

WINGROVE PRIMARY SCHOOL



Policy Statement for Foundation Stage

Subject Leader: Jane Tucker
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Rationale

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Wingrove Primary School this refers to children in our Nursery and Reception classes.

We have two 26 place Nursery classes, one session in the morning and one in the afternoon. Each session lasts for three hours. The classes are staffed by one Teacher and one Nursery Nurse. Throughout the session, additional teaching assistants work with small groups to support children with additional needs.

We have two Reception classes, offering sixty places between them. The classes are each staffed by one Teacher and one Nursery Nurse. The EYFS is based upon four principles;

- 1. A Unique Child**
- 2. Positive Relationships**
- 3. Enabling Environments**
- 4. Learning and Development**

Through a play based approach to learning, we aim to develop the personal, intellectual, physical, and cultural development of all children by supporting the 'whole child' and their individual needs in a secure and stimulating learning environment.

Aims

- To provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- To promote personal, social and emotional wellbeing.
- To plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- To promote positive dispositions and attitudes towards learning.
- To provide opportunities to learn how to work harmoniously with others.
- To provide children with the opportunities to communicate their ideas and to listen to those of others.
- To provide a secure and safe learning environment indoors and out.
- To provide opportunities for exploring and enjoying the use of words and text.
- To develop their understanding of number, pattern, shape and space.
- To provide opportunities to solve problems, make decisions, to find out about their environment and people and places that have significance in their lives.
- To develop fine and gross motor skills, an understanding of how their body works and an awareness of health and safety.
- To provide opportunities to share thoughts and feelings through art, music dance, design technology, and role play.
- To promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context

The Foundation Stage Curriculum

Each teacher at Wingrove School follows the detailed guidance thus ensuring continuity and progression in the teaching and learning.

In the Early Years Foundation Stage we plan, resource and support learning by extending play both indoors and outdoors.

Through play children can:

- explore experiences that help them make sense of the world
- practice and develop ideas, concepts and skills
- learn how to control impulses and understand the needs of others and rules
- play alone, alongside others co-operatively
- take risks and learn from mistakes
- think creatively and imaginatively
- communicate with others as they investigate or solve problems
- develop concentration and the effective characteristics of learning

The curriculum we offer is based on The Early Years Foundation Stage framework. There are seven areas of learning, three of which are called prime areas and four are specific areas of learning.

1 Personal, Social and Emotional Development (*prime*)

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others, respect for others' social skills and a positive disposition to learn.

We ensure support for children's emotional well being to help them to know themselves and what they can do.

2 Communication and Language (*Prime*)

Children are supported to develop learning and competence in communication, speaking and listening. They are provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes.

3 Physical Development (*prime*)

Children are provided with opportunities for them to be active and interactive. They are supported to improve their skills of coordination, control, manipulation and movement using all their senses to learn about the world around them and make connections between new information and what they already know. They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food and personal hygiene.

4 Literacy (*specific*)

Children are encouraged to enjoy books, stories and poetry, for their personal language development and to extend their views of the world, excite their curiosity and fire their imagination. Phonics is taught on a daily basis and a range of reading and writing opportunities planned for children to develop key literacy skills.

5 Mathematics (*specific*)

Children are supported to develop their understanding of number, calculating, shape, space and measures in a broad range of contexts in which they can explore, enjoy, learn and talk about their developing understanding. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence in their use.

6 Understanding of the World (*specific*)

Children are supported to develop the knowledge, skills and understanding that help them to make sense of the world. We offer opportunities for them to use a range of tools safely, encounter creatures, people, plants and objects in their natural environments and in real life situations.

We undertake practical experiments and work with a wide range of materials. We support the development of their skills with Information Communication Technology to maximise their progress in all seven areas of learning.

7 Expressive Arts and Design (*specific*)

Children's creativity is extended by providing support in developing their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role play activities.

Planning

Planning is undertaken at three levels:

Long term planning is based on the seven areas of Learning and the Early Learning goals set out in the Foundation Stage Curriculum Document. Plans are linked to the development matters and the Early Learning Goals (ELGs). In addition, a curriculum overview is completed.

