

# Stanstead Nursery and Primary School

## Early Years Foundation Stage Policy



**We are committed to safeguarding and promoting the welfare of our children and expect all staff to share this commitment. Our Safeguarding and PREVENT policies are integral to all other policies and practice and form part of our school life. Our aim is to ensure our children are safe at all times.**

Updated Oct 2019

## **Rationale and Expectations**

The Early Years Foundation Stage framework and EYFS Development Matters/Early Learning Goals define the curriculum and assessment for children in Nursery/Pre-school and Reception classes. At Stanstead this includes all children in the Foundation Stage Unit. This is a distinct Key Stage where children start in Foundation One (F1) at the age of three and leave aged five at the end of the Foundation Two (F2).

For most children, the end of F2 will be the end of the Foundation Stage, when the expectation is that most children will achieve the Early Learning Goals. The children in the Foundation Stage Unit will be provided with experiences that will support them in reaching the goals at the appropriate time which will be tracked using the EYFS Development Matters statements.

## **Teaching and Learning**

In order to promote effective learning, the teaching will provide opportunities and experiences for children to:

- Have access to a wide range of opportunities and experiences which will allow them to explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their knowledge skills and understanding.
- Initiate activities that promote learning and enable them to learn from one another.
- Have time to explore ideas and interest in depth.
- Feel secure in order to become confident learners.
- Make links to other areas of learning.
- Undertake creative and imaginative play activities that promote the development and use of language.

The staff will:

- Work in partnership with parents and carers.
- Promote children's learning through planned experiences and activities that are challenging but achievable.
- Teach skills and knowledge.
- Understand that children learn in different ways and at a different pace to each other.
- Use rich and varied language to help children develop linguistic structures for thinking.
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.

## **Inclusion/Equality**

We take pride at Stanstead that our planning meets the needs of all children and their families - in line with our Equality policy.

It is the Foundation Stage Unit's intention to provide:

- A safe, secure learning environment in which all children are valued.
- A wide range of opportunities to motivate, support and develop.
- Planned opportunities that build on and extend children's knowledge.

For those children with special education needs, the focus will be on removing barriers for children and on preventing learning difficulties developing. Children's learning difficulties will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents and developing an effective strategy to meet these needs. This may involve working with staff from other agencies in drawing up Individual Education Plans (IEP's) and provision maps.

## **Leadership and management**

Priorities for the Foundation Stage Unit will be identified in the school improvement plan as appropriate. The Foundation Stage Unit is staffed by two full time teachers as well as full-time and part-time teaching assistants. Any decisions made regarding the Foundation Stage Unit will be in conjunction with the Foundation Stage leader and F2 teacher Sarah Lucy and the Head Teacher Patricia Vladev. All staff and Governors will be made aware of the requirements in the Foundation Stage and the importance of the Key Stage in relation to the children's learning and its impact on raising standards across the school.

## **Physical contact with children**

Stanstead Foundation Stage unit caters for children from 3-5 years old. During their time in the unit, inevitably there will be times when the staff will need to have close physical contact with the children in their care. Indeed we feel close physical contact is vital for young children in order to help them develop into well-balanced, secure, happy little individuals, ready to meet the new challenges of school and beyond. However, we are very aware of the need for clear boundaries for physical contact in order to protect everyone involved.

Instances which would involve physical contact include

- Consoling and reassuring a child who is upset, possibly due to an accident or disagreement, or maybe a child struggling to separate from a parent or carer.
- Toileting children who still require adult support
- Changing the clothing of a child who may have soiled themselves
- Restraining a child for their own protection or the protection of others (only by adults who have had positive handling training)
- Helping with dressing up clothes or changing before and after PE sessions
- Holding hands for reassurance, in circle games, or for safety reasons

## **Organisation and Methodology**

All children will have access to a broad range of equipment, rich, diverse opportunities and experiences, which are planned in line with the Early Years Curriculum and working towards the Early Learning Goals. Great emphasis is placed on ensuring that the outdoor learning environment contributes to all areas of learning. Children should have access to the total learning environment in and out of doors for a substantial part of each session.

These areas include:

- Attractive and comfortable places to read.
- Sand and water with a variety of equipment.
- Mathematical and scientific investigating equipment.
- Writing areas with a variety of paper and tools to mark- make/write.
- Imaginative play areas.
- A variety of creative media such as paint, clay, wood, junk materials.
- Collections of interesting objects to handle.
- A variety of outdoor play equipment.
- Garden area to include investigating outdoor activities as well as messy play.

All areas are suitably resourced, organised and labelled so that children are encouraged and able to use them independently and responsibly and so that they engage in purposeful, challenging activities with or without the presence of an adult. Children will be able to relate personally to the resources provided so they:

- Reflect children's varied home and community experiences.
- Reflect the multi-cultural nature of the UK.

- Avoid gender and other stereotyping.

## **Planning**

Evidence taken from assessment and record keeping will inform future planning which will be adapted to meet the individual needs of each child and staff will meet on a regular basis to discuss children's interests and plan for activities based on these.

We will encourage children to explore, investigate, challenge, discover, create, practise and strengthen their skills through first hand experiences and play based learning. We aim to provide a positive and holistic curriculum, fostering and promoting the following 7 areas of learning and development from the Foundation Stage Curriculum to ensure that all children develop the necessary skills needed to learn and make sense of the world around them.

