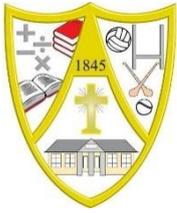


# Jonesborough Primary School



## Foundation Stage Policy November 2020



## **JONESBORO'PRIMARY SCHOOL Foundation Stage Policy**

### **INTRODUCTION**

Young children come to school from a variety of different backgrounds, having had a range of diverse learning experiences at home and for most, some form of pre-school education. In Jonesborough P.S we aim to build on these learning experiences by providing children with an appropriate learning programme to develop their dispositions to learn and to provide them with the skills and competencies they will need to succeed in school and future life. The Foundation Stage in Jonesborough P.S also endorses good early years practice where teachers have more flexibility in terms of what they teach. This flexibility allows teachers to follow the interests of the children, encouraging them to see links in their learning and to appreciate that the skills they learn in one area can be applied elsewhere.

### **THE AIMS OF THE FOUNDATION STAGE**

The Northern Ireland Curriculum aims to empower young people to develop their potential and make informed and responsible choices and decisions throughout their lives. In Jonesborough P.S the Foundation Stage aims to provide a learning programme which will:

- promote children's personal development;
- promote positive attitudes and dispositions to learning;
- promote children's Thinking Skills and Personal Capabilities;
- encourage creativity and imagination;
- enable children to develop physical confidence and competence;
- develop children's curiosity and interest in the world around them;
- enable children to communicate in a variety of ways;
- motivate children to develop literacy and numeracy skills in meaningful contexts.

### **THE PRINCIPLES UNDERPINNING THE FOUNDATION STAGE**

Young children learn best when learning is interactive, practical and enjoyable for both children and teachers.

Children learn best when they:

- have opportunities to be actively involved in practical, open-ended and challenging learning experiences that encourage creativity;
- have opportunities to initiate experiences that capitalise on their individual interests and curiosities;
- are actively involved in planning, reviewing and reflecting what they have done;
- are enabled to express themselves by creating images, sounds, movements, structures and invented stories;
- are involved in play that is challenging, takes account of their developmental stage and needs and builds on their own interests and experiences;
- work in stimulating environments and have access to a range of resources;
- develop secure relationships with peers and adults;
- have choice and exercise autonomy and independence in their learning, and are encouraged to take risks.

## **THE CURRICULUM IN THE FOUNDATION STAGE**

The statutory curriculum in the Foundation Stage is set out under the following Areas of Learning:

**Language and Literacy** including Talking and Listening, Reading and Writing;

**Mathematics and Numeracy** including Number, Measures, Shape and Space, Sorting and Pattern and Relationships;

**The Arts** including Art and Design, Music and Drama;

**The World Around Us** including Geography, History and Science and Technology;

**Personal Development and Mutual Understanding** including Personal Understanding and Health and Mutual Understanding in the Local and Wider Community;

**Physical Development and Movement** including Athletics, Dance, Games and Gymnastics.

**Religious Education** in accordance with 'Grow in Love' programme.

## **THE ROUTINE IN THE FOUNDATION STAGE**

The daily routine in Jonesborough P.S is planned to ensure a predictable sequence of events, smooth transitions from one activity to another and provide consistency in adult expectations and support.

Pupils become familiar with the daily routine through the use of the visual timetable which is shared with them each morning.

## **THE LEARNING ENVIRONMENT AND RESOURCES**

The learning environment and resources are a vital part of planning for the Foundation Stage. We aim to provide a safe and stimulating environment in which pupils feel safe, happy and secure. In our classroom and school environment they learn to respect and care for themselves, for one another and to value individual differences, therefore aspiring to fulfil the school motto 'Forward Together in Friendship and Faith.' The Foundation Stage classrooms, the shared resource area, designated early years' playground are utilized to stimulate learning.

In addition to this we value the opportunity to enhance our learning experiences through organized class trips, visitors to our classes and parental participation.

