

Yorkmead Foundation Stage Policy

" Self belief is the key to success" (School Mission Statement)

At Yorkmead, we believe that effective Early Years Education is achieved in an atmosphere of mutual trust respect, within which children can have security and gain confidence.

The Foundation Stage

The Foundation Stage is led by the Phase Leader (Assistant Head) with one class teacher and two teaching assistants in Foundation One and three teachers (two job sharing) and two teaching assistants in Foundation Two.

Foundation 1- (Nursery): am session There are places for 26 pupils (Opening time between 8:30-8:55. Closing at 11:30)

pm session There are places for 26 pupils (opening 12:45 Home time between 3:15-3:45)

Foundation 2- (Reception) 60 pupils full time

At Yorkmead we recognise the significance for our children of the five outcomes set out in the *Government Green Paper Every Child Matters* (2003). We work towards ensuring they are safe, healthy, enjoying and achieving, making a positive contribution and enjoying economic well-being.

Aims

To provide a curriculum in the Foundation Stage that is carefully planned, broad and balanced, and appropriate to the needs of each and every child.

- To acknowledge the parents role as a child's first and continuing educator, and to work together with school developing a mutually respectful and co - operative relationship.
- To ensure that all children feel included, secure and valued.
- To establish positive relationships with parents.
- To keep parents well informed about the curriculum and their child's progress.
- To build on what children already know and can do and to celebrate achievement.
- To help children make links in their learning.
- To stimulate positive attitudes and dispositions to learning.
- To encourage independence.
- To value children's interests, providing a balance of direct teaching and child initiated activities.
- To help children build friendships and to learn to co-operate with each other.

Yorkmead School is committed to the safeguarding and promoting of well-being for all children.

- To provide a solid foundation in all areas of learning through well planned, rich and stimulating experiences.
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The Early years Foundation stage is based upon four themes:

- A Unique child
- Positive relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Yorkmead we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Yorkmead are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

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.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. 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 through:

- 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.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

At Yorkmead we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Health and Safety

See separate policy and main health and safety checks.

Headteacher is the Healthy and Safety officer for the school. All Foundation staff follow the Health and Safety guidelines according to the EYFS guidelines and attend Safeguarding meetings.

A daily 'sweep' / health and safety check takes place by a member of the Nursery staff designated for the outside area on a particular day. Indoor 'sweeps' / checks are carried out by the staff designated to the organisation of the inside area on a particular day. Breakages and concerns are acted upon and reported in 'The Risk Assessment books' in the Foundation stage. These are checked by the Nursery Teacher daily and concerns are reported to the phase leader weekly. Incidents are reported to the Teacher, Phase Leader, Caretaker and Headteacher as and when necessary.

All Foundation staff are briefed on risk assessment issues by the Phase Leader at the start of the year and as and when issues arise. The information is shared with the Headteacher. The Phase Leader, Headteacher and Caretaker meet every term to discuss Health and Safety issues. The School's first Aid coordinator (Mrs Sharjahan) is also consulted on medical issues in the Foundation stage and is responsible for the medicines policy.

Foundation staff discuss/ share Risk Assessment issues with the lunchtime supervisors.

- All toys/ resources and teaching areas are checked and cleaned by Foundation staff daily (on a rota system) to ensure they are safe for use.
- Any broken or hazardous items are reported to the manager and removed immediately.
- Individual risk assessments are carried out for trips and for visiting activities e.g. Animal man.

For security reasons a member of the Nursery team is responsible daily for ensuring the outside gate is locked once parents leave the premises.

(A fridge with a freezer compartment is in the Nursery building so that cold compresses can be administered without delay in the Nursery unit).

- Teachers are not permitted to use their own cameras/ phones for recording digital images.

Positive Relationships

At Yorkmead we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' profile books and valuing the on-going contributions to these from parents.
- Offering four parent/teacher consultations per year.
- Sending a report on their child's attainment and progress at the end of the school year.

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Yorkmead each child is allocated a key person. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

The Foundation Stage staff meet with pre-school providers when possible to discuss each individual child and their transition process into school.

Learning and Development

The Foundation Stage curriculum is organised into seven areas of learning, three Prime and four specific:

- Personal, Social and Emotional Development

Yorkmead School is committed to the safeguarding and promoting of well-being for all children.

- Physical Development
- Communication, Language and Literacy
- Literacy
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

'Well planned play, both indoors and outdoors is a key way in which young children learn with enjoyment and challenge.....

