

WAVERTREE CHURCH OF ENGLAND SCHOOL



FOUNDATION STAGE POLICY

**Foundation Stage Manager
Mrs Susan Hodgkinson**

Belong Believe Achieve

AIMS FOR THE CHILDREN IN THE FOUNDATION STAGE.

“To provide a happy and secure educational environment where the child will have opportunities to learn through play.”

2022/23

RATIONALE

The school invites each child to begin and continue a structured, stimulating and challenging programme of opportunity and experience.

PURPOSE

The agreed Early Years Policy sets out to offer a safe and secure environment that will encourage the child to take the fullest advantage of a wide range of presented opportunities and experiences through an extensive and sensitively introduced curriculum.

GUIDELINES

The Policy sets out to make a satisfactory transition from home to school:

- a) Enable each child to make a satisfactory transition from home to school.
- b) Promote the intellectual, emotional, physical, spiritual, moral, social and cultural development of each child through a well planned and managed curriculum. This curriculum takes account of the child's aptitude to learn through different forms of activity, in particular through active involvement and play.
- c) Ensure that each child has equal and adequate access to this curriculum and that his/her progress is commensurate with his/her developing ability regardless of gender, ethnic or social background or special needs.
- d) Enable each child to make a satisfactory transfer to KS1 by ensuring that he/she has developed sufficient skills, aptitudes and understanding.

ADMISSION

NURSERY

Children can enter Nursery the term after their 3rd Birthday. Parents wishing to place their child in Nursery will need to fill in an application form, which is available from the school welcome area.

RECEPTION

Children enter Reception the academic year of their 5th Birthday

Applications for Reception must be made between 1st September and 15th December before the child is due to start school in the September of the following year. (The closing date will vary each year) Parents at Wavertree C/E are given an application form, "Information for Parents" leaflet and booklet during the beginning of the Autumn term to complete and send away.

INDUCTION AND ENTRY ARRANGEMENTS INTO THE FOUNDATION STAGE:

Prospective Nursery children and their parents/carers are encouraged to visit the setting before they start and meet the staff who will be teaching them.

Reception children will be given a short induction session with their new teacher in the July before they start in the September. A parents meeting will also be arranged to meet the Reception team, school administration staff and the Head Teacher.

INFORMATION FOR PARENT/CARERS

THE SCHOOL DAY

NURSERY

Nursery sessions run from 9.00am until 12.00am. All children must be accompanied to and from school by a person known to the staff over the age of 14. Children will not be released to any person under the age of 14. All parents are asked to inform staff of any changes to the regular person whom picks up the child.

RECEPTION

The school day runs from 9.00am until 3.10pm with lunch time from 12.00-1.00pm. All children must be accompanied to and from school by a person known to the staff over the age of 14. Children will not be released to any person under the age of 14. All parents are asked to inform staff of any changes to the regular person whom picks up the child. Adults unknown to staff must know the password given by the parents before staff will release children.

All children in Nursery and Reception are provided with a healthy fruit snack and a carton of milk during the school day. Water is also available to all children throughout the day. Lunchtime menus are available from the welcome area for children in Reception, or children may bring a healthy packed lunch. All money must be paid into school via Parent App.

ASSEMBLIES

Nursery and Reception children will attend some whole school assemblies and class assemblies on a weekly basis

All Foundation Stage children will participate in Foundation Stage productions. eg Harvest, Christmas.

THE OUTDOOR CLASSROOM

The outdoor classroom is now a legal requirement and has been since 2008. The Early Years Practice Guidance clearly states that

“Play underpins the delivery of all the Early Years Foundation Stage. Children must have opportunities to play indoors and outdoors. All early years providers must have access to an outdoor play area which can benefit the children.”

A recent study identified what provisions quality practice outdoor must include. These included water play, den play, building and construction play, role play, digging and gardening and representational play.

ACTIVITIES

Parents are encouraged to join trips and visits within the community.

Whole school newsletters are circulated to parents each term.

Parents are kept informed of all activities and topics that the children cover on a half termly basis.

Parents are encouraged to share books with their children at home.

Parents are invited to watch Foundation Stage productions and class assemblies.

Regular parents meetings are held to share children's progress.

End of year progress reports are sent home to parents of children in the Foundation Stage.

Parents are invited to themed Stay and Play days each half term.

Parents are invited to come and read a story to the class at the end of the week.

PARENTAL INVOLVEMENT

Parents are partners in children's learning and we value their opinions and the information that they can give us, therefore, parents will be consulted for support with link with outside agencies such as NEYS, in return, school will support and advice parents, when possible, of children with special needs.

