

SOUTH STREET PRIMARY SCHOOL



Foundation Stage

January 2018

POLICY DOCUMENTATION

Foundation Stage Policy

Introduction

This document has been written to provide information for members of staff, governors, parents, trainee teachers and other visitors to South Street Community Primary School, including advisors and inspectors.

Rationale

A child's early years at school are extremely important. They lay the foundations for all future learning and influence attitudes to education. The early years are critical in a child's development. Children develop rapidly during this time including physically, emotionally, intellectually and socially and it is our aim to provide children with as many new experiences as possible in order for all these skills to develop.

Aims of the Foundation Stage

At South Street Community Primary School, we aim too provide a secure and caring environment where children can reach their full potential emotionally, intellectually, socially, physically, culturally and spiritually in a relaxed and happy atmosphere. We aim to ensure that the transition between home and school is smooth and effective and we aim to build positive relationships with parents. We feel that school should be a happy, caring place, where goodwill, friendliness, sympathy and understanding exist between teachers, children and parents.

The curriculum

Children in the Foundation Stage (from Nursery to Reception) work towards the Early Learning Goals set out in the statutory document from the Department of Education: Framework for the Early Years Foundation Stage 2012 (EYFS).

There are three prime areas of the curriculum and four specific areas.

Prime

- Communication and language
- Physical development
- Personal social and emotional development

Specific

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

These areas of the curriculum are all underpinned by four guiding principles outlined in the Early Years Foundation Stage framework. These are:-

- **A unique child** – every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.
- **Positive relationships** – children learn to be strong and independent through positive relationships.
- **Enabling environments** – the environment plays a key role in supporting and extending children's development and learning. Experiences should respond to a child's individual needs and there is a strong partnership between practitioners and parents / carers.
- **Learning and Development** – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

At South Street Community Primary School we aim to ensure that these themes underpin all our work with all children. When planning the curriculum, teachers refer to the framework guidance to identify the steps children need to undertake to develop the knowledge, skills, understanding and attitudes that children need to learn, in order to achieve the early learning goals, towards the end of the Foundation Stage. We recognise that every child is unique and we aim to deliver a curriculum that meets each child's stage of development at all times. Throughout all curriculum delivery we ensure that our children's spiritual, moral, social and cultural development are planned for and supported.

Method and delivery

The statutory guidance for the EYFS states that there are three characteristics of effective teaching and learning:-

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

At South Street Community Primary School, we follow elements of the High Scope philosophy of education, which underpins our curriculum delivery. We believe playing and exploring, active learning and thinking skills are all important to the developmental process and can be achieved through planned curricular activities where the emphasis is on play. The curriculum will be delivered both indoors and outdoors.

Play

Play is children's work and is recognised as an important purposeful activity. It provides an opportunity to develop children's language by interacting, communicating and expressing ideas with peers and adults. It provides opportunities to practise and develop basic skills such as manipulative skills. It helps children become self confident and develop self awareness.

Play encourages children to have some control over their actions. Children learn to interact with and work with others developing social and co-operation skills. It helps to encourage independent thinkers and develop curiosity. Play develops concentration, stimulates interest and provides satisfaction and a sense of achievement. It allows children to learn through first hand experience.

Play provides a basis for learning. At South Street Primary School children are motivated and challenged through play. They are encouraged to work collaboratively and co-operatively. Throughout the Foundation Stage, staff ensure that the play is challenging and structured. Staff implement play based activities across the curriculum to ensure a variety of learning experiences for children. In both Nursery and Reception children have the opportunities to initiate their own play alongside planned and structured activities led by staff.

Planning the curriculum

The foundation stage staff meet as a team to plan medium term and weekly plans following the Statutory framework for the EYFS. Children's interests and fascinations are used to inform both medium and weekly plans.

The medium term planning takes place on a termly basis and links to topics. Learning objectives are identified according to the stage of development that the children are at. Each week teaching staff complete weekly plans, outlining child initiated, adult directed and adult led activities across the curriculum. Activities are differentiated to support and challenge children's learning according to their needs and abilities. As part of the daily routine children chose where they would like to work (play). Staff closely observe individual's likes, dislikes, personal interests and strengths and use this to inform future planning.

