child to access learning at their own level and also supplies opportunity to develop and broaden their skills. Primarily, in the Early Years we aim to make children feel comfortable, safe, secure, and happy in their learning. Wherever possible we aim to provide them with challenges and task to promote independent learning and will always model good learning and behaviour to the children in line with our whole school expectations.

Children are monitored carefully and regular meetings are arranged with the Special Educational Needs Co-ordinator to discuss children. Identification and Assessment of children with Special Educational needs is seen as a continuous and systematic cycle of planning, action and review. For children within the nursery who have identified SEN, support and advice can also be accessed form EYSENSS. We can also apply for additional funding for children within the nursery, should they need more individualised support.

Parents are involved and informed throughout this process (refer to whole school Special Needs Policy).

A child has special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language which he/she is or will be taught.