Through play, in a secure environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, alongside others or co-operate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- Express fears or relive anxious experiences in controlled and safe situations."

(QCA/DfES Curriculum Guidance p.25)

Curriculum Guidance in the Foundation Stage

- Planning in the Foundation Stage is undertaken by Early Years Practitioners to ensure progression and a balanced approach throughout the Foundation Stage .The "Development Matters" show the knowledge, skills, understanding and attitudes that children need to learn. In order to achieve this planning takes place at three stages; long term, medium term and short term.
- Long term planning ensures the main aims of the prime andn specific areas of learning are met and children are enabled to make as much progress possible within the development band.
- Medium term planning will focus on particular aspects in each of the seven areas of learning, planning for a set block of time, appropriate for the children.
- Short term planning is conducted weekly with flexibility in response to children's learning needs and interests.

Organisation in the Foundation Stage

- Teaching in the Foundation Stage is organised by the Phase Leader, Class Teachers, with support from the four Teaching Assistants.
- There are three methods of teaching in the Foundation Stage :
- Whole Class
- Groups
- Individual

Assessment

Assessment is a shared process, involving staff in a setting in formal and informal ways and including the contributions of children and parents.

- Children are assessed on entry to Yorkmead Nursery and School and continually throughout the year using Development Matters Document.
- Careful observations carried out while children engaged in normal classroom activities, in order to gain an insight into children's interests and what they can do
- Careful observations carried out during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts
- Discussions with children about their interests and their learning
- All observations, assessments and recording are an integral part of teaching, as they inform future planning for children's needs
- Parent's evenings allow for discussions with parents, these occur three times during the year but parents are also welcome to make an appointment to discuss progress throughout the year.
- An annual report is given to parents at the end of the academic year.
- Continuity and progression is ensured as the child passes from F1 to F2 and from the Foundation Stage to the National Curriculum through teacher discussions, use of assessment data and continuing observations of the children.

Special Needs

At Yorkmead, " Children with Special Educational needs should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage".

- All children on entry to Yorkmead School have a right to the highest quality education according to their needs.
- Full access to the curriculum for all pupils will be ensured by the use of a variety of teaching methods

- Every child is assessed against the Development Matters to ascertain their progress in the age related bandings. This information is monitored and shared with the SLT and SMT.
- Any SEN children will be monitored and regularly assessed and Foundation staff will liaise with the SENCO in order to assess all pupil needs effectively.
- Interventions will be put in place and targets set to develop the individual according to their needs.
- Regular monitoring of the targets by the SENCO ensures progression.
- Gifted and Talented children will be monitored closely and performance discussed with the Inclusion Manager to ascertain what measures are required for effective progression.

Equal Opportunities

- We ensure that all pupils receive full access to the Foundation Stage Curriculum, taking into account cultural background, gender and special needs in our teaching, as well as resources.
- We will value every child and treating each child as an individual
- Provide an environment which is free from stereotypical images
- Use resources that positively reflect diversity.
- Use a wide range of teaching strategies, based on children's learning needs.
- Plan challenging opportunities for more able children.
- Facilitate equal access to activities by all children.
- Provide opportunities for children to develop and use their home language in play and learning.
- We ensure children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.

Environment

Outdoor Play

- Children need opportunities for fresh air and exercise in a secure environment, in order to promote their physical development, health and general well-being.
- The outdoor environment allows for children to learn by working on a larger, more active scale, and can provide for a wide range of different experiences.
- The range of opportunities that are provided are for e.g.
 - Clipboards and whiteboard to support observational drawing and emergent writing (see outdoor resource box)
 - Story telling area/quiet area for looking at books
 - circle games/parachute games

- Maths trails
- Growing plants, investigating mini beasts, observing the weather
- Sand and water play
- Large construction
- Large scale art work
- wheeled toys, climbing/balancing equipment
- use of bikes, scooters
- Small apparatus such as bean bags, hoops, skittles
- Opportunities to follow maps or plans

Reviewed January 2017

Next review date January 2018

Copies of this document have been shared and agreed with all Foundation staff.

Appendix

Nursery Home time procedures:

- Caller at the door to raise hand to signal teacher. Caller says name of child.
- Only one child will be called at a time.
- Child to wait under the canopy so we can clearly see the doorway. If parents wish to speak to staff they must wait until the 'caller' is free.

Policy Written: January 2017

Review Date: January 2018