

WYBORNE PRIMARY SCHOOL

FOUNDATION STAGE POLICY

March 2017

Policy for the Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Wyborne we use the term to describe Nursery and Reception provision.

The first experience children have on starting school will determine much about their later attitudes to education and their future success. At Wyborne we want this initial experience to be enjoyable, secure and stimulating for each child. The purpose of this Foundation Stage policy is to examine how we can best provide for children during their first years in our school.

Aims

We recognise that children joining Wyborne School have already learnt a great deal in their own homes. Many children may have also benefited from attending one of a range of pre school settings that exist in our community. We aim to build upon what children already know and can do, in a positive and stimulating environment.

Our provision is based on the EYFS four principles (Development Matters, 2012):

The uniqueness of each child – and their ability to develop into resilient, capable self-assured and confident individuals.

The impact of positive relationships – in supporting children in becoming strong and independent learners.

The provision of enabling environments – where opportunities and experiences respond to the individual needs of each child.

Learning and Developing – an acknowledgement that children learn in different ways and at different rates.

Children will be developing positive self-images and gaining in confidence, so that they are able to make decisions and be more autonomous. We recognise that every child is unique and that they need to feel equally valued regardless of gender, ethnicity or ability.

Throughout the Foundation Stage children are entitled to a stimulating and clearly planned curriculum, which will help them make progress towards, and where appropriate, beyond the Early Learning Goals laid out in the EYFS.

The environment offered in the Foundation Stage will provide safe and challenging play experiences for children and activities, which engender an enthusiasm for learning. Planning will reflect the needs of individual children and the needs of groups of children. It will contribute to the all round growth and

development of every child. This should provide a solid basis for the start of work in the National Curriculum at Key Stage One. Links between Foundation 1 and Foundation 2 will be such that as children progress through the Foundation Stage they benefit from continuity and consistency in approach. Transition to Year 1 will be carefully managed and planned for.

Learning and Development in the EYFS

Children will learn skills and acquire knowledge through a total of seven areas of learning and development, consisting of three prime areas and four specific areas.

The prime areas of **Communication and Language, Physical Development** and **Personal, Social and Emotional Development** are particularly important in encouraging children's curiosity and enthusiasm for learning, building their capacity to learn and form relationships.

As children develop in the prime areas of learning, they will develop skills in the four specific areas of learning; **Literacy, Mathematics, Understanding the World** and **Expressive Arts and Design**.

At Wyborne we acknowledge that none of the areas of learning can be delivered in isolation and that they are all of equal importance, needing to be delivered through planned, purposeful play, with a balance of adult-led and child initiated activities. We also look at the individual child through the characteristics of an effective learner, which underpin the planning and teaching across all areas of learning: **Playing and Exploring (engagement), Active Learning (motivation)** and **Creating and Thinking Critically (thinking)**.

Objectives

- ❑ Play underpins the delivery of the EYFS. Children will be provided with enabling indoor and outdoor environments that encourage both independent and adult supported play.
- ❑ Throughout Foundation 2 there is a gradual move towards more structured activities in order to prepare children for the transition to Key Stage One.
- ❑ Children will be given opportunities to work together and play cooperatively.
- ❑ All children will experience praise, enjoyment and success in their work.
- ❑ There is an understanding that a strong partnership between practitioners and/or parents and carers is essential.

Entitlement

- Admission to Foundation 1 will normally ensure that children receive at least three terms of Nursery provision.
- All children will be treated as unique individuals.
- Children are entitled to a safe, warm, friendly and at the same time challenging environment for the start of their school experience.
- Children in Foundation 1 will not be taught in groups where the ratio of adults to children is less than 1:13.
- Children are entitled to be taught by appropriately trained staff. This will be a Teacher, an Early Years Practitioner and a Teaching Assistant in Foundation 1 and a Teacher in Foundation 2, with support from a Teaching Assistant when the number of children exceeds 15.
- Children are entitled to high-quality teaching, which builds upon previous knowledge gained at home, and through the provision of an appropriate curriculum aimed at developing skills and fostering an enthusiasm for learning.
- Children with special needs and more able children are entitled to have work planned to suit their needs.
- All children are entitled to a curriculum that enables them to make maximum progress towards the Early Learning Goals.

Young Children's Learning

At Wyborne we acknowledge that young children learn best when they are active and involved in high quality experiences, both at home and at school. In order to ensure progress in the acquisition of skills necessary for social, emotional and cognitive development, it is essential provision for young children's learning is of a consistently high standard.

