



# Foundation Stage Policy

## William Reynolds Primary School and Nursery

Approved by governors June 2017  
To be reviewed June 2019

## **Other related information and policies**

Foundation Stage Risk Assessment,  
Nursery Attendance Leaflet,  
Policy and Procedures for Independent Toileting  
Foundation Stage Leaflet  
Equality Policy  
Social Networking Policy,  
E-awareness policy (for parents and children)  
Parental Permission for photos and videos (check heading)  
Admissions Policy  
Health and Safety Policy  
Statutory Framework for Early Years (April 2017)  
SEND Policy  
Medical Issues  
Alert Web  
Administering Medicines

## **Rationale**

At William Reynolds Primary School and Nursery the four EYFS key themes and commitments;

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

are central to us creating a Foundation Stage that starts with the child, supports and develops the role of parents, offers a high quality environment and provides children with exciting contexts for their learning. We believe in encouraging children to be curious, to play and explore, actively engage in their learning and develop skills of creativity and critical thinking.

## **Aims**

Using the Statutory Framework for the Early Years (April 2017) as our core document we offer a quality provision that includes;

A safe and secure environment which promotes the welfare of children

A curriculum for the Foundation Stage that underpins all future learning by providing carefully planned experiences in the three prime and four specific areas of learning. This will allow children to progress towards or beyond the national expectations of Early Learning Goals and enable them to develop competency in the basic key skills of reading, writing and mathematics, helping them to be 'school ready' by the end of the Foundation Stage.

### **The three prime areas:**

- Communication and language
- Physical Development
- Personal, Social and Emotional Development

### **The four specific areas:**

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

## **Equality of opportunity**

### **Partnership working between practitioners and with parents/carers**

## **Foundation Stage**

The Foundation Stage at William Reynolds Primary School and Nursery incorporates a 64 place nursery class, 32 in the morning and 32 in the afternoon, and two Reception classes based in the EYFS unit. The two Reception classes can accommodate up to 30 children. Children who are due to start school the following September are known as Nursery 2. Children who will not be starting until the year after are known as Nursery 1.

Admission to Nursery is through the school. There is a clear policy for Admissions. Currently we take children the term after their third birthday. Children can be registered on a waiting list and will be contacted prior to their due start date for a Home Visit.

Admission to school for Reception children is through the Local Authority. Parents/carers are sent the relevant paperwork by Telford & Wrekin with a closing date for applications. This is usually in the Autumn Term before the child is due to start the following September.

**The Early Years Phase Leader teaches in Nursery and is responsible for the Foundation Stage team which consists of :**

#### **Nursery**

1 NNEB

1 full time key person Level 2 NVQ 2 Teaching Assistant

1 full time key person BA Hons in Childhood and Family Studies 2(ii)

1 part time key person NVQ 3 child care and development

#### **Reception**

2 full time teachers

1 full time teaching assistant NNEB

1 full time teaching assistant L2 Early years care and education, NVQ L3 Forest school.

1 full time teaching assistant L3 Early Years care and education

1 part time teaching assistant NVQ Level 2

1 part time teaching assistant

#### **Introduction**

The Foundation Stage extends from the term after the child is three to the end of the Reception year. Entry into Reception is at the beginning of the school year in which the child is five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals, outlined in the Statutory Framework for Early Years (April 2017) that set out what is expected of most children by the end of the Foundation Stage.

Children joining William Reynolds Primary School and Nursery have already learnt a great deal. Some have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- Identification of, and building on what our children already know and can do;
- ensuring that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.

Transition can be a challenging time for children as they move from the security of one setting, be it home or another nursery, to another. At William Reynolds Primary School

and Nursery we aim to make this as smooth as possible through Home Visits, visiting individual children in their current setting and sharing of information by parents and other professionals. We also offer taster sessions in our setting where parents and children are able to familiarise themselves with the environment and key members of staff. We believe this helps children to settle more quickly and feel confident in their new surroundings.