### **Three Prime Areas of Learning:**

#### ➤ Communication and Language development

involves giving children opportunities to experience a rich language environment;

- to develop their confidence and skills in expressing themselves;
- enjoy and have the opportunity to speak and listen in a variety of situations, in different ways, for a variety of purposes;
- encourage talking about a range of experiences and developing confidence by sharing thoughts, ideas and feelings with a variety of audiences.
- Using a variety of resources such as tape recorders and big books.
- Extend, develop and use new vocabulary through purposeful resources, meaningful play and an environment rich with print.

#### ➤ Physical Development

involves providing opportunities for young children to be active and interactive;

- to develop their co-ordination, control, and movement, together with their independence, confidence and both fine and gross motor skills through the use of small and large equipment, suitable tools, and materials in the indoor and outdoor environments.
- Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Develop a positive and healthy attitude, understanding how their bodies work and change when active.

#### ➤ Personal, Social and Emotional Development

involves helping children to develop a positive sense of themselves, and others;

- to form positive relationships and develop respect for others;
- to develop social skills and learn how to manage their feelings;
- to understand appropriate behaviour in groups;
- to have confidence in their own abilities.

### **Four Specific Areas of Learning:**

#### ➤ Literacy

involves encouraging children to link sounds and letters, and to begin to read and write by:

- giving children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- offering a variety of mark-making materials to produce writing for different purposes, developing their fine motor skills.
- Encouraging children to enjoy listening to, take part in and recreate stories, nursery rhymes, songs, music, poetry within a variety of situations such as role-play and story time.

➤ Mathematics

involves providing children with opportunities to develop and improve their skills in counting, understanding and

using numbers, calculating simple addition and subtraction problems;

- To describe shapes, spaces, and measures.
- To experiment and use numbers through imaginative play and first-hand experiences.
- To develop mathematical concepts including sorting, problem-solving, sequencing, estimating, creating patterns and developing an awareness of shape, space and measures.
- To use mathematical language that will be developed through stories, songs, games and numbers and patterns in the environment.

➤ Understanding of the world

involves guiding children to make sense of their physical world and their community:

- through opportunities to explore, observe and find out about people, places, technology and the environment.
- By developing them a sense of identity and awareness of the wider community through the outdoor environment, visits and visitors, past and present events, their own families, using a range of resources, technology and the use of their immediate environment.
- By encouraging children to discover, ask questions about, observe and explore different natural and man made materials, living things and different objects using all of their senses as appropriate.

➤ Expressive Arts and Design

involves enabling children to explore and play with a wide range of media and materials by:

- providing opportunities and encouragement for sharing their thoughts, ideas and feelings through art, music, movement/dance, role-play, and design & technology.
- providing opportunities to be creative, imaginative, to express their ideas, feelings and thoughts and to use all of their senses through the use of different materials, artefacts, instruments, suitable tools, technology and a range of media.
- Developing these skills through a variety of stimulating and first-hand experiences such as role-play, music, stories, dance, art, drama and imaginative play for a range of purposes.

## Assessment

A range of strategies will be used to keep track of individual children's progress throughout the Foundation Stage and including the Baseline testing through Early Excellence during the half term at the beginning of F2.

- To inform future planning;
- To follow and develop individual children's interests;
- To keep track of individual children's progression of different skills and learning;
- To provide evidence for developing individuals' next steps in their learning, by encouraging practitioners to work in partnership with parents in developing appropriate targets to cater for their individual needs;
- To track and evaluate the quality of teaching and environment provided, continuously developing and improving standards in teaching and the environment to suit the needs of each individual.

## **Record Keeping**

Records are kept on all children, using Scholarpack and individual Learning Journeys. In addition focus group activities will be assessed and a group record maintained. Parents are encouraged to contribute towards the learning journeys. These various recording formats:

- Provide evidence of learning to contribute towards the Foundation Stage Profile;
- Record positive achievements accomplished by individuals and highlight current interests reflected through observations (recorded in each child's Learning Journey);
- Track progression of each individual throughout the Foundation Stage and provide evidence for discussions during parents' evenings and possible lines of direction for each child in their learning;
- Provide information for transitional purposes into the next stage of their learning.

## **Admission and Transition stage**

We primarily cater for those children within our catchment area, but we welcome children from outside of the area. Parents are asked to refer to the Local Authority's admission policy in the school's brochure.

We aim to make the transition between the home and school as easy as possible. We offer the parents/carers the opportunity for induction sessions and a meeting to try to make the transition easier for the child. These sessions will provide the opportunity to inform parents/carers of the transitional approaches and the issues that may arise. This induction will guide parents/carers through the areas of the Foundation Stage Unit. It will give parents the opportunity to ask any questions or voice any concerns. It also provides a basis for conversation when the child begins school. We value this as a successful way to link the child's home with their new learning environment.

Transition from Foundation One to Foundation Two is very smooth. The children are used to working all together in the different parts of the unit and they are familiar with all staff. The option of being able to stay for full days and have lunch with the rest of the school, whilst the children are part-time, also prepares the children well for full time school.

### **Admissions**

Our Foundation Stage children are welcome from:

8.45 – 12.00am – Morning session (Nursery 1)

8.45 – 3.15 pm – All day sessions including lunchtime (Nursery 2 and Foundation 2)

Children may be admitted into F1 straight after their 3rd birthday. The transition from Foundation One to Foundation Two will take place once a year – intake into F2 occurs in September.

**Review: Annually Oct 2019**