

# St Hilda's Foundation Stage Policy

## Ethos

At St Hilda's we strive to provide children with a high quality early year's education. Children learn in a safe, secure and happy environment and become independent and confident learners.

## What is the Foundation Stage?

The Early Years Foundation Stage was updated in September 2012.

It is a distinct stage from birth to the end of reception (the year the child turns five years of age).

It ensures that all children in childcare provision (child minders, private nurseries etc) have access to similar experiences and opportunities.

## Aims

- ✓ We aim to provide children with the opportunities to investigate and explore learning through play both indoors and outdoors.
- ✓ We aim to ensure children will have experiences that are well planned, purposeful and challenging and build on children's interests and previous knowledge.
- ✓ We aim to develop children's confidence and self-esteem and support their independence as learners.
- ✓ We aim to provide a safe and secure environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- ✓ We aim to provide an inclusive environment, so all children can reach their full potential regardless of disability.

## School Day

### The Nursery

The nursery offers part time places for sixty children. Parents are asked to put their child's name on the waiting list at the school office. Each child is offered an equivalent of fifteen hours per week as the EYFS guidelines suggests. The routine for the day is as follows:

9.00 am	-start of session	12.30pm	- start of session
9.45 am	- key worker time	1.30pm	- key worker time
10.00 am	- main session (Including snack time)	1.45pm	- main session (Including snack time)
11.40am	- story time	3.10pm	- story time
12.00am	-home time	3.30pm	- home time

## Reception Unit

The Reception Unit offers places for forty five children full time. A Nursery place does **not** guarantee a place in the reception class. Reception places are allocated by the local education authority, please see admissions policy.

Routine:

Three morning sessions to settle new children in at the beginning of the Autumn term. Then full time sessions start with the option of a home lunchtime or school lunch.

Times are: 9.am - start of the main session

12.00pm - Lunchtime

1.15pm - start of afternoon session

3.30pm- home time

Outdoor play is timetabled into the school day.

Children are offered milk or water and a healthy snack during the session.

Please ensure your children are brought to school on time, before the school bell rings for the beginning of the session. If your child is absent please ring the school on the morning of the first day of absence.

## Transition Arrangements

### Nursery

Parent's who have accepted a nursery place that has been offered, are then invited for two visits with their child in the summer term. The initial visit gives parents an opportunity to see the nursery environment and ask any questions. Parents will see a presentation by the Nursery teacher and receive a booklet outlining key information and the routine of the nursery day. The second visit will be an opportunity for the child to play in the nursery environment. A date is given for their child to start and arrangements are made for the staggered intake and settling in period. Children are allocated a key worker during the settling in period, this will be a member of the nursery team.

## Reception Unit

Children who have been offered a place in Reception, are invited to an open- day to meet their new teacher in the summer term. There are two classes within the unit known as Squirrels and Hedgehogs. The children will be allocated a class to register in every morning and a keyworker. The keyworker will be a member of the team in the unit. During the summer term, children who attend the nursery class will take part in planned transition opportunities. These include transition assemblies, story time sessions and class

swap sessions for topic work ( topic work to find out about the animals, squirrels and hedgehogs ) also small group play visits with their key worker.

### Uniform Policy

At St Hilda's we have a uniform policy and children in the foundation are expected to wear full uniform. The children in the Reception unit will need a full PE kit and a school book bag.

Nursery children should wear clothes that are easy to manage themselves e.g. elasticated waist with no belts. Some parents prefer their children in nursery to have the school sweatshirt. This is optional.

### Toileting policy

Almost all children will be toilet trained before they begin nursery, with the exception of children who have special educational needs and may have a toileting plan. Children may have accidents and become wet during the nursery day and staff will endeavour to change these children. However the nursery does not have shower facilities to adequately wash children and so will ask parents to collect soiled children to be changed at home.

### English as an Additional Language.

At St Hilda's a high percentage of our children have English as an Additional Language. All young children who have English as an additional language are still in the process of developing their home language. They need to be given opportunities to continue this process when entering the nursery and acquiring English. The role of the adult is extremely important so there we have bi-lingual staff who aim to :

- ✓ Promote interaction and communication.
- ✓ Support parents to impart knowledge of their children to staff.
- ✓ Accurately assess first language and English development.

### Early Years Curriculum

The Curriculum Guidance for the Early Years Foundation stage is organised into seven areas of learning:

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

#### **Communication and Language**

#### **Physical Development**

#### **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

#### **Literacy**

#### **Mathematics**

## **Understanding the World**

## **Expressive Arts and Design**

“The six areas help practitioners plan the learning environment, activities and experiences and provide a framework for the early year’s curriculum.

