



Foundation Stage Policy

*Reviewed: (10/2018)*



## **Wharncliffe Side Primary School Foundation Stage Policy 2018-2019**

### **Rationale**

The early years of education are an important stage in a child's life. Their experience of this can have a profound effect on their subsequent education and so it is vital that our Foundation Stage offers an environment that is caring and safe, yet stimulating and challenging. We believe that all aspects of a child's development; emotional, intellectual, moral, physical, creative, spiritual and social are of equal importance and inter-related. Opportunities for learning in these areas through play must be provided during these early years in order to ensure that children have the chance to make progress that will enhance their education and life skills.

### **Aims**

- Provide a caring environment where children may explore and repeat experiences according to their needs
- Involve parents in their child's learning
- Develop children's confidence, self-image and positive attitudes towards learning
- Provide a range of first hand experiences and activities which secures children's access to a broad and balanced curriculum and covers the areas of learning and development as set out in the Early Years Outcomes (DfE 2013) and Development Matters in the Early Years Foundation Stage (DfE 2012)
- Encourage children to be self motivated, independent and questioning
- Ensure that all children make progress appropriate to their developing abilities
- Ensure that Foundation Stage is involved in the life of the school and vice versa
- Make effective transition from home to Foundation Stage, through Foundation Stage and into Key Stage One
- Include all children in all aspects of Foundation Stage life regardless of gender, race, culture or Special Educational Needs

### **Nursery Integrated Resource Unit**

The unit caters for children who have Educational Health Care Plans and have been placed by the local authority. The IRU is managed by the school SENDCO and lead by an experienced HLTA. There are always 2 members of staff working with the children. Other support staff may be appointed to work with named children. Children in the resource are members of the nursery and wherever possible are included in day to day education, play and routine with the mainstream children.

### **The Curriculum**

The Early Years Foundation Stage Statutory Framework (DfE 2017) sets out the principles and requirements that all early years providers are required, by law, to meet in order to ensure that children learn and develop well and are kept healthy and safe. The 4 overarching principles that should shape practice in early year's settings are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children's **learning and development** happens in different ways and at different rates.

The requirements relate to the following areas:

- **The Learning and Development Requirements** which shape the activities and experiences that childcare providers offer children.
- **The Assessment Requirements** which detail how childcare providers monitor and plan for children's progress.
- **The Safeguarding and Welfare Requirements** which ensure children are kept safe and have their welfare promoted.

Within the curriculum there are **7 Areas of Learning and Development**, of which there are 3 prime areas (Communication and Language, Physical and Personal, Social and Emotional) and 4 specific areas (Literacy, Maths, Understanding the World and Expressive Arts and Design). The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas. At the end of each Area of Learning there are Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year in mainstream settings. Where the Areas of Learning and Development have close links with National Curriculum subject areas – particularly literacy and maths – they form an appropriate baseline for the National Curriculum. There is recognition that some children, towards the end of FS will be ready to access the KS1 programs of study.

There are also the following **Characteristics of Effective Learning**, which identify how children can develop through the 7 areas:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Long Term Planning**

The school has a long term overview of themes, for each class, that form a two year rolling program.

These themes support learning across the EYFS curriculum. We also consider each area of learning and how these link to activities, provision, special occasions, celebrations and parts of the daily routine.

### **Medium Term Planning**

The Foundation Stage areas of learning and development each have identifiable age/stage bands. Teachers consider those that are appropriate to the children's development and use the information from DC Pro online tracker or assessment grids, in order to plan the learning to be undertaken each half-term. Statements from the age/stage bands and areas of learning focus are identified on medium term plans. In addition to this the theme titles are taken to the children throughout the half-term, who mind map their

knowledge and thoughts, areas of interest and areas of development. These are also incorporated into the teaching and learning. The curriculum is monitored half termly to ensure balance and breadth of coverage.

Within the Foundation Stage all of the areas of learning and development are delivered through continuous provision and focus group activities. All practitioners take on this responsibility. The provision consists of defined cross curricular areas that are available continuously for example role play, reading area, creative (see appendix for a list).