### **Safeguarding and Welfare**

Our setting aims to provide an environment in which children, parents and staff are safe.

**Risk Assessment** - a risk assessment is in place for the Foundation Stage and is located in the well-being room, Nursery Office and on the T drive. A checklist has been drawn up alongside this which is implemented twice weekly to maintain health and safety requirements.

**Fire drill** and lock down are practised regularly as part of whole school procedure.

**Toileting and hygiene** - we aim to promote independent toileting and hygiene. While we appreciate that for some children toilet training can be a developmental delay every effort is made to work with parents to enable children to manage this independently. Using our 'Policy and Procedures for Independent Toileting' we draw up a hygiene plan with parents to facilitate the transfer from nappies to pants as quickly as possible. Children can put their changing bags in the well-being room for ease of access. We recognise that in the early stages children are going to need support with managing their toilet and hygiene procedures and take time to promote this. Staff manage toileting accidents and there is PPE and guidance for dealing with bodily fluids.

**Snack** - we aim for children to snack themselves independently. We provide a daily offer of food and drink. They learn to wash their hands prior to taking snack and then choose between milk or water and a healthy and balanced food selection, such as cereal, toast, cheese, fruit and vegetables. Staff are made aware of allergies and dietary requirements through admission paperwork. Allergy and dietary information are displayed in the kitchen area and can also be found on the T drive. Food hygiene training is provided for all staff in preparing and handling food.

**First Aid and medication** - all members of the Nursery staff hold a PFA certificate. These are renewed regularly. There are also staff with a PFA certificate in each Reception class. The Accident Book and First Aid box are located in the well-being room, along with PPE and guidance for dealing with asthma, bodily fluids and emergencies. Parents are notified of any accidents or injuries and of any first aid treatment given.

- Inhalers are kept in the well-being room in individually labelled bags and are easily accessible.
- A person holding a PFA certificate will always be present on an Educational Visit, including Forest School.
- There are staff qualified to administer medication if necessary. Parental permission will be obtained and only prescribed medication will be administered. All medication should be securely stored and out of reach of children at all times.
- Specialist training is provided for staff if children have medical conditions for example severe allergies that require an epipen or diabetes

**Technology** ; Mobile phones, online safety, social networking

- Mobile phones should not be used by anyone in the settings. Signs are in place around the setting to advise parents of this. Anyone using a phone should be challenged by a member of staff.
- All staff and managers must ensure that their mobile phones, personal cameras and recording devices are left inside their bag in the office during working hours. Mobile phones should only be used in an office or staffroom where children are not present.
- If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the managers and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting where possible i.e. kitchen or office.
- Staff should not give out personal mobile numbers to pupils or parents/carers.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Phase Leader or Headteacher
- **Children should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by us.**
- Only the designated school devices are to be used to take any photo within the setting or on outings. Where parents are taking part in an educational visit or event, requests should be made that they only photograph their own children and that they do not share this on social media sites.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- All staff are responsible for the location of the cameras and i-pads, which should be placed within a lockable cabinet in the office when not in use.
- Images taken and stored on the school devices must be downloaded as soon as possible. Images should be downloaded on site using a USB lead or 'Over the Air' technology.
- Images may only be uploaded to a secure website e.g. school or 2simple 2 build a profile and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook. Parental Permission must have been obtained before using any photographs or videos. Parents are asked to complete these forms as part of of the school admission paperwork. Permission can be checked in the 'Alert Web' folder on the 'T drive' or in the child's personal file.
- Devices **should not** be taken into toilets, however on occasion it may be relevant to photograph children washing their hands. In these circumstances the Phase Leader must be asked first and staff should be supervised whilst carrying out this activity. At all times the device must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Phase Leader and a DSL.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.
- The school operates a Social Networking Policy to protect staff and children from inappropriate use of such sites
- Children are encouraged to use computers safely in line with the schools 'E-Awareness Policy'. In Foundation Stage children know that safe access to computer programs they can use is through the star icon on the main screen.

