

# Withnell Fold Primary School



## Foundation Stage Policy January 24

## Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a happy, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

## Introduction

The Early Years are a crucial stage of life in terms of a child's physical, intellectual, emotional and social development and should be valued as such. They lay the foundations for all future learning and provide a base on which everything builds.

We use the statutory framework for early years along with the revised 'Development Matters' (non-statutory guidance) to plan and deliver a varied and stimulating curriculum befitting for all.

We include in our philosophy the four themes of the Early Years Foundation Stage designed to underpin all areas of learning and development, these are:

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

## Curriculum

Our personalised curriculum is based on the seven areas of learning and development for the Foundation Stage in the EYFS (Early Years Foundation Stage) curriculum.

Three Prime areas those are fundamental in supporting development in all other areas.

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

Four specific areas that include essential skills and knowledge for children to participate successfully in society.

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

## Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. These are designed to run alongside all areas and aspects of a child's development from birth to the end of the foundation year. The characteristics are an underpinning to highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Planning**

We believe all children need to be given a strong starting point from which they can learn and grow. Active learning through structured play and experiences is considered to be of utmost importance and this is provided through timetabled continuous provision both indoor and outdoor. There is also a balance between child initiated and adult lead activities. Work is differentiated and each child is flexibly grouped daily according to their needs.

A yearly overview is in place and a new thematic topic and linked books which are introduced each half term as a foundation for learning. We encourage children to take ownership of their own learning and have the ability to share their learning, ideas and beliefs with others. We encourage the sharing of interests and often use these as a starting point for further opportunities to tailor and develop our work further.

The topics are usually based on the following areas of learning, 'Understanding the World', 'Literacy' and 'Communication and Language'; and range from 'All about me' to 'Healthy Body', 'Healthy lifestyle'. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events e.g. the Olympics. We occasionally book visits or invite visitors or parents and families to share what the children have been learning.

Planning is the responsibility of the class teacher and medium term planning is done on a half-term basis with more detailed planning each week to inform the daily running of the EYFS classroom and outdoor learning. This runs alongside 1;1 and small group planned activities designed to challenge and motivate pupils.

## **Organisation and the Learning Environment**

The Foundation Stage Class is taught as a pure class of fourteen.

The classroom is a safe, welcoming environment where the areas of learning and development are delivered. This is a base for the children to participate in a whole range of activities. It is somewhere they can feel a sense of ownership, familiarity and belonging.

There is an interactive whiteboard and carpet area used for whole class teaching, other areas are as follows:

Reading area to support early literacy skills and phonics,

Writing & Mark making area, to support early writing and phonics.

Maths area to help support Number and SSM skills in keep with the EYFS curriculum.

Investigation Area to further support independent exploration and the scientific element of UTW.

Creative Area, to help develop skills with EAAD incorporating Role Play and creative development.

Fine Motor Area, to help support Physical development.

Areas of provision are updated on a regular basis. This may be thematic in line with a class topic or needs basis incorporating the opportunity to extend knowledge and understanding in one or more areas.

Regular opportunities to work outdoors using the EYFS outdoor area are timetabled in. The children may go outside in small groups during free flow provision or as a whole class when appropriate. They may work on the playground if appropriate, learning concepts through play and focussed tasks. As a class we also visit the neighbouring woods as much as possible for a range of activities. The variety of outdoor resources we have at Withnell Fold are used as much as possible.

The children partake in P.E outdoors on the playground and sometimes in class. They travel to a neighbouring school for their P.E during the Autumn and Spring term. Here they make use of the apparatus and sound system. They have two sessions of physical activity each week.

The children are entitled to a free cooked school lunch every day, but they can choose to have a sandwich and if they wish they may bring a packed lunch from home. During lunch they are supervised by the welfare assistants whom they are in view of when eating and drinking.

During wet playtimes, the children stay in their classroom with the teacher and during wet lunch times, they are supervised by the welfare assistants.

**D.Tooby**  
**January 2024**

Milk is available at a cost each term. Fruit is provided daily, funded by the Fruit to Schools scheme. Milk and fruit are offered daily and consumed during a pre planned 'snack-time' in the morning. The children can have a drink of water from the water fountain at any time of day and are encouraged to bring a water bottle to school.

The Foundation Stage children come into school from the main playground at 8.45am with the other children. At home time, 3.15pm they are released from the front door to be collected by their parents.

### **Staffing**

Mr Daniel Tooby teaches full time in the class. He is supported by Mrs Kimberlie Worden who is a teaching assistant.

