Appleton Primary School Policy for the Early Years Foundation Stage

Introduction

This is the Foundation Stage Policy for Appleton Primary School. It is intended to be a working document and as such will be reviewed on a regular basis.

General Statement.

The Foundation Stage covers the development of children from the age of three to the end of the reception year. It recognises that early childhood is an important stage of life and has its own particular needs. The Foundation Stage acknowledges the many valuable skills children have developed and the importance of the role parents play in this. Children learn best from first hand experience and learning is inter-related to help children to achieve their full potential.
The Statutory Framework for the Early Years Framework and the Guidance from Every Child Matters are the key documents that form the basis of our work, ensuring that the principles of

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

run throughout our whole stage.

It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

The Foundation Stage Policy should be read in conjunction with all other policy documents in the school.

Aims

It is the aim of the Foundation stage in our school to:

- plan activities and experiences that help all children make progress in their development and learning, building on from what our children already know and can do.
- ensure that all of the children should have the opportunity to succeed in a caring, happy environment where they feel valued, where no child is excluded or disadvantaged.

- provide a rich and stimulating environment, both indoor and outdoor which encourages children to work and play independently
- plan activities and experiences in response to the assessment of individual children's progress
- establish good partnerships with parents and carers, where they feel valued and able to contribute to and participate in, school life
- ensure that children with special needs are identified early and appropriate arrangements are made for them

Admission Procedures

Our nursery takes children from the term after they turn 3. Places are offered for up to 15 hours with parents being able to select up to 5 sessions of 3 hours each where there is availability on a first come first served basis for that term. If children are eligible for 30 hours funding, they are offered this where there is availability whilst ensuring all children have access to 15 hours. If parents require two sessions on the same day, they may pay for supervision over the lunch period, sending a packed lunch. Parents can also 'top up' their sessions if there are any free, on a payment basis. Children are offered a place from the term after they are 3. These sessions are reviewed each term.

Children move to the Reception year in the September of the academic year in which they turn 5. Places for the school are admitted through the Local Authority admissions procedure and this is independent of the school nursery.

Transition Arrangements

Every effort is made to make the transition into school, between nursery and reception, and into Key stage 1 as smooth as possible for both children and families.

Into Nursery –

Home visits – a nursery teacher and another member of the Foundation team will arrange a convenient time to come to the family home to meet the child and carers. This helps to put the child at ease and form an initial relationship and also gives the opportunity to discuss any health or family issues and any concerns that the parents may feel. At this point, the admission form will be collected to ensure current details and gain parent's signatures.

Parents are asked to sign to give consent for: educational visits, photographs and film clips, head checking and use of the internet.
Drop In Sessions - the children and parents are invited in to the nursery for a session to take part in teacher led sessions and play based activities.
Foundation Stage Booklet – there is a booklet which informs parents about the Foundation Stage.
All About Me Booklet – this is completed at home letting us know all about your child.

Into Reception –

Play sessions – the children have the opportunity to come into Reception as a small group to take part in a usual lesson.
New Parents Meeting – all of the parents are invited into school to meet the Head teacher and Reception staff. All of the necessary forms are completed and information about the school is shared. The parents can have a look around the building and ask any questions.
Information is also shared between previous settings and where possible, visits made.

Into Year 1 –

Sessions where the children visit the Year 1 classrooms in groups are planned into the timetable in the half term before the children move up to that year group. We aim to allow at least 3 sessions for each child. The last week of term is a transition week for the whole school and the children will spend this in their new classroom with their new teacher. An adult from foundation will accompany them to give stability.
During the last term of Reception the children attend a greater number of assemblies and playtimes on the playground.

Safeguarding Children and Integrated Practice

The Government has defined the term 'safeguarding children' as:

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

Integrated Practice is the co-ordination of good working practices and relationships with parents/carers and other practitioners, to safeguard children and identify additional support needs of children and their families. Appleton is committed to working with parents/carers and

children to ensure that each child benefits from the learning, personal and social opportunities available to them during their time with us.

The young child, however, is dependent upon the adults in his/her life to meet their needs. So the focus of Integrated Practice within nursery is to work with parent/carers to ensure that their child is meeting the five outcomes described in the Every Child Matters programme. These outcomes are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

We are, therefore, committed to Integrated Practice and a partnership relationship with parent/carers.

