



### Foundation Stage Policy

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**Agreed by Governors:**  
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**Headteacher's Signature:**  
M Robson  
**Chair of Governor's Signature:**  
C James

Person in Charge - Susan Kitchen/Tricia Pearson

## Introduction

*"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."*

"Early Years Foundation Stage Profile" Department for Children, Schools and Families 2012

## Principles

The EYFS is based upon four principles:

- **A unique child.** 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 and 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 and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development.** The Foundation Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The unit is set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Holley Park Academy we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school

with a wide variety of experiences and learning and it is the privilege of the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

## Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well being. The overarching aim of the EYFS is to help young children achieve these outcomes.

We will provide an exciting, broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Holley Park Academy, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

## Learning and Development

Learning and development is categorised into three **prime** areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional

development.

Additionally there are four **specific** areas of learning:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

## Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and used to inform the Senior Leadership Team. The parents and carers are given the opportunity to meet with the Foundation Stage Team each term. At the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and carers.

## Learning Through Play

At Holley Park Academy, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

We organise the day to provide a balance between the following:-

- Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities- practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities - Children engage in planned activities to meet specific learning outcomes.

We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator

encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery.

### The Induction Process

During the Summer Term prior to starting Nursery or Reception the following visits are conducted:

- Foundation staff will visit pre-school settings from which August/September intake will be taken.
- Where possible, and whenever requested by parents, foundation staff will visit each child in their home environment.
- Each child and their parents and carers will be invited to spend some time at Holley Park Academy in order to familiarise themselves with both the staff and the foundation unit environment.
- Children will receive a 'Holiday Journal' which they can complete at home over the Summer holidays and which will be shared and celebrated when they start school. Reception children will also receive a letter from their 'big buddy' (a Year 5 child) to whom they will be introduced at subsequent visits and who will be there to help them settle into school. Experience has shown that the big buddy system has been very effective in reassuring Reception children when they enter school and ensuring that they settle as quickly as possible.

When children join the school in August/September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, Nursery children will attend for a shortened session each day. Whereas, Reception children are invited to attend full sessions or shortened sessions.
- During the second week and thereafter, children will attend for the full session/day unless Foundation staff and parents or carers agree that it is not in the best interests of an individual child.

### Arrivals and Departures

#### Arrivals

The wooden gates to Foundation Stage entrance open at 8:45am each morning and children

(Nursery and Reception) can make their way into the building at any point after that time. Two members of staff will be on duty at the red entrance doors from 8:45 - 8:55am to provide supervision. Information can be shared between home and school at the beginning of each day, which the member of staff will write into the message book to then share with staff to ensure pupils' well being is given high priority. However, for security and congestion purposes, we ask that parents and carers leave their child to walk the short distance from the wooden gates to the red entrance doors.

Any Parents/Carers who have longer messages or who wish to speak directly to a teacher, are asked to request to speak to members of staff via the school office, who will facilitate this. At the end of the session or day teachers are free to talk to Parents once all of the children are dismissed.

Teaching staff will be available in classrooms to greet their pupils and ensure a good start to the day.

Any child who comes into school after 8.55am must enter via the school office and is required to note and sign the late arrivals register, stating their reason for lateness. Where pupils are not accounted for by 9.30am, and no reason has been provided by the Parent/Carer, office staff will attempt to contact Parents/Carers to ask them the reason for absence and to establish that the pupil is at home. This ensures that no pupil is 'missing'.

Once settled, all Foundation Stage children are welcome to enter school independently using the main pupil entrance. Two members of staff are on duty at the main gate as well as a member of staff on the inner wooden gates and another member of staff on the main Key Stage 2 entrance. All nursery and reception pupils arriving this way are then escorted within school by older pupils to the Foundation Stage Unit.

## Departures

### **Nursery morning sessions**

The wooden gates to Foundation Stage entrance open at 11.45am each morning. Parents and carers are then asked to wait in single file next to the red Foundation Stage Entrance Doors, where a member of staff will be on duty. As each parent or carer reaches the front of the line, their child's name is called to another member of staff within the building who alerts the member of staff supervising the children, who will dismiss each child in turn.

### **Reception and Nursery Full Day or Afternoon sessions**

Children are dismissed through the Key Stage 1 Red Door on the main playground from 3.10pm onwards. Nursery children will be dismissed first, followed by Reception children. We ask all parents and carers collecting children to stand well back on the yard to give children and staff the best possible view.

Children are dismissed one at a time. We ask each child to locate the adult collecting them. Children will not be dismissed until the leading member of staff can see who is collecting each child.

Any parents or carers wishing to speak to staff at the end of the day are asked to wait until all children have been dismissed.

All staff will accompany pupils to the exit doors at the end of the school day and ensure that they are collected as agreed. All pupils not collected by 3.20pm will be escorted to the school office by the Teacher, who will contact the Parent/Carer.

All pupils are taught to stay with to their teacher until they can see their Parent/person collecting them on the playground

During open events such as sports days and special assemblies or performances, careful supervision arrangements are in place to protect the well-being of pupils. This may involve retaining pupils whilst Parents/Carers leave the event or reminding pupils that they must not leave the hall/room and report back to their Teacher prior to returning to the classroom.

If the pupil is to be collected by someone other than those adults named on the pupil's designated carer sheet, this must be indicated to a member of staff before collection. The adult arriving to collect a pupil must be the one named by the Parent/Carer. Only adults, and young people aged 18 years and over will be authorised to collect pupils. Evidence of age may be required.

No adult other than those named will be allowed to leave the school with a pupil. In the event that someone else should arrive without prior knowledge, the school will telephone the Parent/Carer immediately and await their advice.

### Transition to Year 1

Success in the transition from the Foundation Stage to KS1 is dependent upon two key factors: Continuity and Progression.

Continuity involves keeping some factors the same as children transfer to Year 1. Reception and Year 1 staff and children share key areas in the setting and work closely together thus ensuing continuity in curriculum, organisation, environment and planning.

Progression involves understanding where children are and what the next steps are for their learning then helping them move on, in a seamless way in their learning journey. It is particularly vital when each child completes the areas of learning in the foundation stage to have a good understanding of how this links to the subjects of the curriculum in KS1.

## Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school's parents and carers to work closely with the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school parents and carers as follows:

- We will outline the school's expectations in a Home School Agreement.
- We will hold a parent consultation early in the first term to establish how a child is settling into the school environment.
- We will send home Wow moment slips designed to enable Foundation staff and parents or carers to record outstanding achievements.
- We will publish on the school website topic guidance detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Learning Journeys are available for parents to look at with their child.
- A parents notice board is located in the Foundation Unit entrance, this enables the sharing of information for parents and staff.
- We will conduct workshops whenever necessary for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct a further parent consultations in the following term to inform parents and carers formally of a child's results and overall progress.

## Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Two members of staff will be present during intimate care. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse/ Health Visitor of all children requiring continuous intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with

parents to give the right support to an individual child.

You will be informed if any intimate care has been necessary during the day. All 'toileting accidents' are recorded in the 'children requiring changing log' and parents will be informed at the end of the school day.

If a child needs personalised intimate care to help with toileting/medical needs a care plan will be put in place which will be documented and shared with parents/carers.

### **Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Children's Profile and Support Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEND Co-ordinator (Mrs Susan Kitchen) is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.