



# Foundation Stage Policy

**Agreed by Governors: Spring 2018**

**To be reviewed: Spring 2020**

## Our Early Years Vision

We aim to inspire and encourage children to become self-motivated, independent learners who actively use their engaging environment to develop their thinking skills and problem solving abilities in a variety of purposeful contexts.

To ensure a well-rounded, inclusive learning atmosphere, we value thoughts and ideas from school, the child and home so that all elements are taken in to consideration for the benefit of each individual. Together we strive to provide each child with a solid learning foundation to give them the best possible start to their educational journey.



## **Rationale**

At Dohill Primary School's Early Years Foundation Stage, we are committed to the following four key principles when delivering our educational offer to the children in our care;

- ✓ A Unique Child
- ✓ Positive Relationships
- ✓ Enabling Environments
- ✓ Learning and Development

These overarching principles shape practice in early years and will provide an embedded pedagogy of resilience, independence, confidence and enjoyment for children as they embark upon their individual journeys through school.

## **Aims**

As outlined fully in the Statutory Framework for the Early Years Foundation Stage document (Published March 2017), the EYFS seeks to provide an environment for learning which is secure, safe, consistent and enjoyable for all individual learners.

We are focused on providing engaging and challenging learning opportunities in the three prime and four specific areas of learning.

### **The three prime areas:**

- Communication and language
- Physical Development
- Personal, Social and Emotional Development

### **The four specific areas:**

- Mathematics (Number and Shape, Space and Measures)
- Expressive Arts and Design
- Literacy (Reading and Writing)
- Understanding the World

Activities and experiences are planned around these areas for all children in the setting, with a constant awareness of individual needs, development and progress.

Our aim is to enable each child to develop a secure knowledge and understanding of the foundations of reading, writing and mathematics in order to fully prepare for year one and beyond.

### **Partnership - working with parents/carers and other practitioners**

We encourage and value parental involvement in our setting. We welcome feedback and input from parents and carers in order to provide the best possible learning environment for the children.

On the first day of school, each child is provided with a 'CHAT' book. (Child, Home and Teacher). This book provides a pathway of communication between home and school and is checked daily by staff for messages from home. We also actively use these book as a method of engaging parents with our messages and latest information. We encourage parents to check them daily for any news.

We offer weekly open mornings where parents are invited in to school to read with their children and have an opportunity to look at the work being produced as well as being able to ask our practitioners questions about the next steps in learning for their children.

As children come into school there will be a 'thinking point' question or image on the board which encourages discussion and contemplation. Questions are regularly shared outside the classroom door in the morning so that parents can become involved with their child's learning before class has even begun. This also helps parents to understand some of the learning taking place in school and the expectations of the setting.

### **Foundation Stage classes and Staff**

Entry into reception is at the beginning of the school year in which the child is five (although compulsory schooling does not begin until the start of the term after the child's fifth birthday). The foundation stage is important in its own right, and also in preparing children for later schooling. Early Learning Goals, outlined in the statutory framework for Early Years (April 2017) set out what is expected of most children by the end of the foundation stage.

The Early Years Phase Leader teaches in reception and has responsibility of the Early Years Unit and Year 1 team which consists of:

### Early Years

2 full time reception teachers  
1 Higher Level Teaching Assistant  
1 Teaching Assistant  
1 Apprentice

### Year 1

2 full time year one teachers  
1 Higher Level Teaching Assistant  
1 Teaching Assistant

### **Pre School transition**

Transition from Nursery or home settings to school can be a challenging time. At Dothill we aim to make this transition as smooth as possible through offering visits to children either at home or in their pre-school setting. Useful information about the children is shared by parents, carers and practitioners so that the staff at Dothill have a good knowledge of the child before they arrive to embark upon their learning journey with us. We also offer taster sessions in our setting where parents and children can familiarise themselves with our environment and members of staff. This helps the children to feel comfortable and welcome in school and presents another opportunity for children and parents to discuss any questions they might have before starting school at Dothill.

### **Safeguarding and Welfare**

Our setting aims to provide an environment in which children, parents and staff are safe and feel safe at all times.

A risk assessment is in place for the Early Years setting. A checklist is also used every morning to ensure our area is safe and ready for children to use with maintained health and safety requirements.

### **Fire Drill**

Fire drill is practised regularly as part of our whole school procedure.

### **Toileting and hygiene**

We promote independent toileting and hygiene routines. Children use the toilet facilities independently. There is PPE and guidance for staff when needing to deal with bodily fluids. Regular checks are made by staff to ensure that toilets are hygienic and stocked appropriately.

### **Snack Time**

We provide a daily offer of a piece of fruit and milk. Children are expected to wash their hands prior to snack time. Staff are made aware of dietary requirements through admission paperwork.

### **First Aid and medication**

The Statutory Framework for EYFS requires that there must be at least one person who has a current paediatric first aid certificate on the premises and available at all times when the children are present. All newly qualified staff must also hold a PFA (qualified on or after 30<sup>th</sup> June 2016). The accident book is located in the corridor in the Early Years unit along with inhalers and other medication for individual children. Parents are notified of any accidents or injuries and of any first aid given at the first practical opportunity.

