

Spring Vale Primary School
Foundation Stage Policy Autumn 2020

Children first and foremost

At Spring Vale Primary school we believe that children come first and we aim to make their first learning experiences in this setting as happy and positive as we can.

I. INTRODUCTION

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances."

Statutory Framework for Early Years Foundation Stage (March 2012)

- Early childhood is the foundation on which children build the rest of their lives. At Spring Vale Primary School we value the important role that the Early Years Foundation Stage (EYFS). The foundation stage is important in its own right and also in preparing children for future schooling. It is the Early Learning Goals which set out what is expected of **most** children by the end of foundation stage
- The EYFS extends from 0 – 5 years. Entry into our nursery is in the term following the child's 3rd birthday and ends at the end of the reception year.
- Children joining our school come from a variety of backgrounds and have already learnt a great deal. Some have already been in a range of settings in our community. Other children come to us with limited vocabulary, language skills and experiences. The early years education we offer our children is based on the following principles
 - it builds on what our children already know and can do;
 - it ensures 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 activity that provides opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2. AIMS

- “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 develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. “*

Statutory Framework (2012)

At Spring Vale Primary school we are guided by the these overarching principles

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning
- social skills;
- attention skills and persistence
- language and communication;
- reading and writing;
- mathematics; understanding of the world
- physical development;
- creative development.

At Spring Vale Primary school we aim to

- provide a happy, stimulating and secure environment for children where an interest in learning can be fostered and developed in the belief that children learn through exploration and discovery and are supported by caring and interested staff
- foster a strong emotional environment where everyone is accepted, has a sense of who they are, manages their feelings and recognises the importance of friendship and emotional attachment
- focus on the whole child – learning and development – and encourage children to be **confident, independent , busy, co-operative, communicative happy and contented**
- Use and value what each child can do, assessing individual needs and helping each child to make progress
- Provide opportunities for children to learn through planned, purposeful play in all areas of development
- Provide a fully inclusive setting that allows children to experience a challenging and enjoyable programme of learning irrespective of ethnicity, culture, religion, home language, family background, disability, gender or ability
- Work in partnership with parents/ carers and value their contribution

3. LEARNING AND TEACHING STYLE

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 2.

The more general features of good practice in our school that relate to the Foundation Stage are

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

4. PLAY IN THE FOUNDATION STAGE

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Statutory Framework (2012)

Play is very important in the foundation years – play is “work”! Children are learning as they play. Play is structured to develop learning and activities are planned to provide children with first hand experiences. Free play is also important to enable children to express themselves at their own level. Opportunities are provided for children to make their own choices where to play and access resources and equipment themselves.

Through play our children

- explore and develop learning experiences, which help them make sense of the world.
- practise and build up ideas, and learn how to control themselves and understand the need for rules.
- have the opportunity to think creatively alongside other children as well as on their own.
- communicate with others as they investigate and solve problems.
- express fears or re-live anxious experiences in controlled and safe situations.

5. INCLUSION IN THE FOUNDATION STAGE

In our school 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 planning for their learning (see our policy on school inclusion).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children by:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from 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 taking action to provide support as necessary. This involves speech therapy for some of our children.

6. EQUAL OPPORTUNITIES

We aim to :

- provide all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability equal access to all aspects of school life
- value every child as an individual
- provide positive role models to promote positive attitudes to challenge stereotypical ideas

7. SAFEGUARDING

Children's safety is given the highest priority at Spring Vale Primary school.

Mr Blunt is the designated safeguarding officer for the school.