There are many occasions where the children will take part in extra-curricular activities such as sessions of football or dance workshops lead by outside agencies or clubs such as gardening or Cookery club ran by other members of school staff.

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

### **Special Needs**

Work is differentiated so that all children have access to the full Foundation Stage curriculum. Where appropriate, additional staff are employed to support special needs children.

If a child has specific needs an IEP/EHCP may be put in place this is usually a shared process involving the parents/carers and class teacher or other agencies. The class teacher is also school SENDCO (Also see school SEN Policy)

### **Behaviour / Discipline**

We encourage children to work and play together co-operatively and constructively. Positive behaviour is encouraged, modelled and supported. Rewards are given in the form of praise, stickers, house points, 'star of the week' awards and 'Head Teachers raffle'. (Also see School Behaviour Policy.)

### **Induction Procedures**

The school endeavours to make the induction process into the Foundation Stage Class as smooth as possible. Parents of children to be admitted in September are invited to an introductory meeting in the preceding Summer term. New children are warmly welcomed to make approximately three visits beginning in June prior to their entry in September. We admit our Foundation Stage children on a part time basis at the start of the Autumn term beginning with half days staying for lunch and then full time.

Mr Tooby visits the children in their Nursery placement and/or at home in the summer term. The purpose of these visits is to help forge good working relationships with the parents, to meet the children on their home ground so that they feel more confident when they begin school and to find out as much information as possible about the child to make their induction into school as comfortable as we can.

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

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. We follow the model of observe, assess and plan to ensure each child is at To ensure we have evidence of a child's progress in the EYFS we use a range of strategies for example: photographing an activity a child is involved in such as number cards they may have ordered or a house they may have built, along with some notes about the activity, or a commentary of what they may have said in discussion or play that supports a statement from the development matters bands. These are collated either in their books or as part of their online learning journal along with pieces of work which demonstrate their learning and progress and aid with informing the next steps of learning.

The Statutory Baseline Assessment is carried out as soon as possible after the child has started school. The children are assessed throughout their time in Foundation Stage and the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning. Children's Assessments are regularly used for moderation purposes alongside the National exemplification materials to ensure all judgments are accurate.

At the end of the year a final assessment is made for each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either on track or not. This information is also communicated to parents and carers in the child's end of year report and can be discussed in the final Parents' Evening.

Verbal reports with some detail of the child's progress and a few targets are given to parents at Parents' Evenings through the year and a written report is sent out at the end of the year.

### **Partnership with parents and carers**

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. When a child gains a place at Withnell Fold Primary School we ask them to attend a session at the school alongside all other children who will be starting and with their parents. We give each family an 'All about Me' template to complete with their child over the summer and this document is the first piece in their portfolio. Over the first few days at the school we encourage parents and carers to stay for as long as they wish in the classroom to ensure the transition to the school goes smoothly. We love to hear about any achievements that happen at home and encourage parents to send in weekly 'Proud Clouds' detailing the event to be celebrated and shared in class. Parents are invited to attend a Parents' Meeting each term and the teacher is available most mornings and evenings to talk and to discuss more urgent matters.

### **Health & safety and safeguarding**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2018) and there is a section in our school Safeguarding Policy that directly refers to practice in the EYFS. It is important to note that members of staff do not use their mobile phones in class. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's books, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme. All children in Foundation Stage to Year 2 are entitled to a free school lunch based on a healthy balanced menu. The meals are prepared freshly every day in our school kitchen.

We take all accidents seriously and maintain an accident book detailing the time, nature and treatment of any accidents. If we feel it is serious we will inform parents or carers as soon as possible. There is a range of first aid equipment in every class and the Foundation Stage staff are Paediatric first aid trained.

We acknowledge that young children often have 'accidents' (i.e. wet themselves) and have stocks of spare clothes should we need to. We ask parents to please return anything their child has borrowed. Children are changed in the open area outside the toilets.

Regular health and safety walks are carried out by the governors of the school, and fire drills are held regularly in line with whole school policy.

The school gates are locked when the children are out on the playground or in the outdoor area. They are always accompanied outside by at least one member of staff. Access to school is through the front door which is always closed, entry is by buzzing to the office where the school bursar will communicate with the person wanting to gain entry. The children can only go out if the door is opened by an adult.

We follow whole school procedures for child protection (see separate policy). Sara Moreton Head Teacher, is the named Child Protection Officer and all concerns are discussed with her. We have separate policies for medicine in school and off-site visits.

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