



Early Years & Foundation Stage Policy

Approved by Governing Body on:

3rd July 2019

Review Date:

Summer Term 2021

BARLEY LANE PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

At Barley Lane Primary School we aim for all school stakeholders to ‘**B**elieve in yourself, learn together, **p**ersevere and **s**ucceed’.

Safeguarding and Inclusion Statement

Barley Lane is a multicultural school where all children and adults are valued and respected as individuals, irrespective of:

- Race
- Ability
- Disability
- Social circumstances
- Sexual orientation
- Age
- Part-time contract
- Religion
- Belief
- Gender
- Trade union memberships

The school is committed to safeguarding and promoting the welfare of children and the emotional well-being of staff so that every child and adult feels welcomed, fulfilled, safe, secure and confident. Children and adults must be aware of their responsibility to report incidents of inappropriate behaviour.

Risk assessments are in place throughout the Foundation Stage environment to ensure the safety of pupils. (see appendix)

“A flexible (Foundation Stage) curriculum responds to the developmental needs of young children and extends their learning, by realising HOW they learn is as important as WHAT they learn”.

Every Child Matters

We aim for all of our pupils to:

- Be **safe**
- Be **Healthy**
- **Enjoy** school and learning
- Achieve **economic** well being
- Make a **positive** contribution to their community

At Barley Lane EVERY child matters.

The seven areas of development of learning are:

Prime Areas:

Personal, Social and Emotional Development (PSED)

Physical Development (PD)

Communication and Language (CL)

Specific Areas:

Literacy (L)

Maths (M)

Understanding of the World (UW)

Expressive Arts & Design (EAD)

Aims

- To ensure all children have access to the seven areas of learning through first hand experience, play and talking
- To give opportunities to explore and discover, create, socialise, imagine, repeat and consolidate
- All children should have equal access to planned indoor and outdoor provision throughout the day
- To ensure all children feel included, secure and valued
- To foster positive attitudes to school life
- To ensure parents and the school work together in an atmosphere of mutual respect
- To assist children and families from minority cultures or not with English as a first language to be fully included in school life
- That transition to the main school is a positive experience.

Equal Opportunities

- All children have the right to learn together, to have access to an appropriate education that affords them the opportunity to achieve their personal potential
- The school will endeavour to respond to all pupils' diverse learning needs in a positive environment where children's individual needs and cultures are valued, including SEN, EAL and more able needs met to the best interests of the children.

Curriculum and School Organisation

Nursery Information:

- The Foundation Stage at Barley Lane Primary School consists of a 52-place Nursery and four Reception classes of 30 pupils
- Nursery staffing consists of a Nursery teacher and Nursery Nurse
- The Nursery operates in two sessions – the morning session 8.55am – 11.55am and the afternoon session 12.30 – 3.30 pm
- Parents attend an induction meeting in the term before admission. This includes a tour of the Foundation Stage setting
- When starting Nursery the children and parents meet with the Nursery Nurse and Nursery teacher to gather/exchange information and to ensure a smooth and happy start to school
- Children attend the Nursery on a part time basis attending one of the sessions each day as stipulated by the Nursery teacher after consultation with parents.

Reception Information:

- In the Reception classes there are teachers for each class and support staff who work equivalent to a whole day across the year group
- In September children who have not attended our Nursery are invited to meet with their teacher to gather/exchange information
- The children then start Reception through a staggered process according to their date of birth
- Summer born children will start on the first full week in September, the spring born children will start the following week, the autumn born children will start the following week
- During the first three weeks of the autumn term, children will be in school until 1.30pm
- By the end of September, the children will then stay all day
- On occasions, arrangements are made for children who are not managing the whole session to leave earlier in order to meet their transition needs
- Opportunities are made for the children in the Foundation Stage to share resources and visit each others' classes
- This includes Foundation Stage assemblies, singing and shared outdoor sessions.
- At Barley Lane Primary School all children in the Nursery and Reception classes will have experiences based on the Early Years Foundation Stage Curriculum (EYFS)
- Assemblies – Reception and Nursery children do not attend whole school assemblies but on occasions have a Foundation Stage assembly led by one of the Foundation Stage staff
- The Reception classes attend some assemblies throughout the year and present an assembly to the whole school
- Playtime – There is no playtime in the Foundation Stage but the children have the opportunity to be outside as much as possible in the area provided for them
- They also have access to water, free milk and fruit.