A Safer Recruitment Policy is operated within school and all staff have to complete DBS and Disqualification by association documentation. All staff receive regular Safeguarding training and updates and operate in line with the school Safeguarding Policy. Any concerns are immediately logged and reported to a DSL. Appropriate forms are located in the Nursery Office or on the T drive.

Current DSL's are :

Irene Baxter - Headteacher

Julie Marriott - Deputy Headteacher

Liza-Jane Rawlings - Assistant Headteacher

Hayley Lakin - Assistant Headteacher

Nikki Tuffnell EYFS lead

### **The Foundation Stage Curriculum**

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Statutory Framework for the Early Years (April 2017). The learning experiences will enable children to develop competency and skill across the 7 areas of learning.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. We have a two year curriculum map which enables learning to be taught through exciting contexts. Specific outcomes are targeted each term linked to the age and stage of the children which inform the medium-term planning for each term. This helps to keep the children on track to achieve the Early Learning Goals by the end of Reception.

Nursery Curriculum - We believe in the importance of routine and familiarity for our young children. The days are structured to provide consistency and continuity for their learning. Children begin and end the session with their key person and in between have a balance of child and adult led activities linked to the areas of learning. These are designed to be interactive and engaging to move their learning on.

Reception Curriculum - in the first term the Reception day runs very similar to the Nursery day except that they have a morning and afternoon session. They begin to formalise their learning, particularly in literacy and mathematics. Over the three terms they will have reduced child-led opportunities in order to prepare them for entry to Y1.

### **Teaching and Learning**

The features of effective teaching and learning at William Reynolds Primary School and Nursery are defined in our Teaching and Learning Policy. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 and 2.

In Nursery Daily teaching will include:

Key person group time where the routine focuses on recognising names,

- counting and finding numbers, developing simple numerical concepts, learning the days of the week, looking at the weather and Talking Ted time.
- Phonics teaching
- Plan-do-Review Time - a combination of adult led small group activities and child led learning
- Circle Time, Music or Story.

In Reception Daily teaching will include :

- Registration and daily routines
- Phonics
- Guided Reading
- Literacy and Mathematics
- Plan-do-Review time
- PE
- Circle Time, Music or Story

Children are encouraged to learn through play. This enables them to explore and develop learning experiences that help them make sense of the world. They practice and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

- To support children's learning through play we operate plan-do-review time where we have adopted and personalised the Highscope approach. We base our learning on three fundamental principles
- Active participation of children in choosing, organising, and evaluating learning activities (plan do review) which are undertaken with careful teacher observation and guidance in a learning environment replete with a rich variety of materials located in various learning areas
- Regular planning by the teaching staff linked to the developmentally based curriculum model and careful child observations
- Developmentally sequenced goals and materials based on the Early Years Outcomes

We strive to develop in children a broad range of skills linked to the Characteristics of Effective learning which promote and encourage playing and exploring, active learning and creating and thinking critically. We encourage children to initiate learning by providing them with materials, equipment and time to pursue activities they choose while simultaneously guiding them toward sequenced learning goals and encouraging children to adapt an active problem-solving approach to learning.

Teachers support children's active learning by resourcing learning, making plans and reviewing activities with children, interacting with and carefully observing individual children and leading small and large group learning activities.

***The plan-do-review time lasts for sixty to seventy minutes.***

A thematic approach is used and supported by quality texts. The children become familiar with the stories and they are used to develop exciting contexts for learning. The first week the adults model activities for the children to teach them new skills and open up new opportunities for learning. The second week the children are encouraged to return to these activities but make their own choices about where they want to learn.

***Plan***

The teacher helps to initiate plans for projects or activities. They talk with the children about the plans they have made before they carry them out. This helps children to clarify their ideas and think about how to proceed. It provides opportunity for the teacher to encourage and respond to individual ideas and suggest ways to strengthen their plans so they will be successful. It will also allow teachers to understand and gauge each child's level of development and thinking style, prepare for supporting and extending learning and look for opportunities for problem solving.