## **AREAS OF PLAY PROVISION AND RESOURCES**

In each classroom and shared resource area pupils have access to the following areas of learning and resources:

- Sand- wet/dry sand, buckets, spades, rakes, moulds, funnels, topical resources
- Water- jugs, bottles, funnels, water wheel, topical resources

- Creative – Malleable material - play dough/ clay, Tactile Material –beads/ buttons/Sequence/ribbon/ felt/ fabric/, Mark Making Material – paint/markers/colouring pencils/chalk/crayons/drawing resources, cutting and sticking resources, collage resources, junk materials
- Construction – lego, mobilo, magnetico, creative gears, big blocks, Poly-m, sticklbricks, duplo etc
- Role Play – home corner, shop, café, doctors, hairdressers, travel agents
- Small world toys – play house, car mat, small vehicles, zoo, farm sets, jungle, airport, fire station, airport, castle, characters
- Table top- jigsaws, puzzles, beads, pegs, learning based games
- Reading and Writing- big books, library books, paper, writing resources, stamps, envelopes, clipboards
- Numeracy- numicon, sorting materials, number cards, dice, number games, shapes, pattern cards, counting objects, Number Puppy resources, measuring resources
- Music- musical trolley with instruments
- Computers / Interactive Whiteboard, I-Pads

In Jonesborough Primary School we aim to ensure that our resources are:

- clean and safe
- accessible /varied
- durable and in good condition
- properly labelled
- used appropriately
- provide opportunities for progression

### **ROLE OF THE ADULT**

The Foundation Stage teachers and classroom assistants in Jonesborough Primary School aim to:

- Provide a safe, happy and secure learning environment
- Plan and resource a stimulating environment, making optimum use of space, time and resources
- Support pupil learning through planned play
- Extend and support spontaneous play
- Extend and develop individual oral language and communication skills
- Ensure progression in play/ learning experiences Rules.

To ensure that a safe learning environment is created pupils in Jonesborough P.S are encouraged to:

-show consideration to others at all times

-take care of play equipment

-share and take turns adhere to the rules for specific activities.

### **EQUAL OPPORTUNITIES**

In Jonesborough Primary school, we aim to provide equal opportunities during play activities, to ensure that no pupil feels excluded or disadvantaged due to: Ethnicity/ home language Religion Culture Family Background Disability Ability Special Educational Needs Gender, Gender choice

### **SPECIAL EDUCATION NEEDS**

The Special Educational Needs and Disability Code of Practice (2015) defines special educational needs as follows

‘A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream-post 16 institutions.

For children aged two or more special educational provision is education or training provision that is additional to, or different from that generally is made for other children of the same age.

Children’s special educational needs are generally thought of in the following board areas of need

#### **Cognitive and learning**

- Dyslexia
- Dyscalculia
- Dyspraxia
- Mild Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Unspecified

#### **Social, emotional and behavioural**

- SEBD
- ADD/ADHD (ADD)

### **Communication and interaction**

- Speech and language difficulties
- Autism
- Aspergers

### **Sensory**

- Severe/profound hearing loss
- Mild/moderate hearing loss
- Blind
- Partially sighted
- Multi-sensory impairment

### **Physical**

- Cerebral Palsy
- Spina Bifida and or Hydrocephalus
- Muscular Dystrophy
- Significant accidental injury
- Other

### **ICT IN THE FOUNDATION STAGE**

In the Foundation Stage pupils have the opportunity to utilize the class computers, Beebots, interactive white board, iPads, laptop buddy and the ICT resource area. They are encouraged to use the class camera, iPad and microphones to record their learning through play. A range of websites and educational apps enhance the teaching and learning process and are often shared with parents.

### **OBSERVATION AND ASSESSMENT**

Staff observe and assess pupils progress during play based activities. Notes are kept in the observation book designated to each year group. The observations are used as a basis for reporting to parents orally in the Winter Term and in written form at the end of Term 3. Occasionally, staff will discuss concerns with parents arising from play based observations as required e.g. difficulties sharing, joining in with peers, recalling what they did at play time etc. Information gained through play-based observations will also be shared with other school staff (eg. SENCO) and outside agencies, as deemed appropriate by Foundation Stage staff.