In Foundation stage:

- all staff have been trained in safeguarding procedures and Paediatric first aid
- emergency contact numbers are kept centrally in the office
- health issues, allergies and dietary requirements are visible on the nursery notice board
- children are only handed over to known adults at the end of the session / day
- concerns about children's wellbeing are reported in the first instance to the foundation stage manager and are handled with strict confidentiality
- parents have access to their child's records and their comments are incorporated into them
- children are treated with respect and adults provide positive role models of good relationships. Boundaries for behaviour are handled consistently and children are introduced to and respond to the "Good to be Green" ethos promoted within the whole school setting

8. FOUNDATION STAGE CURRICULUM

"All areas of learning and development are important and inter-connected. "

Statutory Framework (2012)

- The curriculum for the Foundation Stage reflects the areas of learning identified in the "The Statutory Framework For the Early Years Foundation Stage (2012) . We foster children's capacity for learning through the prime areas (Communication and Language, Physical, PSE)and strengthen and apply them in the Specific areas (literacy, maths, understanding the world and expressive arts and design)
- The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning
- At Spring Vale Primary School we believe that each area of learning is equally important and depend o each other to support the development of the whole child

9. PLANNING

"In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- *playing and exploring* – children investigate and experience things, and 'have a go';
- *active learning* – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- *creating and thinking critically* – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. "

Statutory Framework (2012)

At Spring Vale we believe that

- Good planning is the key to making children's learning exciting, effective, varied and progressive
- Effective learning builds on and extends what the children already know and can do
- Our planning shows how we put into practice the principles of the EYFS
- Planning is informed by observations we have made of the children
- All staff need to be involved in the planning process. To achieve this time is set aside after school to meet and plan as a team

Long Term Plans:

- Gives an overall framework to give structure to the curriculum
- Topic themes are suggested for each half term but may change in order to capture specific interests of the children

Medium Term Planning

- Learning Objectives are linked back to the "Practice Guidance for the Foundation Stage"
- Activities, experiences and expected outcomes for the Development Matter Bands and the Early Learning Goals are addressed in more detail for each term

Short Term Planning

- Shows specific learning objectives, activities, differentiation and deployment of adults
- Evaluations and next steps to inform planning are included at the end of each activity
- It allows for flexibility in response to individual children's needs and interest and is open for revision and modification informed by on-going observational assessment
- We use the planning template provided by the LA

Post it notes are used to record observations and are transferred to individual profiles.

10. ASSESSMENT

- Throughout the foundation stage, as part of the learning and teaching process, we assess each child's development in relation to the Development Matters Bands and ELG.
- the exemplification guidance is used as a tool to validate judgements against the Development Matters Bands and Early Learning Goals. Judgements are recorded termly on the LA SIMS system. It gives us an overview of children's attainment and enables to focus and address weaker areas of development in the cohort. We are able to use this information to adjust the teaching programme for individuals and groups of children.
- Children are assessed in the first 2-3 weeks of entry into nursery. This record will then follow them throughout the foundation stage.
- Assessments against the Early Learning Goals are finalised during the summer term of their reception year, summarising each child's development.
- Speech and Language Quick Screen is used on entry in to nursery and repeated again after their first term.
- Assessments may take the form of
 - anecdotal observations
 - Focussed observations recorded on observation sheets. We aim to complete 1 per child per term and timetable staff in our short term planning.
 - Photographs
 - Information from parents
 - Speech and Language quick screen

10. STAFFING AND ORGANISATION

A well qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children.

Statutory Framework (2012)

At Spring Vale Primary school we believe children learn best when supported by sensitive and caring staff who understand the development and needs of young children

We operate as a foundation unit in 3 rooms. The children have their own family group for part of the session – our younger (nursery) children are based in the nursery classroom and our older (full-time reception) children are based in Beech and Willow rooms. The children also have opportunity to work together and activities are carefully structured to enable each child to access them at an appropriate level.