***Do***

The children work in learning centres to implement their plans. Teachers plan for key experiences that broaden and strengthen children's emerging abilities.

Teaching at this time is determined by looking for opportunities to:

- develop the interests of the children
- facilitate the active involvement and application of literacy and mathematical development
- reinforce needed skills and concepts and using them in a functional manner

It is also a time for teachers to observe children's learning and interactions as well as entering into children's activities to encourage, extend, and set up problem-solving situations.

At the end of the session children should return materials and equipment to clearly labelled, easily accessible storage places and store incomplete projects.

### ***Review***

Children recall and review their learning with their teacher and peers. This can be done in a variety of developmentally appropriate ways, verbal recall, drawing pictures, making models, bringing work or giving a physical demonstration. The teacher supports the children to link their actual work back to their original plan. This time allows children to reflect on their learning, brings closure to their activities and facilitates their language development.

The environment is organised to support the daily routine - children know where they can find materials and equipment and what they can use. This encourages development of self-direction and independence.

### ***Forest School***

Children participate in Forest School sessions. These are not an 'add-on' but form an important part of the children's learning experiences in their school week. They link to the curriculum but in an outdoor context. We believe that Forest School sessions help to raise self-esteem, develop confidence, independence and language and communication skills. The Forest School leader works with the school/setting staff to continue themes looked at in the classroom into the outdoor and woodland environment. Forest School sessions begin in the Summer Term prior to starting Reception and continue through to the end of the following Spring Term.

### ***Assessment***

The EYFS Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise pupil progress towards the Early Learning Goals. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of formal observation using the 2simple 2build a profile application, informal observations such as post-it notes, annotated work and photographic evidence. This involves both teacher and other adults, as appropriate.

On entry to Nursery and Reception class the teacher assesses the ability of each child, taking into account information from other settings and parents. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the Foundation Profile at our parent consultation meetings.

In Nursery each Key Person keeps a Learning Journey for each individual child and uses observational evidence to record examples of each child's work. These learning journeys contain a wide range of evidence that can be shared with and contributed to by parents on a weekly

basis. Each half term their profile is updated, progress is tracked and the information is used to plan appropriate learning opportunities for the next half term.

- In Reception the teacher and TA's also keep a Learning Journey for each individual child but as the children progress they also have a Writing Journal and a Mathematics Book.
- Attainment is also captured in more formal ways using 'Chance to Shine'. Twice a term for Nursery children for writing and mathematics and four times a term for Reception.

Children's progress is carefully tracked and monitored. Data is submitted each term and different groups are analysed to identify any gaps in learning and to target interventions accordingly. At the end of the final term in Reception we have to submit EYFS Profile data to the LA and DfE. The child's next teacher will use this information to make plans for the year ahead. We share this information at parent consultation meetings and in the end of year reports.

At the end of Nursery and Reception parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in July each year.

### **Monitoring**

Provision and practice in the Foundation Stage is monitored in accordance with the Whole School Monitoring Cycle.

Literacy and Maths lessons are observed in Reception and Phonics lessons observed in Nursery.

Child initiated sessions are observed and judged using the ECER's format to monitor practice and provision

Book Scrutiny of Learning Journey's, Writing Journals and Mathematics are undertaken

In school, inter-school and external moderation takes place to ensure consistency of practice.

The Early Years Governor plays an active role in monitoring Early Years provision.

Phase Leader submits weekly notes on the impact of her role.

CPD is identified as part of the SDP and termly RAP.

### **Inclusion at the Foundation Stage**

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

Within Foundation Stage children are set realistic and challenging targets, matched to their needs, so that most are achieving the expected level of development within the Early Learning Goals, by the end of the keystage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and

cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

It is recognised that good practice can take many forms. At William Reynolds Primary School and Nursery we adopt a flexible and graduated response to support children with SEND. This approach acknowledges that there is a continuum of need and where necessary, specialist advice and support is sought. Children are identified as early as possible, sometimes from the outset but more usually during the first 2 terms, when a child is experiencing continuing difficulties that mean he/she is not fully able to access the Early Years curriculum. Once a child's needs have been identified, appropriate advice will be sought and intervention will take place. This intervention is coordinated by our School SENDCo, however each adult within the setting shares the responsibility of appropriate intervention to support the needs of the child.