Medium term planning is carried out half-termly in year group teams.

Medium term plans outline possible lines of development (PLOD) over a flexible period of time. They show planned adult led activities linked to the children's interests, seasons, celebrations and school initiatives in all seven areas of learning. Teachers select their main teaching objectives from the yearly teaching programme and use the detail provided in the LEA Foundation Stage document to ensure a balanced curriculum.

Short term planning is carried out weekly in year group teams. These plans include the learning objectives, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources and any key vocabulary or questions. These activities are linked to the children's the development matters and ELGs.

Medium and short term planning is monitored by the Headteacher.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.

Teaching Methods and Approaches

It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

The teaching at Wingrove provides opportunities for:

- Group work
- Paired work, including mixed ability and similar ability pairs

- Whole class teaching
- Individual work

The pupils engage in the Seven Areas of learning which are:

At Wingrove School we recognise the importance of establishing a secure foundation in all Seven Areas of Learning and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Organisation

We recognise that differentiation involves adjusting teaching to meet the learning needs of individual children. Differentiation should be taken into account when planning work, it is not possible to match every task to the ability of every child but there are certain strategies that can be adopted to ensure that most children are working at the right level.

Differentiation Techniques

- Differential by outlook
- Differential by task
- Differential by teacher input.

Strategies to assist differential

- Groupings by ability, setting targets at different levels.
- Graded tasks on familiar terms
- Open ended investigations.
- Mixed ability group, children supporting each other.
- Different methods of recording.
- Adapting mathematical demands on investigations.
- Incorporating extension activities into planning.
- More able working independently so teacher supports a particular group of children.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Work displayed should reflect the different abilities of the children. Work should be named and easily identified by its owner. Displays should be labelled with simple captions which the children should be able to read.

Assessment and Record Keeping

On entry to Nursery and Reception observational assessment are used to create a baseline for each child against the Early Years Foundation Stage developmental stages in all seven areas of learning. Progress is monitored during the three terms, autumn, spring and summer and assessments consider the children's age, girls and boys, looked after children, EAL, SEN, able, gifted and talented and children eligible for free school meals. These assessments also inform future planning. Local Authority EYFS Tracker assessments are carried out at the end of every term throughout the year.

- Observations of child led and adult led activities are carried out by all members of the Early Years Foundation Stage team and these inform the termly assessments.

- Children's individual Learning Journals contain pieces of 'work', written observations and photos of child led activities linked to the Early Years Foundation Stage development matters, and the Early Years Foundation Stage Profile for children in the Reception classes.

Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson. Evaluations of lessons are recorded in the teacher's planning log and where appropriate in the Teaching Assistant's log.

Medium Term assessments are carried out termly. In Reception children's progress is recorded on the profile spreadsheet.

Long term assessments are carried out towards the end of the school year and measured against any targets previously set. Teacher assessment, statutory and other standardised measures, where applicable, are used.

Assessment outcomes are analysed by class teachers and provide the focus for development within the year group for the coming year. Liaison with the next year group / key stage is vital to assist and secure continuity.

Parental Involvement and Reporting to Parents

At Wingrove we value the partnership with parents and recognise that involvement is crucial in enhancing the quality and success of further learning. We endeavour to develop this partnership by:-

- Making parents feel welcome in school; each class has one play and stay session per week and one full morning session once a term for parents' to celebrate their child's achievements and to look at their child's work.
- Providing parents with the opportunity to discuss their child's progress, any worries or concerns, change in circumstances or successes informally on a daily basis at the beginning and end of each day / session;
- Meeting with parents three times a year during a formal Parents' meeting in the autumn and spring term and summer term.
- Sending newsletters and home school partnership booklets home regularly to inform parents what we are teaching in school and inviting them to join in when appropriate.
- Providing regular curriculum workshops to show parents how they can help support their children's learning at home (maths, reading, phonics, writing etc)
- Developing a range of systems to encourage parents to contribute to children's learning journals (My child was a star because.....)
- Providing resources for families to enjoy at home (take home bear and library loan)
- Inviting parents to join us on visits
- Providing a written report at the end of the year.

