

## **Grimoldby Primary School Foundation Stage Policy**

### **1 Introduction**

“Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in Early Years has a major impact on their future life's chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance. EYFS (2007) Non statutory framework 1:1

This policy outlines the purposes, nature and management of the Foundation Stage at Grimoldby Primary School. Within this document the term Foundation Stage is used to describe children within the Reception and Nursery Class.

### **2. Our Aims and principles**

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- creating the framework for partnership working between parents and professionals;
- improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;
- laying a secure foundation for the future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

The principles which guide the work of all early years' practitioners are grouped into four themes:

**A unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self assured.

**Positive relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

**Enabling Environments** – the environment plays a key role in supporting and extending children’s development and learning.

**Learning and Development** – children develop and learn in different ways and at different rates and all areas of learning and Development are equally important and inter-connected.

To be Effective, our early years curriculum will be carefully structured. In our structure, there will be three layers:

- provision for the different starting points from which children develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of young children’s needs
- planned and purposeful activity that provides opportunities for teaching and learning both indoors and outdoors

There are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. We understand children do not make a distinction between ‘play’ and ‘work’ and neither do practitioners. Children need time to become engrossed, work in depth and complete activities.

### **3. Admission, Induction and Entry Arrangements**

#### Nursery

Children are admitted into the Nursery in term 1, 3 or 5 following their 3<sup>rd</sup> birthday. They are invited individually to visit the Foundation Stage unit and meet the staff/ Sessions are discussed and an individual start date is arranged.

#### Reception

An induction evening is held for all September entrants for the Reception class near the end of the summer term prior to their admission. All Foundation Stage staff and the Headteacher are present as well as the school nurse. A visit for all the children due into the reception class is held one afternoon near the end of the summer term prior to admission. This includes children from our own nursery as well as other settings.

**Week one and two** – during the first 2 weeks of term, children come into school at staggered start times to give the children the opportunity to settle into their new classroom.

By the end of week 3 all on entry assessments are completed.

A child may be deferred from full time entry following consultation with the Reception class Teacher, parents and Head Teacher, if this is deemed in the best interests of the child. These needs are reviewed.

The Admissions criteria for 2008 –2009 for Grimoldby Primary School have been agreed by the full Governing Body. If the school is over subscribed the Governors will consider children using the following admissions criteria in the order in which they are set out:

- a. Where the child is in public care
- b. where the child has a sibling attending the school but does not take account of siblings who have already left before applying for a place at the school.
- c. Proximity of the child's home to the school with those living nearer being accorded the higher priority. Distance to be measured by a reliable consistent and reasonable method, using driving distance and straight line distance for all applicants. This will be measured by Microsoft MapPoint software between the Post Office address point of the home and the Post Office address point of the school.

The admissions criteria are published in the school brochure and also in the County Council's Publication entitled "Going to School in Lincolnshire" which is updated every year.

#### **4. Session Times**

For Nursery children morning sessions start at 8.30 to 8.45am. and finish at 11.30 am.

Afternoon sessions start at 12.15 pm. and finish at 3.15 pm.

For Reception children School starts at 8.30 to 8.45 am. and finishes at 3.15 pm.

Lunch time is from 12 noon to 1.00 pm.

For both Nursery and Reception children have a morning snack time where milk or water is provided and fresh fruit. Nursery children also have an afternoon snack time of water or milk and fresh fruit.

Hot School meals are available or children may bring their own lunch in a suitable container. Free school meals are available for children whose parents are receiving income support or family credit.

#### **5. Organisation of Classes**

The Reception children are organised into one group of 30 children (maximum). The group is managed by a teacher and a full-time teaching assistant. The nursery children are organised in one group of 26 children (maximum). The group is managed by a teacher and a full time teaching Assistant.

All groups are supervised at all times by a trained member of staff. Small groups working with a parent helper are always supervised by a member of staff. Throughout the day children will have the opportunity to work as a whole class, in small groups and individually. This will take the form of adult led, adult directed and child initiated activities.

The Reception and Nursery classes work closely together, sharing indoor and outdoor areas.

#### **6. The Curriculum**

The EYFS forms the first stage of our whole school curriculum, in which the 6 areas of learning and development form a significant part.

The early learning goals are the end of year expectations for the reception children. They also provide links with Key Stage 1 and the literacy and numeracy frameworks.

The 6 areas of learning and development and what they mean for our children are:

**Personal, social and emotional development**

For children, being special to someone and well cared for is vital for their physical, social and emotional health and well being.

- \* Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people
- \* Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base.
- \* Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others.
- \* Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

**Communication, language and literacy development**

- \* To become skilful communicators young children need to be with people with whom they have warm and loving relationships, such as their family or carers and, in a group situation, a key person whom they know and trust.
- \* All children learn best through activities and experiences that engage all the senses. Music, dance, rhymes and songs support language development.
- \* As children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, reading and writing.

