



POLICIES AND PROCEDURES

THE EARLY YEARS FOUNDATION STAGE POLICY

DATE AGREED BY GOV'S;	AUTUMN 2016 TEACHING AND LEARNING COMMITTEE
DATE AGREED BY FULL GOV BODY;	SPRING 2017
REVISION DATE;	AUTUMN 2019

STATEMENT FOR EQUALITY;

Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.

General Statement

The Foundation Years covers the development of children from birth to the end of the reception year. It recognises that early childhood is an important stage of life and has its own particular needs. At Manor Park we believe that The Foundation Years cannot have an age limit and may continue in to year 1 until the children are able to access the Key Stage 1 Curriculum. The Foundation Years 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 Foundation Years Policy should be read in conjunction with all other policy documents in the school.

Key Stage 1 starts at the beginning of Year One.

Aims

The Foundation Years sets out to:

- challenge children and set high expectations for learning
- present the children with a structured programme of activities which is responsive to the needs of individuals, fostering learning across the six areas of the Curriculum Guidance for the Early Years Foundation Years for children .
- provide a secure, stimulating and challenging learning environment which encourages children to work and play independently
- develop each child's knowledge, skills and enjoyment in all areas of experience, building on prior learning
- 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
- provide learning both indoors and outdoors regardless of weather conditions
- children are encouraged to be active and run, jump and climb
- children are encouraged to explore and are supported to weigh up risks

Roles and Responsibilities

Foundation Years Co-ordinator

- monitor the quality and the appropriateness of provision
- communicate with the Senior Management Team

- ensure that early years' considerations are addressed in school policies
- ensure resources are appropriately allocated and hold responsibility for the Foundation Years budget
- ensure all staff are aware of the Foundation Years policy and induction procedures
- attend training courses for early years co-ordinators
- identify staff training needs
- monitor planning and practise within the Foundation team
- to manage issues arising in the nursery including the admissions procedure

Early Years Foundation Years teachers

- plan and provide an appropriate curriculum
- work with the SENCO in the early identification of children with special needs
- complete records and reports for each child
- establish and maintain a positive relationship with parents and carers
- communicate with parents on children's progress through regular discussion, including parents' evenings
- monitor and record progress of those children with special educational and welfare needs and document appropriately
- deal with behaviour issues on a daily basis
- liaise and communicate with the EYFS co-ordinator on a regular basis

Senior TA.

- work in close co-operation with and under the supervision of teachers to provide and maintain an environment where all children are secure and learning may take place.
- have full involvement in, and initiate where appropriate, a range of activities and play situations
- assist with planning, observations and assessment.
- liaise with other staff regarding I.E.P.s for children with special needs

CAs and TAs

- liaise with reception staff throughout the induction period
- to be vigilant about the health and safety of the reception children
- to be aware of the specific needs of young children and to create a caring and secure environment.
- Assist with observations and assessment of the children

Admission Procedures

Admission to Manor Park Primary School strictly adheres to Sutton LEAs policy (outlined below). Our nursery takes children between the age of 3 and 4. Places are offered on a part time basis, for either the morning or afternoon session.

Induction to The Foundation Years

We have compiled a comprehensive induction programme for those starting in the Foundation Years. From experience, we believe that if induction procedures are followed appropriately, with care and professionalism, children and parents will have a successful and enjoyable start to school life.

Home Visits and Parent Interviews

We believe that it is important to forge a partnership between home and school right from the start. Children and their families are visited in their own homes prior to starting education at Manor Park

Primary School. We feel that this practise helps us to develop home-school links in the following ways:

- it opens lines of communication between home and school
- it gives time to parents who may find it difficult to come into school
- it allows parents to discuss concerns or anxieties in private, including specific health or dietary needs
- it allows staff to meet children in the security of their own home environment and begin to establish relationships
- it allows staff to observe children behaving in a relaxed atmosphere

The home visits take place during the first two weeks of the Autumn term. Families are asked to complete a form detailing information relating to, for example: previous learning experiences; skills and achievements; social, emotional and health matters and parents skills and interests.

The Corporate Warning System must be checked by a member of the office staff prior to home visits taking place and staff informed of any information held on the system prior to the visit. See Home visits policy

Continuity of experience.

All children offered a place in Reception visit the classes during the Summer Term where they are introduced to new reception staff, the room and each other.

All those children that are moving from MPPS Nursery to MMPS Reception have spent time learning across the unit throughout the year.

All resources are shared between the Nursery and Reception classes so that the children are familiar with their usage and can build on previous experiences. This practise is important because children are at different stages of development and maturity.