At Wyborne we recognise the importance of children's play and consider it an essential part of the learning process, in all areas of development, and a powerful motivator. We believe that purposeful play should be flexible in order to suit preferred learning styles.

In the EYFS setting at Wyborne we provide both structured and unstructured play in both the inside and outside environment. Activities offered are designed to engage young learners in practical experiences which will lead them to make discoveries as they explore, investigate and develop personal interests as they

make sense of the world around them, individually and with their peers. Play opportunities are also set up to provide children with chances to apply newly acquired knowledge and strengthen conceptual understanding through shared sustained thinking with practitioners.

Key Person

Adults in the Foundation Stage need to build on and create links wherever possible with what children already know. Each child will be assigned a *Key Person* on entry to Foundation 1 and/or Foundation 2. That person will help the child to become familiar with the setting, talk with parents and assist with the completion of records of progress

Inclusion for children with Special Educational Needs

At Wyborne we aim to include and provide support for children who have special education needs or disabilities. Our intention is to focus on removing barriers to learning in order to help all children achieve their potential. Through discussion with parents, any special needs will be identified and then appropriate support and help will be considered. Where appropriate staff will work with agencies such as community health services to provide the best learning opportunities for individual children.

Staff Responsibilities

The staff directly responsible for the implementation of this policy are:

The Foundation Stage Leader

The Nursery Teacher

The Early Years Practitioner

Reception Class Teachers

Teaching Assistants in Foundation 2 classes.

Teaching Assistant in Foundation 1

Any additional staff or students are expected to adhere to the policy.

People mentoring its implementation are:

Head Teacher

Foundation Stage Leader

Curriculum Leader

Governors

Finance

The Foundation Stage is resourced from the school's budget on a per capita basis and equipment is ordered by the Foundation Stage Leader.

Agreed School Practice

The EYFS Curriculum will aim to move children from their own starting point, through the age related developmental stages in the Practice Guidance for the Early Years Foundation Stage document towards, and where appropriate, beyond, the Early Learning Goals. This framework will be used in all Foundation Stage planning, although the goals and developmental stages will need to be broken down so that clear learning intentions can be set out.

The Environment

Children learn best in a stimulating but ordered environment where the opportunities for active learning are thoughtfully and purposefully planned. We aim to make Foundation Stage indoor and outdoor environments places, which should:

- Be attractive and welcoming to children and parents.
- Be places where children feel secure and confident.
- Be stimulating and exciting.
- Be places where children's work is valued and displayed attractively.
- Be places where children can play individually, in small or large groups, on quiet, noisy and messy structured or child-initiated learning activities.
- Be places where talk and questioning are encouraged.
- Have good sanitary facilities.
- Have good access to an outdoor area, including a Forest School. The outdoor areas will aim to provide a wide range of experiences in order to develop all seven areas of the curriculum. There will be free-flow access between indoor and outdoor areas.

Planning

The starting point for planning is the child. The teachers collect information about the children when they start school and/or from discussions with parents at the home visit. We use this information, as well as our knowledge of children's interests, learning needs, dispositions and attitudes, to inform planning. It is important to remember that the Curriculum is everything a child experiences and not only a programme of activities and therefore needs to be observation led. The organisation and routines in the child's day provide many opportunities for learning.

Foundation Stage staff will plan together to ensure continuity and progression. Weekly planning will largely take place through a cycle of topics. Reception classes plan weekly for adult led Literacy and Numeracy. Parents are kept informed of planned learning through termly curriculum newsletters.

Assessment, Recording and Reporting

Records will be used to inform planning so that appropriate activities can be provided to move children forward. A first picture of each child should result from discussions with parents before the child starts school. When children first start Foundation 1 staff will observe them and record observations as they play at a range of activities. After approximately six weeks, a meeting will be arranged with parents to talk about how the child is settling and discuss any questions, issues or concerns they may have. A record of this discussion will be kept in each child's folder. From then on children's progress should be assessed in natural, spontaneous and meaningful contexts through

Observations

Listening

Discussion

Questioning

Keeping annotated samples and photographs of children's work in their *Learning Journey* that include a record of their personal explanations and reflections.