**Creative development**

- \* Creativity is about taking risks and making connections and is strongly linked to play.
- \* Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make-believe.
- \* Creativity involves children in initiating their own learning and making choices and decisions.
- \* Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable. Being creative enables babies and children to explore many processes, media and materials and to make new things emerge as a result.

**Physical development**

- \* Children learn by being active and Physical development takes place across all areas of learning and Development.
- \* Physical Development helps children gain in confidence in what they can do.
- \* Physical development enables children to feel the positive benefits of being healthy and active.
- \* Physical Development helps children to develop a positive sense of well-being.
- \* Good health in the early years helps to safeguard health and well-being throughout life. It is important that children develop healthy habits when they first learn about food and activity. Growing with appropriate weight gain in the first years of life helps to guard against obesity in later life.

### **Problem Solving, Reasoning and Numeracy**

- \* Children's mathematical development occurs as they seek patterns, make connections and recognize relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures.
- \* Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of learning and development.

### **Knowledge and understanding of the world**

- \* Children find out about the world through exploration and from a variety of sources, including their families and friends, the media, and through what they see and hear.
- \* Children need regular opportunities to learn about different ways of life, to be given accurate information and to develop positive and caring attitudes towards others.
- \* Children should be helped to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others when they develop their knowledge and Understanding of the World.
- \* Children should be involved in the practical application of their knowledge and skills which will promote self-esteem through allowing them to make decisions about what to investigate and how to do it.

### **How our Curriculum is planned and delivered**

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all six areas. Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience all of them each day. We plan a mixture of adult led, adult directed and child initiated activities

### **Outside play**

Outside play is a very important part of child's development. Children are given the opportunity to learn outdoors each day. The outdoor play space is securely fenced and provides a safe play space where children can develop all areas of development. Children in the Reception class play in the main school ground at the lunch time and afternoon playtimes.

### **Whole School Activities**

Children have access to the school Library, P.E equipment, computers and cooking facilities.

## **7. Assessment and Record Keeping**

Our assessment procedures are:

Foundation Stage profiles are begun in nursery and move with them to the Reception Class. Children entering the Reception class from other settings usually bring their profile with them. During the first three weeks in school, on entry assessments are carried out by the class teacher and teaching assistant, through observing the children as they play, inside and outside. These are used to plan the next steps for the children. Observations are carried out and evidence collected in all areas of learning.

The Foundation Stage Profile is used to record individual children's achievements. Individual folders are kept to collate and show evidence of children's progress towards the early learning goals. These are shared with the parents at parents evenings and the next steps for the children are agreed. A report summarizing the children's achievements in the 6 areas is sent home at the end of the summer term.

These profiles are also shared with the child's next teacher in year 1, to ensure that transition to key stage 1 is smooth.

If a child transfers to/from another school, information is sent electronically using the national common transfer file(CTF) format for all children.

## **8. Monitoring and Evaluation**

The general principles for monitoring and evaluation are contained in the whole school Assessment Policy. These principles were agreed by all staff. We are involved in the following monitoring and evaluation of the provision within the Foundation Stage. An analysis is undertaken of the On Entry assessment in September. We take part in moderation annually in accordance with County criteria.

## **9. Before Admission**

A school brochure and the "Going to School in Lincolnshire" book are provided for parents who are interested in applying for a place at our school. The school brochure contains information about Early Years provision. All parents are encouraged to visit before putting their child's name on the admission register.

Welcoming booklets are provided as part of the pre-admission package, and each parent meets with the Head or Foundation Stage coordinator before their child is admitted. Each child is expected to visit the nursery class with their parents once before being left for a session unaccompanied. Information on emergency contacts and medical conditions is collected for each child and regularly updated.

## **10. After Admission**

- \* Parents are invited to join the Parent Teacher Association. Details are sent out in letters.
- \* All parents are encouraged to share books with their children at home.
- \* Parents are encouraged to join trips and visits within the community.
- \* Parents are encouraged to share their skills and interests with the children
- \* Newsletters are circulated to parents regularly and are posted on the school's website.

- \* Each parent is invited to meet with the class teacher during the first term to discuss baseline information, this helps to identify the starting point for their child's learning.
- \* Reports are sent home at the end of the school year and the opportunity is offered to discuss these reports and meet with their child's new class teacher. Parent/teacher interviews also take place in the Autumn and Spring.
- \* Parents of children with special educational needs are given support and advice.

## **10. Links with the Community**

### **The Local Community**

We use the following opportunities in the local community:

- \* Visiting local parks, shops and other attractions;
- \* Local businesses;
- \* People in the locality who come to talk to the children (St.Edith's Church, police, fire, nurses, local charities, etc;)

### **Professional and Local Services**

We have strong links with the following services:

- \* The school psychological service
- \* The school nurse
- \* Speech therapy
- \* Social services
- \* Education welfare
- \* EBSS
- \* LSS

## **11. Policy review**

In most of our school policies there is a section about Early Years Foundation Stage. These are reviewed on an annual basis and will be updated in line with EYFS during the current cycle.

**Signed: Mrs. K. Forsyth**

**Date: December 2008**

**Reviewed Date: December 2011**