### **Technology/mobile phones/online safety and social networking**

Mobile phones should not be used at any time in the setting. There are signs on each entrance door to make staff, parents and other visitors aware of this. Use of a mobile telephone should always be challenged by a member of staff. All members of staff must ensure that their mobile phones are kept in a locker during working hours. Mobile phones should only be used in an office or staffroom where children are not present. If any member of staff has an emergency which requires them to keep a mobile phone close at hand, they must seek permission from management for this and take calls in an area away from the children.

Staff should not give their personal phone number to pupils, parents or carers.

Children should only be filmed or photographed for the purpose of recording their development or involvement in activities organised by school.

Only the designated school device should be used to take photographs or videos both in the setting and on school trips or outings of any kind. Parents supporting visits are requested to only take photographs of their own child and not to share these on social media sites.

Images taken must be deemed suitable without putting the child in a position of embarrassment or distress.

All cameras and iPads or tablets should be placed in a locked cupboard overnight. Staff are responsible for this.

Images taken on school devices should be downloaded as soon as possible and then deleted from the device.

Images should only be uploaded to secure sites like the school website or the Tapestry website with parental permission given beforehand. This is as part of the admissions paperwork.

Devices should not be taken into toilets unless it is necessary to photograph children washing their hands to evidence learning. Where this is the case, staff should inform the phase leader that they will be taking these photographs beforehand.

It is the responsibility of all members of staff to report any concerns to the phase leader or DSL.

Any non-compliance will be taken seriously and investigated appropriately.

The school operates a Social Networking Policy to protect staff and children from inappropriate use of such sites.

Children are encouraged to use technology safely in line with the school's E:Safety policy.

All members of staff receive regular safeguarding training and updates. All members of staff operate according to the schools Safeguarding Policy. Any concerns are logged immediately and reported to the DSL.

Current Designated Safeguarding Leads are:

Becca Butler - Head Teacher

Karen Rankin-McCabe - Deputy Head Teacher

### **Reception Curriculum**

During the transitional period at the beginning of the school year, children will experience a mostly child initiated curriculum, provided through a stimulating and engaging working environment. This moves to more formal teaching mornings where children are taught in small groups with child initiated afternoons. Towards the end of the year children will experience whole class teaching to prepare them for their transition in to year one.

The daily timetable for Early Years can be found on the school website and shows how we plan our weekly activities. This time table is updated as required.

### **How and why we plan**

We believe that children learn best through play. We dedicate each afternoon to ensuring that children have the opportunity to play and explore, independently using the skills that they have been taught in formal teaching sessions. The children practise and build on their ideas, share their interests, learn how to communicate well and begin to understand the need for rules and how these support everyone. Children are encouraged to solve problems independently and as part of a team. Collaborative learning is valued and celebrated to embed respect and resilience amongst our children.

We endeavour to develop each child's understanding of literacy and mathematics through dedicated time spent on these subjects. Children take part in daily phonics lessons and mornings dedicated to literacy and maths related activities. During this time, we encourage children to reflect on their own learning and recognise what it is they need to challenge themselves to learn next. This promotes independence and encourages children to take responsibility for their own learning.

In mathematics staff teach through an 'instructional, qualifying and depth' approach which promotes reasoning, deeper thinking and problem solving skills.

Children receive daily feedback on their work to support them with their next steps. This happens in the moment and encourages children to act on their next steps there and then, or during their child initiated learning time. Each child is part of a whole school culture promoting an attitude and behaviour that values achievement and success.

### **Assessment**

The EYFS framework is nationally used to assess the children in reception and enables teachers to record their evidence base for each child. Staff make assessments each half term and decide where the children are working in relation to the early learning goals. This allows staff to plan adequately for the next steps in learning and prepare focused learning opportunities for individual children and small groups.

Evidence in the Early Years Foundation Stage comes from Literacy books, Maths books, Phonic Books and observations of child initiated learning on Tapestry software. This is an online resource which builds a profile for each child. At the end of Reception we submit EYFS profile data to the LA and DfE. The child's next teacher uses this information to make plans for their time in year 1. We share this information in parents evening meetings throughout the year and in a final report at the end of the school year.



## **Monitoring**

Provision and teaching practise is monitored in accordance with the whole school monitoring cycle.

Literacy, maths and reading sessions are observed by the senior leadership team.

The educational environment is judged using the ECERs format to monitor practice and provision.

Scrutiny of Literacy and Maths books is conducted regularly.

In school, inter-school and external moderation is conducted to ensure consistency of practice.

CPD is given to staff regularly and time is given to reflect on practice and how this can be improved and evidenced.

## **Inclusion**

All staff recognise the individual needs and experiences of children in the setting. If a specific need is identified for a child then advice will be sought from the SENDCo and regular reviews take place to ensure that the intervention and support is successful.

## **Resources**

Learning is accessible in both our indoor and outdoor classrooms. We set learning in contexts that are exciting to the children; usually based around a book. We encourage the children to use their imagination and make their own selections from the activities on offer. Play is supported and extended through experienced, skilled staff who encourage children to reach their full potential.

## **Role of Phase Leader**

Develop a timeline of events in foundation stage

Monitor provision and practice.

Support staff training

Track children's attainment and progress

Liaise with other agencies

Make arrangements for transition

Develop communication links with parents

Keep up to date with new legislation

Network with other settings