This document is a statement of the aims, principles and strategies for the Foundation Stage in Stanford-le-Hope Primary school. Consideration has been given to the Early years (under 5s) foundation stage framework (EYFS) September 2014 by the Department for Education.

It was approved by the governing body on…………………………………………………

**Aims of the Early Years Foundation Stage**

At Stanford-le-Hope Primary School, the aims for the children in the Foundation Stage are that children will:

- Feel secure, valued and confident
- Be motivated learners with the courage to take risks
- Develop their thinking skills and become increasingly independent
- Gain the skills necessary to work together
- Develop emotionally, socially, morally, physically, spiritually, culturally and intellectually
- Experience smooth transitions between home and school, as well as when changing year groups

At Stanford-le-Hope Primary School, the adults are committed to providing quality provision that fulfils the current philosophies of how young children learn. Therefore adults will

- Create a consistently positive, safe and secure environment
- Establish good relationships based on trust and respect
- Encourage and maintain good home-school links, valuing the needs and views of the parents and carers
- Offer a curriculum which builds on the skills and knowledge that the children already possess
- Provide an environment and curriculum which will stimulate and support the children to learn, accessible to all
- Structure the curriculum around play, both child initiated and adult led, to enable them to learn with enjoyment and challenge

**Learning and teaching**

At Stanford-le-Hope Primary School, children in our Foundation Stage will follow a scheme of work based around the three prime areas and four specific areas of learning, with opportunities to develop the characteristics of effective learning.
Prime Areas
- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning
- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

R.E. is also included in the reception curriculum, as it is a legal requirement.

These areas form the basis of the Foundation Stage curriculum and each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems and relate to others.

Read, Write Inc is the programme adopted by the school, through which we teach reading and writing.

Both the nursery and reception classes have access to outdoor provision, and we operate a free flow policy, when appropriate.

Assessment, Record Keeping and reporting

When a child enters into our Foundation Stage they are assigned a key person. The Key Person is responsible for the welfare and care of the child, as well as collecting and collating information about each child. This is stored in their ‘evidence books’ and electronically on Target Tracker, our on-line assessment system. It is used to provide evidence around the children’s levels of development, areas for further learning and is used to inform planning.

All staff are required to make observations of the children which assist in building evidence for the child’s profile.

During the Foundation Stage the children are assessed against age related expectation outlined in the Early Years Outcome document (DFE2013).

Practitioners have to make judgements about the children at the end of the reception year, based on the evidence collected and knowledge of the child, against the Early Learning Goals. These final scores have to be submitted to the Local Authority.

Practitioners also have to report on the child’s Characteristics of Learning.

Parents will receive a written report at the end of nursery and the end of reception.
Admissions and Induction

Nursery - Flexible Offer

Admissions to the nursery are made according to the guidelines set by Thurrock Council and are administered by the school.

Where places are available children will be offered a place to start the term after their third birthday. This offer is for the 15 hours nursery entitlement per week. We also accommodate provision for up to 30 hours a week, for parents in receipt of this funding. In addition we offer lunchtime provision and early start, from 3 years of age, all at additional costs and depending on availability.

Prior to starting nursery all children have the option of a home visit or a visit to the nursery.

We work closely with the parents to arrange the most positive transition period for their child. Depending on their term of birth, the children will remain in the nursery for either 3, 4 or 5 terms.

There is no guarantee of a place in the nursery. In the event of oversubscription, places are allocated using the following criteria:

- Children living in the priority admissions area with a sibling attending the school at the time of application and determination
- Other children living in the priority admissions area
- Children living outside of the priority admissions area with a sibling attending the school at the time of application and determination
- Other children living outside the priority admissions area
- Remaining applications

The nursery also has an Assessment Resource Base for up to six children with special educational needs or disability (SEND). We are also a Portage approved setting. The Local Authority buys into this service which facilitates extra funding for adults to work with these children. The places hold a ratio of 1:1 and conditions are outlined in the Service Level Agreement.

Reception

Admissions to reception are arranged and administered by Thurrock Council.

During the summer term, parents are invited to an information meeting led by the Early Years lead.

Children who attend the school nursery will have opportunities to visit and play in the reception classroom frequently during the summer term. Children from other providers will be invited to attend some afternoon visits with their parents in the summer term. Communication is made with other local providers to discuss transition and visits arranged if possible.

When starting in September the children will initially attend either a morning or afternoon session. This is allocated prior to entry and parents are notified. This enables quality time for
the children and Key Person to get to know each other. A date is then agreed for the children to start attending all day by which time they should be settled and ready for full time schooling.