Planning

- Continuity, progression and coverage in all areas are planned for using the EYFS guidelines
- Phonic planning is made using the Letters and Sounds programme beginning with Phase 1 in Nursery and Phases 2 and 3 being introduced in Reception (or earlier if appropriate)
- Differentiation is a vital part of planning and teaching at the Foundation Stage with an awareness of all children's specific needs
- The content of the planning must originate from the needs of the pupil
- Planning is carried out regularly. This ensures that children experience a variety of opportunities for learning
- Long term planning sets out learning objectives for each term based on the Early Years Foundation Stage
- Medium term planning on the termly planner and Topic web outline a programme of learning opportunities linked to child-friendly themes
- Weekly planning, taking into account children's interests and Assessment for Learning, adapt these long term plans as well as outlining learning intentions and success criteria for focus activities.

Cross Curricular Links

- Through careful planning, links should be made between the seven areas of the Foundation Stage curriculum.

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Outdoor Provision

- Play is an important part of children's learning and children need equal access to indoor and outdoor activities/provision at all times
- Provision allows access to the use of the whole school grounds to allow for greater physical opportunities to all of the pupils
- Opportunities need to be given to extend earlier learning from indoor activities. It should represent all seven areas of learning
- Opportunities for messy and noisy play, the development of gross motor control and child-initiated play should be provided
- There are opportunities for using the school grounds for developing skills using bicycles and scooters, the jungle gym and sport with Mr McCarthy
- With regard to health and safety, an adult must always be aware of the children outside and be responsible for their well-being

Teaching Methods

- Children learn best through their own "hands-on" experience
- The Foundation Stage curriculum at Barley Lane is delivered through a combination of carefully structured play experiences which can be teacher-led and child initiated
- Teaching occurs in a variety of situations including whole class activities, small groups, pairs and individual
- All adults contribute to the learning and this could be through teaching, planned observations and assessment, questioning and interaction with the children
- The children take part in writing every day in a separate book so that they are able to develop markmaking and writing skills. These books are posted in an 'evidence' box which are shared with their peers
- Daily phonic sessions take place. In Reception, during the first half term the children are taught within the whole class. By the end of November, the children are grouped according to their ability and are then taught in groups
- Regular assessment of their phonic learning takes place. Through discussion with all staff in Reception, the children will move groups according to the progress they have made.

Display

- At Barley Lane all children's work is highly valued and achievements are recognised through attractive displays
- Interactive displays are also used to provide stimulus, opportunities for exploration and independent research
- Some displays should be inspired by the natural world linked to the topic and to encourage an enquiring mind. (Also see School Art Policy).

Assessment

- Children's progress in the seven areas during the Nursery is recorded in a Personal Achievement Book. This is shared with the children and may feature photographs of

achievements, examples of work as well as teacher/learning assistant comments. The focus in Nursery is on the Prime Areas

- The EYFS Profile will be completed for each child throughout the Reception year. This is a formative assessment process based on observation of children's learning, with a focus on child-initiated learning, and features information from the Nursery Assessment Record as well as the parents and the child him/herself. The profile's upkeep is the responsibility of the class teacher, but support staff also carry out observations and make notes in the profile as appropriate
- During moderation Insets the Foundation staff will moderate their observations and judgements in a selection of profiles and Nursery Entry and Leaving Assessment Records in order to ensure consistency of judgements. Individual books of Evidence and Progress should also be used
- Assessments are entered onto the school's Management Information System (MIS) at regular points in the year. At the end of the Reception year pupils are assessed against Early Learning Goals.