We have a specific Risk Assessment folder in Foundation as risk assessments are carried out daily to ensure that the environment is safe and that procedures are in place to reduce any potential risk.
Doors are kept locked and are only opened by a member of staff. All visitors are asked to report to the main Reception in School or the Foundation unit and should wear a Visitor's Badge.
Registers are taken in Foundation and latecomers to school are asked to report to the main office.
There is a consent form for the administration of medication and all medication is kept out of the reach of children.
There is a member of staff in the Foundation Stage who is qualified in paediatric first aid.
There is an accident folder in the unit and one in the main school, which is filled in for any accidents. The parents are informed through either a phone call, text or through an accident form.
First aid bags are kept in the unit.
Foundation children have access to freshly washed fruit and water at a snack table and are taught how to wash their hands before eating the snacks. The lunches for Reception children are eaten in the dining hall where parents can choose a hot meal provided by the school, or bring a packed lunch. There is a member of staff who has a Basic Food Hygiene qualification. Lunches for those children staying all day at nursery are taken in the Nursery building with a member of Foundation staff. This is a packed lunch provided from home.

Parental Involvement.

Parents have a central role in supporting their child's learning. Staff should demonstrate a commitment to developing a positive partnership with parents and carers with a shared sense of purpose, mutual respect and a willingness to co-operate.

We aim to do this through:

- inviting parents to an induction meeting during the term before their child starts school
- giving children the opportunity to spend time with their teacher and nursery nurse before starting school
- encouraging parents to talk to Foundation staff if there are any concerns
- offering a range of activities which support the involvement of parents, such as, the reading record, class pet and open sessions as well as parents' evenings where targets are shared.
- Open sessions for F1 parents to look over the records and discuss progress with staff.
- A weekly school newsletter is sent to parents where there is information from the Foundation stage.
- All parents are invited to join Tapestry – an online app where photos, videos and assessments are shared. Regular checking and reminders are sent to parents to ensure communication and engagement.

Any parents who wish to come into school to help out in any way, should speak to a member of staff, as, following a valid Criminal Records Bureau check, parents and carers are more than welcome.

Reporting to Parents

In the Foundation and Reception classes, communication between parents/carers and staff take place daily. Parents are invited to make appointments to see staff should the need arise. Children's progress is reported more formally at open evenings held twice a year and a written report is given at the end of the Nursery and Reception year. Parent's evenings provide an opportunity to discuss children's work, share information concerning all aspects of the child's development and progress and to set new targets for the child advising on the best way

parents can help. There are open sessions each term for F1 parents to look over the records and discuss progress with staff.

The children's progress folders are available at any time for parents to view.
Letters are sent home at the beginning of each term to share information on the work that is likely to be covered and any important dates in the near future.

The Tapestry app includes assessments on observations made at both home and school, which parents can view at any time.

Teaching and Learning

Foundation Stage staff aim to provide children with the social and emotional support they need during their first years at Appleton. They aim to foster confidence in learning and enjoyment in school life, including new experiences. Staff aim to create successful and stimulating learning situations for individuals and groups, taking children's interests and needs as the basis for planning. Every opportunity is taken to support children's learning through meaningful contexts, particularly play, where exploration and investigation are encouraged and independence is developed. We recognise the importance of depth of learning, revisiting, practising and refining our skills.

We also have 8 termly Curricular Goals which work towards the Early Learning Goals, but also reflect the hopes, needs and background of our school and community. There are so many opportunities in the Foundation Stage and we want to reflect how the children at Appleton are unique and how the children in the EYFS fit into the whole school.

We aim to create a welcoming, well-organised learning environment which provides children with opportunities for discovery across the curriculum. We also aim to allow resources to be accessed by the children and pupils are encouraged to help with tidying up. We aim to encourage independence and develop a sense of responsibility in the children.

To enable children to develop

- Personal, Social and Emotional Development,
- Physical Development
- Communication and Language
- Literacy
- Mathematics

- Understanding of the World
- Expressive Arts and Design

we aim to include the following areas within the Foundation classrooms.

- a writing area containing various writing implements and papers as well as envelopes and examples of good writing
- a book corner containing a range of fiction, non-fiction, poetry and class-made books
- a maths resource area which allows children to select appropriate items to help them solve practical problems
- a creative area containing resources for a range of art, design, music and technology activities
- a construction area containing resources for developing fine motor skills, social interaction and problem solving
- a small world area which allows children to extend fine motor skills, engage in imaginative play and develop language
- an area for sand, malleable materials (e.g. play dough) and water play, where children can engage in practical investigations
- a role play area which can be developed along themed line to cover several aspects of learning in "real life" scenarios.

