

# Thurlaston CE (Aided) Primary School



## Foundation Stage Arrangements Policy

March 2020

Signed .....

# Foundation Stage Arrangements Policy

As a School we are committed to :

- ◆ Teaching and Living the Christian way of Life.
- ◆ Providing a quality education for every child.
- ◆ Developing respect and consideration for all members of the community.

In line with our Christian ethos we endeavour and strive to do our best at all times and to encourage our pupils to do likewise.

## Introduction

The Foundation Stage is in all respects an integrated part of the school, and pupils attend daily assemblies and take part in a whole range of school activities with other pupils. Nevertheless, there are a few aspects of their life in school about which new parents are particularly concerned. The policy is to address these concerns.

All pupils are admitted to Class One, which is a mixed Reception and Year One class with a maximum size of 30 children, though usually it is much smaller.

## Staffing

The class is taught by a qualified and highly experienced teacher, Miss Fielder, who is supported by a NVQ3 trained classroom assistant, Mrs Hudson.

In addition a number of parents and members of the community commit themselves to regularly help.

## Curriculum

The children follow the areas of learning from the Foundation Stage Profile. These areas are :

- Personal, social; and emotional development,**
- Communication, language and literacy,** (speaking and listening, reading, writing etc)
- Mathematical development,** ( Shape, space and measure, numbers and calculations)
- Knowledge and understanding of the world,** (History, geography, science and ICT)
- Physical development,**
- Creative development.** (Art, music and design technology)

These areas are all covered through themed activities to help the children see the interrelatedness of their learning. It makes more sense to children to learn this way. Great use is made of the classroom and the outdoor learning environment to ensure the children receive an exciting and interesting education. Some activities are teacher-led and others child initiated.

**Assessment**

The class teacher completes the Foundation Stage Profile during the first six weeks of term. She will discuss this with parents during the first term and explain how the children are settling in. This profile is updated throughout the first year of their education and a summary is reported to parents in the end of year reports.

**Liaison with Pre-school Settings**

Mrs Makin endeavours to meet the pupils prior to admission in their pre-school settings. The children are also invited to join the school for activities as part of their induction arrangements.

**Parents**

An opportunity for new parents and their children to visit together is provided during the summer term prior to admission. The children then spend one or two afternoons with their classmates during that term.

Parents are invited to an evening meeting early in their first term, and will receive invitations to regular parents evenings during the spring term. During the summer term a report on the child's progress is written and received by the parents. Following this there is an opportunity to discuss any concerns or share any delights.

Parents are positively encouraged to help their children with simple tasks and 'work' when they drop their children off in the morning. This helps the children to settle, gives parents a greater awareness of what their child is doing and helps the children to see that everyone is involved in learning.

Communication between home and school is always encouraged. Parents can write notes in the "reading record" or have brief chats with the teacher when dropping off or picking up their child. Should the parent need a longer discussion an appointment can always be arranged.

**Monitoring and Review**

This policy will be monitored and reviewed in line with the Monitoring and Review timetable.