Assessment and record keeping

Once a child is admitted to school a baseline assessment is undertaken. This is to establish a profile of attainment on entering school. At South Street, we recognise that parents are a child's first educators and many children have had Pre School learning experiences in toddler groups, play groups or nurseries. Children enter school at varying stages of development and the baseline assessment provides us with an indication of each child's stage of development and may also identify children who may have special needs. The information collected is then used as a basis for tracking future progress. Throughout the year assessment records are kept to monitor achievements and set targets.

Nursery

The baseline consists of:

- A pre-entry profile (general data, health information, multi ethnic information completed by the parent).
- Parent contribution (a more child specific information sheet).
- Home visit (for parents who wish to have one) and post entry profile sheets to record relevant information discussed at the home visit and any significant details during the settling in period.
- Initial entry onto the EYFS Gateshead tracking document.

Every child admitted to our school during the nursery year is assessed using the EYFS tracking document. This tracks children's achievements in the prime and specific areas of learning. The first entry is completed six weeks after admission. The next entry is completed at the end of the autumn term, the third entry is made at the end of the spring term and the final entry is made during the last half term of nursery. In the case of a child attending Nursery for 4 or 5 terms, the entries onto the Nursery profile will be entered over the same time period.

Observational assessments of children's achievements during child initiated, independent work (play) form the basis of the assessments used to complete the EYFS tracker. Anecdotal assessments, formative assessments, narrative observations, photographs and samples of work are kept to create a unique picture of each child's achievements. All these assessments help to inform staff of children who may have special needs.

Throughout the year, parents will be informed of their child's progress. This may occur informally on a day to day basis, at specific parents meetings throughout the year or in some cases in meetings between parents, teachers and external practitioners e.g. speech and language team. A written report is given to parents about their child's progress at the end of each year.

Reception

On entry to Reception, a baseline assessment is undertaken in order to indicate prior achievement. The baseline consists of:

- The South Street nursery EYFS tracking document (if the child has attended our nursery)
- School admission form / multi ethnic information form (completed by the parent).
- School visit from (completed at the parent and child's visit to the reception class).
- Anecdotal observational records.
- Narrative observational records.
- Initial Reception entry onto the EYFS tracking document.

Throughout the year, on going assessment in the prime and specific areas of learning aids the completion of the EYFS tracking document. This document is completed throughout the year for every child and indicates the progress made towards the Early Learning Goals. It is used to track children's progress and set targets. On going assessments inform staff of each child's progress and helps to identify children who may have a special need.

At the end of Reception, the EYFS tracker is completed to monitor progress and record achievement.

Parents are kept informed about their child's progress throughout the year. Parents are invited to school each term to discuss their child's progress with the class teacher. Throughout the year staff communicate children's achievements in an informal way on a daily basis. Any concerns regarding a child's progress will be shared with parents as soon as possible.

Staff

We recognise that an appropriate ratio of adults to children is necessary to ensure a high quality education for young children.

The nursery can accommodate 26 children in each morning or afternoon session. It is staffed by two teachers, who job share, one full time teaching assistant and two part time teaching assistants.

The reception class can accommodate 45 children and is staffed by two teachers and two teaching assistants.

There are also other adults involved in the Foundation Stage. These may include the Head Teacher, learning support teacher, parents, volunteers, outside agencies and trainee teachers.

In order to develop continuity between Nursery and Reception and ease the transition process from Nursery to Reception. The foundation stage staff also work across the phase. Although staff are based in Reception or Nursery, there are times when they work across the foundation stage.

The Foundation stage staff are responsible for:

- Planning the curriculum
- Organising the learning environment both indoors and outdoors
- Monitoring and assessing children's learning
- Recording observations and assessments
- Communicating with all involved
- Acting upon knowledge gained

Regular Foundation Stage meetings are held to provide the opportunity to share good practice, agree frameworks and common approaches.

Organisation

In the Foundation Stage the organisation of each day is very important as it gives children a sense of security, belonging and a sense of time. We aim to provide a structured framework and daily routine, as well as basic classroom and playground rules to foster this. Both the nursery and reception class have a similar, structured routine that is in place each day. The daily routines include children's self initiated work times, adult initiated activities, large and small group work, snack times, outdoor activities and tidy up times. In addition, the children are encouraged to develop a sense of identity, become independent and to value their environment taking care of the resources that are within it, both inside and outside.