Children are encouraged to explore a variety of writing medias e.g crayons , finger painting, chalks etc. An emphasis is placed on building hand control through fine motor activities such as threading and squeezing (particularly for boys) which is seen as an essential prerequisite for writing as well as providing a rich variety of print such as books, labels, signs etc. Therefore quality provision in these areas as well as writing opportunities are given to children rather than copying letters.

Provision in the Foundation Years is extremely important and opportunities and experiences are provided to enrich the curriculum. All the areas of the curriculum are planned for in provision experiences. Children have access to all resources and equipment and they are encouraged to supported to select and use equipment of their choice.

Induction to the Reception classes

The children have a gradual introduction to Reception classes, which settles them in to their new environment and introduces new friends. Such an introduction also gives staff a chance to get to know the children quickly and will give time to assess their abilities and needs which will form the basis of a carefully planned programme of work.

The children come into class in two groups. The start dates extend over a week period which the children will attend only for half of the day, this allows continuity from the nursery experience. They will attend to stay for lunch then start full time by the end of the first week

As Manor Park is funded for full time placements in Reception, it is not possible to allow children to attend on a part time basis for extended periods. However, some provision could be made for individuals to attend mornings only for a limited period of time if it is felt necessary for the child.

Four Year Olds in the Reception Classes.

It is Borough policy to admit children into school at the beginning of the academic year in which they are five years of age. The school recognises that many of these children are barely four years old when they make the transfer to a reception class.

The needs of a four year old often differ from those who are five and that ,therefore, reception classes have a wide developmental range. The staff plan an environment and differentiated learning experiences to meet the needs of all children.

Induction to the Year 1 classes

The children have a gradual introduction to Year 1 classes, which settles them in to their new environment and introduces the new environment. Year 1 staff spend time with the children in Reception giving them a chance to get to know the children quickly which will form the basis of a carefully planned programme of work.

During the last few weeks in Reception the children spend time becoming familiar with the large playground and have joint play session with the current Year 1 children. They visit the lunch hall and sit at the tables to become familiar and happy in the larger environment.

Year 1 Autumn term follows an Early Years approach to learning with quality provision and an independent free flow between the classes and outside. Children are focused at short tasks and are still able to explore the learning in the environment through child initiated learning. This moves to a more formal group work approach as children are ready, with a majority usually being so by Spring term. Where pupils move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 Curriculum does not happen at a point in time but rather when pupils have reached that stage in their development.

All spaces are planned for, taking into account adults available ie. 2 classrooms and the outside area.

Children should be self selecting and showing independence in their choices e.g children going to get paint out when they need it.

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 there child starts school
- giving children the opportunity to spend time with their teacher and the Foundation Years Staff before starting school
- asking parents to fill in the "All about Me" booklet with their children
- encouraging parents to talk to reception staff if there are any concerns
- encouraging parents to fill in the parents voice document about the time they spend with their child
- Support strategies and ideas to help at home with learning
- offering a range of activities which support the involvement of parents, such as, curriculum meetings as well as parents' evenings where targets are shared and parents are welcome to make comments on their child's learning
- coffee afternoons where we talk about specific areas of learning and areas which parents are interested in following and information gathering session.

Learning Journey Folder

All children have a Learning Journey Folder which records key elements in their learning career. These folders are available to parents and carers and children all the time. The children are asked to make a comment on their learning termly recorded on post it notes, dated and stuck in. Parents are also able to make comments on their child's learning through the same process of post it notes during parents evening or when they require to look in the document. Manor Park use the 2Simple 2build a profile app which is printed out monthly and stored in the learning journey which documents the child's learning.

Parents and Carers in Class

We actively encourage and welcome parental involvement in a range of classroom activities. In order to gain the most from this support, we aim to give helpers clear instructions and desired learning outcomes where appropriate. All parents and carers are required to have a DBS to support regularly within class.

Teaching and Learning

Foundation Years staff aim to provide children with the social and emotional support they need during their first years at school. They help children adjust to the new social context in which they find themselves and to a range of new challenges fostering confidence in learning. Staff aim to create successful and stimulating learning situations for individuals and groups. Children will often work collaboratively with their peers and with adults who are able to extend their natural curiosity through questioning and suggestion. Every opportunity is taken to support children's learning through meaningful contexts including play.

The Learning Context

We aim to create a welcoming, well-organised learning environment which provides children with opportunities for discovery across the curriculum. Resources are located in designated areas and are easily accessed by the children. Pupils are encouraged to handle equipment carefully and to help with tidying up. We aim to encourage independence and develop a sense of responsibility in the children.

We ensure that the physical layout of the learning environment remains constant to encourage familiarity and independence, although we appreciate the need for flexibility in order to challenge and stimulate.