CURRICULUM

THE NATURE OF LEARNING

Children learn through play. Play is a child's work and provides vital foundations for future learning. Play is the medium through which the Early Years curriculum is experienced by children. It is a very serious business since it demands from the children concentration, perseverance and mental and physical effort. Young children learn by experience. They need to look, touch, smell, listen taste and explore with a variety of play materials.

Within the group, all children are supported in developing their potential at their own pace. By means of developmentally appropriate activities and adult support, the curriculum leads to Early Learning goals and Curriculum.

The Early Years Curriculum is an active learning programme, which recognises that learning is a social interactive process between the child, adults, materials and the environment.

The programme emphasises:

- _ Positive adult child interaction.
- _ A child-friendly learning environment in which children are free to pursue and develop their ideas and share their discoveries with others.
- _ A consistent daily routine.
- _ Team-based child assessment.

Key elements of this approach include a supportive climate in which control is shared between children and adults, a focus on children's strengths, i.e. what they can do, and know and a problem-solving approach both to work and dealing with social conflict.

Throughout the day adults are able to focus on the unexpected and spontaneous and to look for opportunities to help children clarify their understanding and extend their thinking, for example, by offering additional materials which might help children broaden their goals. The process of education is as important as the content of the curriculum, i.e. when the children are actively engaged in first hand experiences and are able to observe, explore and take risks, they are learning how to learn and are developing self-esteem and independence.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We see this area as of paramount importance, within a secure and stimulating environment children are supported in developing self-esteem and the confidence to work, co-operate and establish relationships with others in a group outside the family.

The children are encouraged to:

- _ Make and express choices.
- _ Demonstrate independence in selecting activities and resources.
- _ Explore new learning.
- _ Take control and responsibility for their actions and needs.
- _ Use initiative and their developing powers of reasoning to solve the problems they encounter in their work.

_ Develop the perseverance to engage increasingly complex play, working sometimes independently and at other times collaboratively with increasing concentration.

The same problem-solving approach applies to areas of social conflict where children are supported in verbalising their feelings, acknowledging and respecting the needs of others and working towards mutually acceptable solutions so that they develop an understanding of both self, and the part they play in a group and of what is right and wrong and why. Adult example and support, activities, stories and the sharing of experiences help to develop an understanding of a range of feelings and care for all living things, property and the environment.

Self-Regulation

The children are encouraged to show an understanding of their own feelings and those of others, and to begin to regulate their behaviour accordingly. They will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children will give focused attention to what the teachers say, responding appropriately even when engaged in an activity, and show the ability to follow instructions involving several ideas or actions.

Managing Self

Children are encouraged to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will be able to explain the reasons for rules, know right from wrong and try to behave accordingly. Children will manage their own basic hygiene needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children will work and play co-operatively and take turns with others. They will form positive attachments to adults and friendships with peers.

COMMUNICATION AND LANGUAGE

Children are encouraged to extend their vocabulary, fluency and listening skills by hearing, participating in having fun with and responding to stories, songs and rhymes, some of which they will commit to memory. Children talk with others about personally meaningful experiences. They plan their work for the session, communicate with others during work time and describe events, objects and relationships when evaluating their work. Adult-initiated activities in small and large groups familiarise children with the pattern, rhythm of language and introduce them to early work on letter and sound recognition. Through role-play the children develop language skills by using different modes and styles of speaking for different people and situations. They need to listen to each other's contributions and learn to play co-operatively.

Listening, Attention and Understanding

Children will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They will make comments about what they have heard and ask questions to clarify their understanding. Children will hold conversation when engaged in back and forth exchanges with their teachers and peers.

Speaking

Children will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children will express their feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teachers.

PHYSICAL DEVELOPMENT

A range of large and small equipment and opportunities, both indoors and outdoors, allow children to develop confidence and enjoyment in the use and development of their own physical skills. Adult support enables children safely to meet physical challenges, developing increasing skill, co-ordination and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools such as brushes, pencils and scissors, to handle small objects with increasing control and precision and to choose the correct tool for the job. Children explore a variety of manipulative toys, which develop manual dexterity by slotting, pushing, pressing and threading.

Gross Motor Skills

Children will negotiate space and obstacles safely, with considerations for themselves and others. They will demonstrate strength, balance and co-ordination when playing. Children will move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children will hold a pencil effectively in preparation for fluent writing – using the tri-pod grip in almost all cases. They will use a range of small tools, including scissors, paintbrushes and cutlery. Children will begin to show accuracy and care when drawing.