Inclusion

Children come to school from different home backgrounds and different cultures. We recognise this and aim to meet every child's needs. At South Street Community Primary School we believe every pupil has the right to develop his or her potential. This includes boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those for whom English is an additional language.

Risk Assessment

The safeguarding of children is paramount. Risk assessments are in place for the Foundation Stage learning environments, both indoors and outdoors.

Child Protection and safeguarding

It is the job of all staff to safeguard children. All foundation stage staff have had child protection training and know the procedures to follow if a child makes a disclosure or if staff are concerned about a child's safety or welfare.

Admission and Attendance

Transition from home to school

We aim:

- To ensure a smooth and happy transition from home to school.
- To start where the child is at developmentally, taking into account previous experiences.
- To acknowledge that the parents are the child's first educators, and to be aware of their continuing role in his/her education.
- To foster links with parents and develop an effective partnership to the benefit of the child.
- To foster the importance of regular attendance and punctuality.

Nursery

Most children are admitted to Nursery in the autumn term. (If spaces are available, there may be an intake of three year olds in January or April). At the end of the summer term a letter is sent to parents, informing them of a nursery place and welcoming them to South Street Community Primary School. Parents are then invited to attend an open day where they can meet the Head Teacher and nursery staff. Basic nursery and school procedures are discussed and the Foundation Stage philosophy and curriculum explained. Parents are given a nursery booklet.

Those parents who do not respond to the invitation are sent the relevant information.

Prior to entry in the autumn term, parents and children are invited to attend an open day in the summer term to become familiar with the nursery environment and begin to build relationships between staff, parents and children. All parents and children are then offered a home visit at the beginning of the autumn term, by both the nursery teachers and teaching assistants. Meeting the parents and child at home has many advantages. It gives parents the opportunity to discuss the unique characteristics of his/her child, and discuss any potential problems or concerns and enables staff to begin to get to know the child in their familiar environment.

Children are admitted to nursery in a staggered system by age, oldest first. No more than four children are admitted at any one time. Parents are encouraged to stay and work alongside their own child. The initial separation of child from parent is very flexible.

Staff acknowledge that parents know their own child's needs and encourage parents to share responsibility for this transition. Staff will only intervene and offer their professional judgement where and when they feel it is needed. By half term we aim to have admitted all the children.

Children attend nursery on a part time basis, parents have the choice, where possible of a morning or afternoon place. Children attend 5 half-day sessions.

South Street Community Primary School also offers 30 hour provision for those parents of nursery aged children who are entitled.

Reception

In the summer term prior to admission a letter is sent to parents informing them their child has a place in school. Parents are invited to one of several open afternoons with the Head Teacher and Reception staff. Parents are given a pack explaining the admission procedure. Parents are given the opportunity to look around the Reception classrooms and chat with staff. Parents who do not attend are sent the relevant information.

To aid transition from nursery to reception the staff swap. This enables the reception staff to begin to further develop relationships with the nursery children in the nursery environment. Following this, the children swap and the nursery children visit the reception classrooms to enable them to become familiar with the reception environment.

Towards the end of the summer term an open day is arranged and an invitation is sent out to parents and children who did not attend our nursery. This provides the opportunity for children and parents who are new to our school to visit the classrooms and meet with staff.

Parental involvement

We value the role parents play in their child's education and aim at all times to develop and foster close links with parents. We recognise that children learn best when parents and staff work in partnership. Throughout the Foundation Stage parents are kept informed by newsletters. We encourage parents to take part in class trips. Parents are encouraged to use the book and toy lending libraries and are invited to attend various workshops and courses. We aim at all times to develop close links with parents to ensure that we work together to meet the needs of their child.

Role of the Foundation Stage Leader

- Take a lead in policy development.
- To keep up to date with developments in early years and disseminate information to colleagues as appropriate.
- To meet regularly with early years staff.
- To monitor planning and progress in the early years and advise the Head Teacher on action needed.
- To support colleagues where needed.
- To raise staff awareness of relevant courses and training.
- To track nursery profile and foundation stage profile data and use this to set targets and identify any underlying issues.
- To lead the performance management process with early years teaching staff.

Date this policy was formally reviewed and agreed by the Governing Body of South Street Community Primary School:	
Approved by the Governing Body on:	To be ratified on 27 February 2018
Reviewed by Head Teacher	Julie McGrow
Date:	January 2018
Date of next review:	January 2019