### **Short Term Planning**

Short term plans are group time activities being created for the children based on the statements on the medium term planning. Where possible child initiated ideas are always built in to planning. Planning takes place weekly and daily. All staff are responsible for promoting the development of literacy and mathematical development, this may be in the form of a planned activity or within the provision. Planning is available for parents and other professionals. In addition to this we also plan specific activities for children/groups where it has been identified that additional support is required. Planning is seen as responsive and therefore will be changed or annotated in light of observations, the children's interests, learning, schemas or assessment.

### **Assessment, Recording and Reporting**

For those children that join nursery at age 2 a two year progress check is completed. The outcomes of this report are shared with parents/carers and then practitioners and parents work together to set targets or address any issues identified (this may mean referrals to other agencies). The progress check then contributes to any other assessments and records that are currently held for the child.

When children first start in the Foundation Stage observations and assessments begin on home visits. During their first few weeks the children are observed, tracked and assessed. This together with the information gathered from parents/carers is our starting point and forms a baseline assessment which meets LA guidelines. Completing these records during the child's first half term allows planning to meet the needs of the child. Continual assessment then takes place through observations completed by practitioners and parents, which are collated in individual 'Learning Journeys'.

Assessment information is put onto a whole class grid, SIMS and DC Pro. A review of this information and data takes place each half-term, in line with LA timescales, in order to track progress and identify areas of development.

Reporting to parents takes place informally through general discussion with them on drop off and collection, through Tapestry, our online observation system and more formally when parents are invited to review meetings/parents evening to discuss their child's learning and progress each term.

We offer parents transition meeting during the first term and as their child is ready to leave Nursery and a formal parents evening takes place in Autumn 1 in reception to discuss adjustments to school life.

## **Organisation**

Both F1 and F2 are staffed by a qualified teacher and teaching assistants. In nursery there is a 1:4 ratio for children aged 2-3 and a 1:13 ratio for children aged 3 and above. Information on organisation of staff, roles and routines are displayed on the planning board. In F2 there is a full time level 3 TA and other support staff are allocated to best meet the needs of the children and school dependant on cohorts, number of SEN etc

## **Parental Involvement**

We welcome parents/carers as partners in their children's education. We value the contribution parents make and recognise the many benefits that close links between home and school bring. Staff are always willing to discuss progress, development and any problems. Parents are encouraged to be involved in their children's learning journeys by taking part in assessment targets through home observations and commenting on Tapestry observations of their child. We make a special effort to be flexible, arranging meetings and other opportunities to include working parents. We also run parent workshops and other activities. In nursery this involves Forest Schools and Stay and Make sessions each term to engage parents in their child's learning. In reception there are half termly workshops based on a theme from the EYFS curriculum as well as additional sessions such as phonics.

## **Safeguarding**

We follow the school and LA guidelines on issues relating to safeguarding children (See Policy).

## **Special Needs**

The Foundation Stage has a fully inclusive ethos and values the Integrated Resource Unit. We follow the school and LA guidelines on issues relating to Special Needs (see policy).

## **Equal Opportunities**

Staff make every effort to ensure all children have equal access to the curriculum. Children are encouraged to value and enjoy contributions from different races and cultures and to respect differences and recognise similarities. We aim to develop tolerance and concern for others regardless of sex, race, needs, culture or class and to overcome sexist views.

## **Links with External Agencies**

Foundation Stage maintain links with a range of external agencies.

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## **Behaviour**

Behaviour principles and policy are included in the schools behaviour policy (see behaviour policy). However, we would stress that our strategies are centered around positive reinforcement to support behaviour modification.

In Nursery rules and routines are clearly demonstrated with a visual stimulus e.g. 'please walk', 'please, use a quiet voice' and 'please put it back'.

In F2 the children complete a PIE(post incident evaluation) where children have the opportunity to discuss the incident and the feelings involved. They then come up with a resolution.

Our overall aim in Foundation Stage is to talk with the child, to discuss reasons why it is unacceptable and the consequence it may have to others. Parents are informed to work together to reinforce this.