We meet the needs of our children through:

- early identification of vulnerable children, initial assessments are made at the Home Visit stage and then Phase Leader, SENDCo and Learning Mentor meet regularly to review any concerns particularly in the prime areas of development.
- planning opportunities that build on and extend the children's knowledge, experience and interest, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing appropriate interventions (e.g. working with support agencies and/or individual programmes and strategies e.g. ELKLAN activities, phonic boosters, Mac pack) as necessary.

All current Foundation Stage staff have been Makaton trained to support communication development

### **Partnership with parents/carers**

We believe that parents/carers have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children. The partnership between teachers and parents helps our children feel secure at school, and to develop a sense of well-being and achievement.

We develop this partnership by:

- talking to parents about their child before their child starts in our Nursery;
- the phase leader and learning mentor visiting all children in their home setting prior to their starting Nursery;
- giving opportunities for the children to have a 'first steps' session before starting Nursery;
- inviting all parents to an induction meeting during the term before their child starts Reception and inviting children to a transition day where they can also stay for lunch
- offering parents daily opportunities to talk about their child's progress in both nursery and reception classes;
- identifying through observations, children's progress and future learning needs, offering parents weekly opportunities to view and comment on their learning
- encouraging parents to talk to the child's teacher or key person if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- encouraging parents to stay if there are problems with the child's transition;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents; including homework
- providing various activities that involve parents i.e. regular communication through School newsletters, and inviting parents to curriculum events, on visits and class based workshops, in order to discuss the kind of work that the children are undertaking.

During the Home Visit we ask parents to complete a 'Unique Child' booklet. This is the foundation for our parent partnership and it helps us get to know the unique child and find out about their stage of development. It also helps to identify any particular needs, anxieties or concerns parents may have. On starting Nursery each child is allocated a Key Person who will be their first point of contact and will work with parents to support them and their child throughout their time in the Nursery. Our Learning Mentor will also be on hand to support transition if needed.

During the Autumn and Spring term Nursery 2 parents are offered a meeting at which the parents discuss how their child is progressing and to reflect on their child's current stage of development. In the Summer term Nursery 1 parents are offered a meeting to discuss how their child has settled in and to receive an update on their child's progress and current stage of development. Reception parent consultations occur in the Autumn and Spring terms. Parents receive a report on their child's attainment and progress at the end of their time in Nursery and Reception.

We believe attendance at Nursery matters. Children respond well to routines and regular attendance helps them to consistently build on their learning, develop good social skills and prepare them for when they start school full time. We work closely with our Educational Welfare Officer and monitor attendance regularly. The phase leader and school based attendance manager meet regularly to review attendance. Parents of children whose attendance is falling are contacted by the School Attendance Manager to identify reasons for absence and offer support if there are difficulties in getting children to Nursery regularly.

### **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Learning is set in contexts that are exciting to the children. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Play is supported and extended by the experienced staff within the Foundation Stage unit to encourage all children reach their full potential.

During their time in Reception and Nursery we offer additional experiences that enhance learning opportunities, such as Forest School but there may also be visits to different places in the local or wider community.

### **Role of Phase Leader.**

In line with the School Development Plan and termly Raising Attainment Plan the Phase Leaders role is to :

- Develop a timeline for events in Foundation Stage
- Monitor provision and practice
- Support staff training
- Track children's attainment and progress
- Liaise with other agencies
- Make arrangements for transition
- Develop communication links with parents
- Keep up to date with new legislation
- Network with other settings

### **Monitoring and Review**

To be reviewed when practice and guidance changes.

**To be reviewed:** April 2019