Observations

- Observations are used to assess children's attainment, inform teaching and learning and planning for next steps
- Observations can take three forms: -

Informal noticing (daily)

Planned activity (plus learning objective – focus activity) (weekly)

Planned individual focus (follow child – noting attainment) (half-termly)

- Observations take place on a daily basis – this needs to be planned
- Profiles need to be reviewed by the teacher throughout the term to ensure there is a good body of evidence for each child in each area
- Observations are carried out by all classroom practitioners
- Training and advice about making observations is provided for learning assistants by classroom teachers, Year Group Leaders or the Foundation Stage Deputy..

When making an observation staff need to note:

- Date
- Child's name
- Context (what was said and what was done)
- Possible areas of learning/cross curricular included
- Photograph (if it has been taken)
- Next steps (where applicable)
- Moderation of observations occurs formally during moderation Inset Literacy – Reading and Writing; Maths; Science, during PPA time and informally as necessary.

Resources

- Resources are allocated to classes but need to be **shared** to ensure variation and differentiation occurs, particularly of well used items, e.g. puzzles, games and construction
- The Year Group Leaders identify resource needs according to priorities and discuss purchase of these with Phase Deputy and School Business Manager. A fixed amount is retained for the purchase of perishables
- Reading schemes and maths resources are stored centrally according to the maths

and English policies.

Health & Safety

- Adults need to be vigilant at all times when working in the Foundation Stage
- This includes selecting a good line of vision where all children can be seen within the setting inside or when outside
- Adults should avoid unnecessary lifting of children but in an emergency ensure that the adult's knees are bent and their back is kept straight to limit strain on backs
- All children should be collected at the end of a session by a suitable adult or older sibling as notified by the main carer
- A password system is in place so that if a child is collected by an unknown adult, a password needs to be given before the child will be allowed to leave the school
- In the event of a toileting accident, the support staff in the setting or within the infant department should change and/or clean the child in the first aid room
- Two adults should be present if possible or the door left ajar
- The teacher and parent should be notified of events
- Suitable clothing should be worn at all times for active learning, outdoor play and PE
- This should be PE kit, no jewellery, warm or cool clothing for outdoors depending on the season, and sensible footwear
- Staff need to be aware of pupil to teacher ratios
- This is 1:13 when on the school premises. However when children go out of school it must be a minimum of 1:13 or lower for Nursery pupils and 1:15 for Reception pupils, depending on the needs of each class
- This information can be found in the Health and Safety Policy and in discussion with the Health and Safety officer for up to date information.

Child Protection

- We believe the welfare of the children is paramount
- We work closely with parents to ensure all children are safe and protected at all times
- We are obliged to follow set procedures when we are concerned about a child's welfare
- All staff and helpers in the setting must be fully aware of the school's Child Protection Policy and procedures which highlights the duty of care towards children which adults must follow
- Wherever possible discuss concerns with the parent/ carer first. In more serious cases or if the safety of the child is in any doubt this must be reported immediately to the Designated Senior Person (Mr Michael Henry) or the next available member of the Leadership team
- Cause of concerns must be raised on the day using the school's electronic reporting system Safeguard
- SLT will then decide a course of action in consultation with staff involved and the relevant social services.

Parental Involvement

- Parents are encouraged to be with their child at the start of the day, to help the child self-register and settle to the first activity
- This also provides an opportunity for parents to discuss their child with the teacher
- Parents' views must be sought for the Foundation Stage Profile
- Parents are encouraged to share information with their child throughout the year and at

parents consultations

- Homework is sent home and parents are encouraged to support their child with this
- At the start of each term, information about the term's topics is sent home and parents are given advice regularly on the learning taking place in school with suggested activities that can be carried out at home
- This includes reading, phonics, maths and activities specifically linked to the topics