Foundation Stage Manager: Mrs L Vawer

Each group is staffed by a teacher and a teaching assistant:

- **Nursery Teacher:** Miss H May
Teaching Assistants: Mrs M Harper (HLTA)

We maintain an adult/teacher ratio of 1:10

- **Reception Teachers:** Mrs. L. Vawer (Birch) Mrs V Smith (Willow)
Teaching Assistants: Mrs B Mallhi/Mrs R Dobson/Mrs L Moreton/Mrs B Jakhu

Mrs Mallhi and Mrs Jakhu are both fluent bilingually and support our second language children
We maintain an adult/teacher ratio of 1:15 with a teaching assistant class based all day

All the adults work as a team and have regular planning and assessment meetings.

We always aim to improve our teaching skills, knowledge and understanding. Staff are encouraged to participate in appropriate LA courses and in-service training for their own professional development.

12. ENVIRONMENT

"a rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging indoor and outdoor spaces"

Early Years Foundation Stage , DCSF 2007

we aim to create an environment that is :

- attractive, welcoming and stimulating both indoors and out which will encourage children to explore, investigate and learn through hands on experience
- secure and where children feel confident and are challenges to develop their independence
- that encourages a positive attitude to learning.
- encourages the children to make their own selection of the activities on offer, as we believe that this encourages independent learning
- divided into areas that develop all areas of learning.
- Arranged to encourage quiet areas as well as more active and imaginative play
- as much as possible children are able to access activities both indoors and out and regular activities are planned for the forest area.

13. PARTNERSHIP WITH PARENTS

We believe that all parents have an important role to play in the education of their child and aim to foster good relationships with parents/ carers, children and staff based on mutual respect and co-operation.

We recognise the role that parents have played, and their future role, in educating the children.

In foundation stage

- are always available before and after the sessions and we are happy to answer any questions parents/carers may have.
- There is opportunity each term for parents to come to school to discuss their child's progress.
- We offer activities that support the involvement of parents. Games and library books are available to use at home with their child. Each child takes home an activity in their "Busy Book" to do at home with an adult
- There is regular communication with home through the child's "Message book."
- Parents are invited in to special assemblies, performances and fund raising events
- Each child has
 - an individual "Capturing the Journey" in which evidence is kept
 - an individual Profile Book which includes photographs, termly pictures and certificates

and these are shared with parents at any parent meetings

14. INDUCTION/TRANSITION

Nursery:

Prior to starting parents are invited to an induction meeting to meet the staff and look around the unit. At this visit parents are given:

- Parent questionnaire
- Starting nursery booklet and activity book to complete at home with their child
- Opportunity to chat with staff about any concerns

A date is given to join us at school for a story and parents are invited to any events taking place in school prior to starting.

Reception:

Children who attend our setting have little difficulty in transition as they are very familiar with the setting and staff. We recognise that there will be some anxieties and that the day will seem long.

Before the children move in to full time education we:

- inviting all parents to an induction meeting with the head Teacher and Foundation Stage Manager. They given a "Starting School Booklet" and there is opportunity for an informal chat and buy uniform
- the children have the opportunity to spend time in their new base with their teacher
- the teacher visits children attending another setting prior to their starting school

We have flexible admission arrangements and aim to have all the children in school within 3 weeks.

We stagger the starting time of each child over this period, so that the teacher can welcome each child individually and establish the routines of the reception class. Parents are invited to stay if their child does experience any difficulties with admission.

Transition to Year 1

To make the transition as smooth as possible we:

- activities have more structure in the summer term , encouraging less dependence on adult support
- EYFS profile, class summary and assessment records are passed to the Year 1 teacher
- Reception and Year 1 teachers meet to discuss individual needs of children and next steps of learning
- Year 1 class room environment include learning areas similar to those in foundation stage and plan a more flexible timetable in the first half term
- Reception Teaching assistant moves with the children into Year 1 for the first half term

The school will fully review this policy every 3 years

Parents are able to have a copy of this policy on request

Reviewed and updated: Autumn 2020

Next review due: Summer 2021

Mrs L. Vawer: Foundation Stage Manager

Documents : Early years Foundation Stage –Statutory Framework (2012)
- Development Matters Guidance (2012)
- Letters and Sounds