Behaviour Strategy for a physical assault on a member of staff or a child –

Although physical assault is rare it will be treated seriously and the following procedure employed:

- Incident recorded.
- Children to be asked to move to a quiet area ie short distance from the cause of dispute.
- No hitting/spitting/kicking/pushing symbol cards to be given to the offender by teacher or child involved or these actions will be discussed with the child if the cards are not necessary.
- Adult will then discuss the emotions raised from this incident, sometimes emotions cards may be offered to the child to support their understanding. Children will then be given the chance to discuss the appropriate emotion eg, sad, angry, frightened.
- The child who has been hurt will rejoin the provision/activity.
- When a suitable time has passed depending on the reaction of the perpetrator the adult will discuss their thoughts on the incident and they may wish to hug, shake hands or verbally apologise, but this needs to be negotiated.
- Flexible systems are adapted to situations and children's needs accordingly.

Some members of the FS team have received Team Teach training.

Also see, Use of Reasonable Force to Control or Restrain Pupils Policy.

## **Transitions within the Foundation Stage**

**We aim to:**

- Enable all children to make a smooth and effective transition from Nursery to their Reception class, in order to maintain their confidence, self-image and positive attitude towards learning.
- Facilitate smooth and effective transitions from and to other provisions as required.

## **Transition Procedures for Children Entering Nursery**

When a family contacts the nursery the nursery leader will invite parents/carers to come and visit the setting with their child. During their visit they will be given an application form. When the application form has been returned to school the nursery leader will contact the

family and arrange a date to do a home visit. The home visit allows the staff to build a relationship with the family and their child in a setting where the child is most at ease and confident. This is also an opportunity for families to ask any questions and for staff to ask questions, provide families with more information and complete relevant paperwork. Following the home visit the children come to nursery on an accompanied visit (children in the toddlers have two accompanied visits). Depending on the success of the accompanied visit a start date is decided. Sometimes children will gradually build up the number of sessions they are attending if it is deemed necessary to support them in settling successfully. If children have previously been at other settings we will contact them to get the child's records and any assessments that have been made.

### **Transition Procedures into Other Pre-school Provision**

Sometimes children move from our nursery into other pre-school provision. In these instances, nursery staff will ensure that records are up to date and send them on to the new provision after sharing them informally with the parents.

### **Transition Procedures into Reception Class**

Many of the children join Class One at Wharnccliffe Side School from the nursery. Their transition procedure is different from that of the children entering other schools as we are able to directly involve them in joining their new class at regular intervals and to get to know the new staff within the familiar environment of the school.

Transition for children leaving Wharnccliffe Side Nursery to Wharnccliffe Side school:

- During the summer term nursery children will be invited into Class one for story sessions.
- A month prior to exiting nursery the nursery teacher and reception teacher will set up a transition timetable arranging short, regular visits into Class One over the coming weeks for small groups of nursery pupils.
- The reception teacher will visit the nursery pupils and make observations of them in the nursery in the final month before exiting nursery.
- There will be a transition session between the nursery and reception teachers to discuss pupils levels, progress, interests, needs etc
- The reception teacher will hold a new parents meeting to welcome parents to the school and discuss daily routine etc
- The reception teacher will hold a workshop for new parents and children to come into the classroom and take part in some art/craft activities and get to know both their new teacher and new surroundings.

Children that do not attend the Nursery and are due to start in the reception class are also invited in order to develop friendships with peers and join in the in-depth transition process. If they are unable to do this then the reception teacher will complete a home visit and parents will be invited to relevant meetings and workshops.

When the new school year begins the Reception intake will begin school on a part time basis for a set number of days (usually around 3 days) arranged by the Reception teacher and Headteacher. This is to ease the transition into school with smaller numbers in the class and shorter hours to build up as the children become settled. During this time there will also be the opportunity for parents to join their children for lunch in the dining room.

This is to make the reception children more comfortable with their new eating arrangements and avoid any anxiety when they begin full days.

The transition into Wharncliffe Side School for children in the Nursery Integrated Resource operates the same as for the mainstream children but they may have more visits.

How we support children moving on to other schools:

- The Nursery Leader contacts the reception teachers and invites them to come and meet the children in a Nursery session, providing an opportunity to discuss any special issues or concerns around individual children.
- Reception teachers are welcome to contact Nursery staff to discuss any issues arising.
- Links between local schools are supported throughout the year through networking meetings.
- Nursery makes a board with pictures and routines of school to help familiarise the children whilst still at nursery.
- With parental consent children's records are shared with the new setting.