The outside area is seen as an integral part of the Early Years and large scale and physical challenges will be available at all times. We have access to climbing, performance areas, wheeled toys such as bikes and scooters, an immersive sand pit, large scale loose construction parts which are accessed throughout the year.

Planning and Assessment

Foundation 1 and 2 plan together to allow continuity of provision, building on the skills and knowledge already acquired.

Long term Planning

The interests of the children and areas that need developing are used to determine topics to be taught. Good quality books are used as the basis for the teaching and learning. Cultural and Religious Celebrations and events are always taken into consideration to ensure that all children and families are valued.

Medium Term Planning

Staff plan together a range of possible activities that will meet the needs of the children in the seven areas of learning, as outlined above. These will be based around suitable, age appropriate and good quality

books and will aim to engage all groups of children including those with additional needs. The Curricular Goals will run alongside this to ensure needs are met.

Short Term Planning

Planning on a weekly and daily basis will be informed by observations of the children, reinforcement and next steps that are needed. The planning will include whole class, group and individual needs in all seven areas of learning in the inside and outside environment. The next steps for the children will be guided by the progression within Development Matters and draw on known child development. Planning will include time for practitioners to play and work alongside children and will be flexible to take into consideration any developing interests.

Planning will include all children, including those with additional needs and from all starting points.

In both year groups, each child will have a Key Worker who will be responsible for the compiling of the children's folder.

Assessment

Observation during play will be a key tool in assessing the children and looking at the individual needs and the ways forward. This will also take into account information from previous settings and from parents. Practitioners will spend a high proportion of time playing and working alongside the children and will also take into consideration the involvement of the children and their well being. All children will have a Key worker who will focus on the needs of the child, however all members of staff will contribute to the picture of the child through play and skilled intervention. Professional knowledge of the child and team discussions will form an idea of the overall stage of development within each of the 7 areas of learning and any potential gaps or areas of specific need can be addressed.

Records

Children in Reception will have subject books which will include:
Phonics, maths, writing and handwriting.

All children will also have a Tapestry profile where interesting or new experiences will be shared with parents.

A class book will show the learning journey in other areas of school life.

Equal opportunities

We are aware of the importance of ensuring that all children receive equality of opportunity at Appleton Primary School. We aim to:

- challenge sexism and racism
- avoid the use of stereotypes in books and resources
- choose resources which promote positive role models
- promote the positive image of all people whatever their ability
- encourage all children to use a wide range of areas in the learning environment
- encourage all children to share ideas during discussions
- encourage respect for all members of the school and wider community
- teach children about a variety of cultures, faiths and festivals and encourage children to share their own experiences with adults and peers
- provide resources which reflect our multi-cultural and multi-faith society

No child will be knowingly excluded from activities because of any special need.

Special Educational Needs

The early identification of children with special educational needs is important and procedures listed in the SEN code of practise are followed throughout the school. The Early Years staff liaise with parents, the SENCO, Children's Centre, Health Visitors, Speech Therapists, School Nurse, Early Help and the School Psychological Service in order to meet the needs of individuals.

Roles & Responsibilities

The Headteacher and Governors will:

- actively support and encourage staff, praising good practice and supporting staff development, in-service training and resources.

The Early Years Leader will:

- advise and support staff in planning teaching and learning
- monitor planning and assessment as part of on-going monitoring and evaluation of practice;

- use feedback from monitoring and assessment to develop an action plan for the Early Years with realistic and developmental targets;
- audit, identify, purchase and coordinate resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document;
- keep up to date on new developments in Early Years and ensure staff are kept up to date with these messages;
- promote and feedback Early Years practice throughout the school.

The Class Teacher will:

- be responsible for the planning, teaching and assessment within the Early Years as set out in this policy.

Other Policies to note with relevance to the Foundation Stage

There are other policies in school that are also pertinent to the Foundation Stage. The most important to read are:
Child Protection Policy
Health and Safety Policy
Safeguarding Policy
Equal Opportunities
Admissions Policy
Complaints Procedure
Behaviour Policy
Procedures and Guidelines for Educational Visits
Special Educational Needs Policy
Anti-bullying policy
Assessment policy
Intimate Care Policy
EYFS Attendance and Punctuality Policy

There are also documents that need to be read alongside the policy, including:
Procedure for Late pick up
Procedure for Lost children
Procedure for an accident
Procedures for illness
Arrival and departing procedure

Hazard procedure
Snack preparation and storage
Risk assessments
Changing procedure
On Entry booklet
Evacuation Procedure
Camera and Mobile phone policy