Areas are designated within the classroom (or adjacent in Reception classes) including:

- a mark making area containing various writing implements and papers as well as envelopes and dictionaries
- 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 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 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
- All areas are available both inside and outside in the learning environment
- an outdoor play area which is used at all times to develop learning experiences

The Foundation Years Curriculum

During their time in nursery and reception the children follow the Early Learning Goals which serve as a foundation for future learning. It is an important, distinct stage which aims to support and develop:

- personal, social and emotional well-being
- social skills
- positive attitudes towards learning
- attention skills

These are achieved through the seven areas of learning which are:

- Personal and Social and Emotional development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

As the Foundation Years covers learning in both the Nursery and Reception years it is important that continuity is maintained but that a child's experiences and learning are developed. Nursery and Reception staff aim to provide a curriculum which recognises the wide range of abilities within each year and select experiences to develop all children's abilities.

The importance of play in the Foundation Years

Play is a very important feature of children's early learning. Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, develop social skills and begin to understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. The children communicate with others as they investigate and solve problems. Play allows the children to explore feelings and fears or re-live anxious experiences in controlled and safe situations.

Planning

Successful planning involves clear perceptions about the objectives of the curriculum and how different activities can contribute towards their achievement. Curriculum planning should be related to:

- the children's stage of development
- individual needs
- Development matters statements
- the Early Learning Goals for the Foundation Years
- assessment and progression

Planning should involve all members of the Nursery and Reception teams to ensure a continuity of expectation and understanding of the individual stages of a child's learning.

Planning is seen as a continuous process. Learning intentions are identified and supporting experiences, activities and resource are planned and provided for when necessary to support learning of individuals. Adults observe children's responses to these activities and use this knowledge to promote and extend learning. There is a continuous cycle involving observing, assessing and planning.

Planning process

1. Long term curriculum planning, which is part of the whole school planning, ensures continuity, progression and coverage
2. Medium term planning, which may focus on a specific area of learning under a topic heading. This identifies broad learning intentions for all areas of learning, assessment opportunities and differentiation.
3. Short term planning shows specific learning intentions, supporting activities and daily organisation. It identifies in more detail differentiation and assessment and opportunities for observation, this then feeds back into future planning needs.

Observation and Assessment

Assessment and record keeping, informed by careful observations, enables staff to plan a curriculum that will meet the needs of individuals and ensure effective continuity and progression. Observations and assessments are built into the planning process.

The observation and assessment of children's learning helps to:

- inform planning
- ensure obstacles to learning are identified and responded to
- provide an all round picture of the child's development
- provide information which can be used to evaluate the quality of curriculum provision

Evidence of children's progress and achievement is collected through:

- observations, both formal and informal
- questioning and interaction
- samples of work
- talking to parents and colleagues

All members of the Nursery and Reception teams should be involved in the observation process.

Record Keeping

Record keeping should start at the beginning of the child's school career and take account of previous experiences. Recording and reporting of children's performance should be thorough and intelligible to all concerned.

Records help teachers to:

- monitor children's progress
- evaluate the curriculum and the children's response to it
- plan curriculum development

Confidentiality of all records is respected.

Reporting to Parents

In the Nursery 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 school year. Parents evenings provide an opportunity to discuss children's achievements and next steps, 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.

Equal opportunities

We are aware of the importance of ensuring that all children receive equality of opportunity at Manor Park 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
- encourage girls to use the construction equipment, computer, water and outdoor play equipment
- encourage boys to use the writing corner, book corner, small world equipment and role play area
- encourage all children to share ideas during discussions
- encourage respect for all members of the school 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

Bilingual Children

We value the children's home language and try to ensure that parents have access to information. The needs of bilingual children are considered during planning and appropriate strategies developed to facilitate progress in English. We have a Teaching Assistant who provides additional language support.

Placement of Twins

Twins admitted to the Nursery or to Reception will be kept together in the same class in the first instance and assessed by the classteacher and the Senco. They will remain together until the end of Reception unless the parent or carer has discussed specific reasons why the twins should be in different classes. At the end of the Reception year the twins will usually be placed in separate classes unless there is a reason to keep them together. Parents/carers will be consulted and the school will also consult the latest Government recommendations.

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, Health Visitors, Speech Therapists, School Nurse and the School Psychological Service in order to meet the needs of individuals. The end of year baseline assessment provides additional evidence to support concerns related to progress and learning difficulties.

Clarity for Year 1

Where pupils move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 Curriculum does not happen at a point in time but rather when pupils have reached that stage in their development.

Year 1 Autumn term follows an Early Years approach to learning with quality provision and an independent free flow between the classes and outside. This moves to a more formal group work approach as children are ready, with a majority usually being during the Spring term.

The classes are set up differently_e.g different role play, construction in other. Children should be self selecting and showing independence in their choices e.g children going to get paint out when they need it.

Autumn 2016