### **Parental Involvement**

Parents are invited to attend a parents evening and make an appointment with their child's key worker towards the end of the final term in Nursery. This is an opportunity to share the Foundation Stage Record and for parents to discuss any issues or concerns which they may have at this time. For those children that are not moving into Wharncliffe Side School a transition report is written that is available for parents to comment on and review with the key worker. Parents of children attending Wharncliffe Side School are then invited to a parents meeting and workshop with the Reception teacher as previously mentioned, as well as being invited into the children's Reception class in September for a welcome meeting.

### **Equal Opportunities**

Nursery staff ensure that transition arrangements for all children are handled so as to promote equal opportunities.

### **Links with External Agencies**

Other agencies involved with the children are welcome to review their Nursery Records at any time. Nursery staff involve other agencies in order to ensure the transition covers all areas of the child's needs.

### **Play In The Early Years**

#### **Rationale**

Play is the young child's work. Through play, the child is able to learn through practical, hands-on meaningful experiences. Play allows children to make sense of the world encouraging them to explore and investigate in a unique and non-threatening way. It provides them with an opportunity to experience real-life situations – this is particularly important at a time when a lot of children's experiences are second hand through television, videos and electronic games. It supports all aspects of children's development.



We believe that through play children can learn at their own level and pace and can explore and experiment without fear of failure.

Through play children have choice and ownership over their actions and reactions and this provides concrete experiences, which provide the foundation for later more abstract thinking. Play enables children to learn individually and with others. We believe that careful planning is required if play is to be of a high quality.

'Well planned play, both indoors and outdoors is a key way in which young children learn with enjoyment and challenge' (QCA/DfE, 2000, p.25).

### **Purposes/outcomes**

In order to achieve an effective classroom environment both Nursery and Reception complete a yearly ECERS (Early Childhood Environmental Rating Scale). This is moderated by the Early Years Team for Sheffield.

With an effective classroom environment we are able to provide opportunities for -

- A range of well-planned play opportunities which offer continuity and progression, e.g., physical play, creative play, imaginative play, social play, play with natural materials.
- A stimulating environment with easily accessible resources;
- Help children to become independent learners and to develop their creativity and imagination and to foster and develop characteristics of learning.
- Play contexts which are well planned and resources to allow access to the Foundation Stage curriculum and to foster all aspects of children's development (physical, emotional, social and intellectual);
- Situations which will enable children to appreciate the multicultural society in which they live and promote British values;
- Appropriate, good quality materials and resources which reflect careful planning, which enable children to interact at their own level of development, and allow for progression;
- Children to show consideration for others and to treat equipment with respect;
- Children to be in control of their own learning and derive pleasure from it;
- To encourage children to explore everyday situations in their play;
- To positively encourage all children to have equal access to all play experiences
- To challenge stereotyped ideas about play;
- Adults who understand the importance of play, for children, and develop the children's learning through play.
- Adults who respect and value children's play and are able to interact sensitively in it;
- Adults to have time to observe children at play and monitor their development in all areas of the curriculum to inform future planning of play provision.

### **Broad Guidelines**

Planning for play includes provision for different kinds of play – the following list of play situations and resources are readily accessible to the children.

- Imaginative play
  - Small world play
  - Construction and den play
  - The living world
  - Maths
  - Design and technology
  - Music, song and movement
  - Book area (with puppets, story props etc.)
  - Creative play – painting, malleable/tactile
  - Investigative/games play
  - Role play
  - Writing area/mark marking
  - Natural materials/sensory – e.g. sand, water
  - Gross and fine motor
  - Caring for the environment
- (See planning)

- Resources within these areas are organised so that children can access them independently and take responsibility for tidying away. Resources include bought, collected (e.g., recycled materials, shell) and improvised (old curtains to make dens or shawls) items. This is also in line with ECERS arrangements.
- Planning of play experiences includes clear learning intentions linked to the areas of learning, topics being covered and knowledge of children’s interests. Planning takes account of issues of space, time, provision of resources (including inclusion issues) and adult interactions.
- Children are encouraged to use materials creatively and imaginatively and to reflect on their play experiences.
- Adults take time to observe children at play in order to make valid assessments of learning and behaviour.
- Activities are planned in response to observations of the children – this enables adults to ensure progression in play.
- In Reception all activities also offer a ‘Charlie Challenge’ where children can choose to challenge themselves and complete a task to achieve a token that builds up towards a prize.
- Adults interact sensitively with children to heighten the quality of experiences and build upon the children’s interests. Men and women are encouraged to take part in all types of play to challenge stereotyped ideas about what is suitable for girls and boys.
- Adults regularly monitor, evaluate and develop the provision they make for play.