These records will eventually inform the *Foundation Stage Profile* at the end of Foundation 2 and will be collated on a termly basis. As well as observations at particular tasks each child will be observed for a length of time at least once each half term. Meetings will be arranged to discuss progress with parents in October in F1 and in October and March when children are in F2. Records of progress will be completed, and a copy given to parents, when children leave F1 and F2. When each child completes the Foundation Stage, parents will receive a report and their child's Learning Journey.

Children with special educational needs

Where children have a special educational need parents will be involved in discussion with staff as soon as this need is identified, in order to work together to develop a strategy to help meet their needs. Where appropriate children will be provided with Individual Education Plans. Staff will liaise with other agencies such as speech and language therapists to provide help for individual children.

Safeguarding and Welfare

At Wyborne we understand that we have a legal duty to comply with certain welfare requirements as stated in the Statutory framework for Early Years Foundation Stage 2012. We also acknowledge that children learn best when they are healthy, safe, secure and have positive relationships with the adults caring for them.

We keep children safe by having the following in place:

Children are only dismissed to named adults
Children's personal details, emergency contacts and health needs are readily available (locked in classrooms)
The EYFS leader has a certified food hygiene qualification
All teachers and teaching assistants are paediatric first aid trained
A first aid box is accessible at all times and a record of accidents and injuries kept
A missing child procedure is in place
A fire and emergency procedure and policy are in place
Mobile phones are not permitted to be used by parents, carers, staff or visitors at any time whilst children are present
Foundation Stage staff are only allowed to photograph and video children on school cameras, iPods and iPads
Risk assessments are in place for indoor and outdoor environments including Forest School
Water trays are emptied and refilled daily
Sand trays are emptied and refilled every half term, or sooner if there has been an outbreak of an infectious disease

Admissions

Foundation 1 has 26 morning part-time places and 26 afternoon part-time places. Admission to Foundation 1 closely follows the Greenwich local authority recommendations. Pupils are accepted into our Reception classes through the local authority admissions procedures. Admission to the Nursery (F1) does not automatically guarantee that a place will be available in the Reception class (F2) and this will be pointed out to all parents as the child starts to attend.

Settling-in Policy and home visits

Parents and children who are interested in attending the Nursery are first invited to visit Foundation 1 for a short time during a designated weekly session, when they will have the opportunity to observe some of the experiences that will be on offer. They also have the opportunity to get to know the Nursery team and to learn about the routines and behaviour expected of their child. Children due to start the Nursery attend a short meeting with their parents/carers at the end of the term prior to their entry.

The Head Teacher conducts regular tours of the whole school for parents/carers and their children who wish to attend Wyborne from the Reception year onwards. The Head Teacher also conducts a new entrant's meeting in July, for parents of children entering Reception classes the following term. During this time children have the opportunity to meet their class teachers and Teaching Assistants in their new classrooms.

At the beginning of the term in which the child starts school, whether it is in F1 or F2, parents are offered a home visit. Although parents are not obliged to accept this we feel home visits can be very beneficial. Some of the benefits of home visits are:

- ❑ Children are able to meet a member of staff when they are in their own home and feeling secure and confident.
- ❑ A first day at school can be a confusing and busy time for children, in which there is not always time to talk to members of staff.
- ❑ Children have a chance to play 1-1 with a member of staff, without interruption from other children.
- ❑ Parents have an opportunity to ask questions about the school.
- ❑ Parents and staff have a good opportunity to talk about the child, and to exchange information, which will make settling-in easier.
- ❑ It is helpful to meet the child before assigning a key person to work with them.

Children are introduced to the Nursery in groups of two or three per session, staggered at suitable intervals. There is no fixed procedure for the length of time for which parents should stay. This needs to be determined by staff and parents in each particular case.

Children entering Foundation 2 will start two days later than other children in the school. The arrangements for the settling in period are outlined at the new entrants meeting.

Transition

Children transferring from Foundation 1 to Foundation 2 will have opportunities to experience working in a Reception setting and engaging in a range of activities that support the transition to the next stage of their schooling.

There will be a managed transition period for children leaving Reception and progressing to Year 1. This will take place in the second half of the summer term. Receiving teachers will use this time to read with the children, begin to form relationships with them and discuss issues, such as preferred learning styles, with their current teachers.

Parents

Parents are children's first and most enduring educators. Parents will be provided with regular information about their children at school. Discussions with parents will contribute to children's records, and will feed into the Foundation Stage Profile. Opportunities for informal discussion and regular newsletters will be provided. In addition to these forms of contacts parents will be offered appointments to speak to class teachers individually.