The early learning goals establish expectations for most children to reach by the end of the foundation stage. By the end of the foundation stage, some children will have exceeded the goals. Other children will be working towards some or all of the goals- particularly younger children, those children who have not had high quality early years experience, those with special educational needs and those with English as an additional language.” Pg26 curriculum guidance for the foundation stage.

### Learning Through Play

The emphasis of the Early Years Foundation Stage is that children learn the most effectively through play.

Play provides opportunities for exploration, investigation and problem solving and for children to practise all their developing skills-cognitive and emotional, spiritual and physical.

Play allows children to learn about making choices and decisions and puts children in charge of their own learning.

We aim to :

- ✓ Plan and resource a challenging environment.
- ✓ Support children’s learning through play activities both indoor and outdoor.
- ✓ Extend and support children’s spontaneous play through careful intervention and careful observation.
- ✓ Extend and develop children’s language and communication skills through their play.
- ✓ Provide a balance of child initiated and adult directed play activities.

### Special Educational Needs

Children with special educational needs are identified as soon as possible and the appropriate action taken. An Early Years Action Plan is discussed with the Senco and concerns are discussed with parents. Advice from other agencies may be sought ( Early Years Action Plus ). Children may have an Individual Educational Plan written this is shared with staff and parents. Activities will be differentiated to ensure children can access the curriculum at the appropriate level.

### Planning, Assessment and Recording.

#### Planning

The planning in the foundation stage is designed to support and encourage all children to achieve the early learning goals by the end of the foundation year (final term of reception

class ). A whole team approach is used to plan for relevant experiences and ensure on continuity and progression through the early year's curriculum .There is a whole school learning journey through the IPC curriculum that contributes to the early year's experiences and linking with key stage 1. The National Literacy and Numeracy Strategy Reception objectives link up with the early learning goals and are followed in line with recommendations.

We aim to :

- ✓ Build on and extend children's knowledge, experience, interests and skills.
- ✓ Develop children's self-esteem and confidence in their ability to learn.
- ✓ Use a range of teaching strategies to support all learners.
- ✓ Give opportunities for self assessment and reflection.

### Assessment and Recording

#### Assessment

Assessment is an integral part of early years practice and enables staff to focus on children's individual strengths, interests and learning styles in order to plan for effective learning to take place.

Children are assessed in a range of contexts both child initiated and with an adult.

Evidence of learning is collected in the form of photographs, observations and samples of work.

Nursery children are formally assessed during the first half term, when a Baseline Assessment is completed .This is a valuable assessment which supports staff to plan for children's further development.

#### Recording

The evidence from assessments is collected in the children's individual profiles and all foundation staff will contribute towards these records. All observations are put into context and initialled and dated. All children's work is marked according to the schools marking policy. Profiles are shared with parents during formal meetings on parents days every term.

The Foundation Stage Profile (statutory in January 2003) assesses each child's development in relation to the early learning goals that form part of the curriculum guidance for the foundation stage.

The Foundation Stage Profile is designed to assess children's learning in the final year of the foundation stage. Staff will use the evidence in individual profiles to contribute to the final assessment throughout the year. In June it is completed and a summary of each child's development at that point is forwarded to the local authority. The children will be assessed in all 17 aspects of the curriculum profile and will be marked according to whether they are Emerging, Expected or Exceeding the stages of development.

A good stage of development will be when a child has met ( Expected) the Early Learning goals in the Prime areas and Literacy and Mathematics.

### Partnerships with Parents

St Hilda's is committed to working in close partnership with parents.

In the foundation stage we aim to :

- ✓ Ensure parents are provided with information prior to admissions ensuring they are confident about the transition of their child.
- ✓ Have a flexible approach to settling in , so parents feel confident that their child feels secure.
- ✓ Value children's home language and ensure they have opportunities to develop this alongside English through play and learning.
- ✓ Ensure there are planned opportunities for parents to be involved in children's learning.
- ✓ Keep parents informed about the curriculum through regular newsletters, displays, workshops and assemblies.
- ✓ Share information on children's progress through planned parent days, informal chats and written yearly school reports.
- ✓ Share learning through take home activities in the form of literacy bags, library books and play bags.

### Welfare Requirements

At St Hilda's the welfare of the children in our care is paramount.

We aim to:

- ✓ Ensure all adults who have access to our children have the appropriate level of CRB checks completed.
- ✓ All staff are trained first aiders and at least one member of staff has paediatric first aid qualification.
- ✓ Procedures are in place to ensure security of children and safe release of children into the care of individuals named by the parent.
- ✓ Children are encouraged to have a healthy lifestyle through the school healthy eating policy and follow the SEAL programme to support emotional well being.
- ✓ Routines are in place to teach children the importance of personal hygiene.
- ✓ Risk assessments of environment both indoors and outdoors, visits and equipment are done regularly.
- ✓ Children's behaviour is managed through the school behaviour policy.
- ✓ Policy documents are available to parents via the school web site.