### **Admission Procedures**

There are 26 places available in each pre-school session and 4 places available in each toddler session, with additional places available in the Special Needs Integrated Resource. Nursery sessions are three hours and there are two on any given school day: 9:00am-12:00pm and 12:00pm-3:00pm.

### **The Process of Allocating Places**

Parents can request for their child to attend any of the sessions throughout the week. These sessions are allocated according to parental wishes, child’s need and availability. Parents place their child’s name on a waiting list at any time from birth. Places are then

offered on a strict first come, first served basis. Exceptions to this order may be made in cases of extreme need at the discretion of the Nursery Leader and Head teacher in accordance with LA guidelines. Looked After Children are at all times given priority. Parents will receive a letter offering them a place and giving dates for a home visit, accompanied visits and when they will start. This information is further discussed on the home visit. Our aim is for the children to start with the number of sessions we feel are appropriate. These are then increased with consultation with the parents.

When there are sufficient places in nursery sessions, parents can pay for additional sessions. These are managed on a termly basis so as to ensure that any family that approaches the nursery with a child eligible for Funded Early Learning, where possible, can take priority.

Attendance at the nursery does not influence the child's chance of obtaining a place in the foundation 2 class at Wharnccliffe Side School.

## **Eligibility for Funded Early Learning**

### Two Year Olds

For a 2 year old to be eligible they must meet both the age and circumstance eligibility criteria.

Children meet the age eligibility criteria for 2 year FEL from the term after their second birthday. Dates are set out in the table below:

Children Born Between:	Can begin to access from:
1 <sup>st</sup> January – 31 <sup>st</sup> March	1 <sup>st</sup> April following the child's second birthday
1 <sup>st</sup> April – 31 <sup>st</sup> August	1 <sup>st</sup> September following the child's second birthday
1 <sup>st</sup> September – 31 <sup>st</sup> December	1 <sup>st</sup> January following the child's second birthday

Children meet the circumstance criteria for 2 year FEL if any of the following apply:

- The child is cared for by the Local Authority
- The child has left care via adoption, special guardianship order or via a residence or child arrangement order
- The child has a current statement of SEN
- The child is in receipt of disability living allowance
- The parent comes within the earnings and benefits criteria used to determine eligibility for Free School Meals
- The family is in receipt of working tax credit and has a household income below £16,190
- Children remain eligible for 2 year old FEL from the date they become eligible until they can claim 3&4 year FEL, regardless of whether there is a change in the child's or family's circumstances.

## Three and Four Year Olds

Children become eligible for 3&4 year FEL from the term after their third birthday. Dates are set out in the table below:

Children Born Between:	Can begin to access from:
1 <sup>st</sup> January – 31 <sup>st</sup> March	1 <sup>st</sup> April following the child's third birthday
1 <sup>st</sup> April – 31 <sup>st</sup> August	1 <sup>st</sup> September following the child's third birthday
1 <sup>st</sup> September – 31 <sup>st</sup> December	1 <sup>st</sup> January following the child's third birthday

Children are eligible for the Extended FEL if both parents:

- Earn or expect to earn the equivalent of 16 hours pay at National Minimum Wage or National Living Wage over the next three months. (For parents 25 years old and over this is £120 a week and for parents under 25 years old this is £112.80 a week).

One or both parents can be absent from the work place due to maternity, paternity, shared parental or adoption leave, or on statutory sick pay.

If one parent meets the income criteria above and the other is unable to work because they are disabled, have caring responsibilities or have been assessed as having limited capability to work.

Parents who are newly self-employed and are in a "start-up period" do not need to meet the income criteria for 12 months.

If you are a non-EEA national you must have recourse to public funds – i.e. you must have a National Insurance Number or National Asylum Seeker Number.

Foster Parents are eligible for their own children, but for children they foster they will need to apply through the Fostering and Adoption Team.

Earnings of any one parent must not exceed £100,000 per year.