All parents receive an annual written report which includes a summary of their child's progress in the Seven Areas of Learning over the year.

Resources

Each area within The Foundation Stage is resourced to enable the teacher to deliver the Foundation Stage Curriculum.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in The Foundation Stage. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Where ever possible we aim to fully include all pupils in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist EAL teacher or the SENCo, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support from specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

Children, in nearly all cases will be taught within the appropriate peer group. They are extended through differentiated work.

Homework

Children in Nursery take home a book from our lending library once a week and every Friday the children are given a piece of homework to complete with their parents in their orange homework book. The focus is topic based.

Children in Reception all have the opportunity to read three times a week; once with the class teacher, once with the nursery nurse and once during a guided reading session. The children have their reading books (part of a graded programme of study) changed twice weekly on a weekly basis. Children take home a copy of the Reception target words, letter sounds taught in phonics that week and one piece of homework. Homework is organised on a rotational basis between a Literacy focus and Mathematical focus.

Clothing

We expect children to wear a school uniform every day. Your child can wear either a blue or red logo jumper or cardigan. Polo shirts with the school logo can be ordered from the main office. School trousers and skirts can be either black or grey and they can be bought from a variety of shops within the city. Black shoes or boots that are sturdy to allow children to run, ride, climb and play safely are advised. Children in

Reception participate weekly in P.E. Red Wingrove T-Shirts and a list of shops that sell school plimsolls can also be obtained from the main school office.

Health and Safety

Emergency Contacts

During the application process we ask for at least two phone numbers so that we can contact parents, a family member or friend if a child has a serious accident or is ill in school. This information is recorded on the school admission form. We kindly ask that all parents inform the office if numbers change.

First Aid

First Aid is administered by practitioners with current First Aid qualifications. Minor injuries will be dealt with in school. Parents are contacted by telephone if their child has a more serious injury or becomes unwell. A written record of any injury is kept in school and a copy given to the parent for information.

Toilet Accidents

In Nursery, children are encouraged to come to school with a small bag with spare clothes in case accidents happen. We encourage and support children to use the toilet independently however, spare clothes are available for the occasional accident. And for children in Reception who do not bring spare clothes daily. Parents are asked to wash and return any school items.

Medical Conditions

During the application process we ask parents to inform us of any medical conditions their child may have or problems with hearing, speech or vision. These are recorded on the school admissions form and they are asked to keep us up to date with any changes. All EYFS staff carry out home visits prior to your child starting school. Any needs can be discussed in private although parents do have the opportunity to meet class teachers the term before their child starts school.

Sickness

At Wingrove we have a sickness policy where parents are asked to keep their children at home if their child has sickness such as vomiting or diarrhoea, and not to bring them to school until at least 48 hours after the last episode as this helps to reduce the risk of infection.

Collecting Your Child

Parents are asked to collect their child on time to avoid anxiety or distress for the child. If a parent or carer is late in picking up their child they will be taken to a waiting area in the main reception. Staff will telephone using the contact phone number they have been provided. Emergency contact numbers will then be used if it is not possible to speak to the parents. If parents are unable to collect their child they **MUST** let school know who will be collecting their child either by telling us at the beginning of the session or by telephoning the school. School rules state that children must be collected by a responsible person over the age of **18 years**. If a child has not been collected and contact with the parents has not been able to be made then the school may contact social services.

Food

All children in Nursery and Reception have a snack time daily. There is a rota for fruit and vegetables and children are encouraged to try a piece. All children in nursery and those under five in Reception are entitled to free milk. However, at Wingrove we feel that it is important for all children in Reception whether they are four or five to have milk.

Under the new government scheme, all children in Reception are entitled to a free school meal. Parents are invited in to sit with their child during one session to support their child and to learn more about school meals. Menus are available to all parents via our school website, displayed in the main reception and inside the classrooms. Please see our main prospectus for more information.