LITERACY

We encourage our children to love and respect books. Every day, a member of staff will share books with the whole class and at other times with individuals or small groups as required. We aim to share: fairy stories, poetry, factual books and picture books with the children.

In an environment rich in print and opportunities to write, our goal is to help children to understand the power of the written word as a basis for communication, knowledge acquisition and entertainment.

Comprehension

Children will demonstrate an understanding of what has been read to them. They will anticipate (when appropriate) key events in stories. Children will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

Children will say a sound for each letter in the alphabet and at least 10 digraphs. They will read words consistent with their phonic knowledge by sound blending. Children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children will write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and repeating the sounds with a letter or letters. Children will write simple phrases and sentences that can be read by others.

MATHEMATICS

Mathematics enters every area of the Early Years and the development of mathematical concepts is happening all the time. Through their play and by means of adult-supported practical experiences children become familiar with sorting, matching, ordering, sequencing, recognising and creating patterns and counting everyday objects. Elements of the daily routine such as preparing snacks, counting those present, number games, songs, rhymes and number-related activities such as jigsaw puzzles help children recognise and use numbers to 20 (and beyond, where appropriate). Children use their developing mathematical understanding to solve practical problems and their developing mathematical vocabulary to describe shape, position, size and quantity, simple addition and subtraction, doubling, halving and sharing. Early mathematical concepts are developed such as sorting, matching, colour, shape, size and number.

Numbers

Children will have a deep understanding of numbers to 10, including the composition of each number. They will be able to subitise, (recognise quantities without counting) up to 5. Children will automatically recall, (without reference to a rhyme, counting or other aids) number bonds to 5, (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children will verbally count beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than/less than or the same as the other quantities. Children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

UNDERSTANDING THE WORLD

Past and Present

Children will be able to talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will develop an understanding of the past through setting, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Children will be able to describe their immediate environment using knowledge and observations, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religions and cultural communities in this country, drawing on their own experiences and what has been read in class. Children will explain how similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) Maps.

The Natural World

Children will be able to explore the natural world around them, making observations and drawing pictures of animals and plants. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children will understand some important processes and change in the natural world around them, including the seasons and changing states of matter.

EXPRESSIVE ARTS AND DESIGN

Children are encouraged to use their senses and a wide range of resources in order to express their own ideas and feelings and to construct their individual responses in two and three dimensions.

Art equipment, including paints, glue, crayons, and pencils as well as natural and discarded resources provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. They are involved in planning and decision making, cutting, placing, fixing and fastening. Language skills are developed as children talk about what they have made. At times they are asked to make something to meet given criteria. They have the opportunity to explore a full range of materials and to select the most appropriate materials and make their desired model. They are encouraged to test their work and amend and improve as appropriate.

Children join in with and respond to music, dance and stories and there are many opportunities for imaginative role-play, both individually and as part of the group.

The children will have one music lesson a week but have access to musical instruments on a daily basis.

Creating with Materials

Children will safely use and explore a variety of materials, tools and techniques, to experiment with colour, design, texture, form and function. They will share their creations, explaining the process they have used. Children will make use of props and materials when playing characters in narratives and stories.

Being Imaginative and Expressive

Children will invent, adapt and recount narratives and stories with peers and their teachers. \they will sing a wide range of well-known nursery rhymes and songs. Children will perform songs, rhymes, poems and stories with others, and, (where appropriate) to move in time with music.

PLANNING

LONG TERM PLANS

Long Term Planning should identify the learning opportunities offered by each area of provision.
Identify the resources and organization of these resources to support the intended learning opportunities.
Identify the key experiences that children will develop when playing in the area.
Recognise the importance of the adult role and the quality interaction needed to support and develop children's thinking.

MEDIUM TERM PLANNING

Medium term Planning identifies the learning intentions for a block of time, linking enhancements, experiences and activities to a theme or focus.
Medium term planning should help staff to consider key areas of development.
To identify the key intentions of learning.

SHORT TERM PLANNING

Short term Planning identifies, through observations and assessments, where children are in their development and learning. It identifies adult time and involvement in developing learning, both by support in continuous provision, enhancements and focused activities.

The purpose of short term planning is to ensure that intentions within the medium term plans happen.
To identify the use of staff time so that children gain the maximum benefit from the experiences planned for them.
To identify support for children's individual interests and provide flexibility to adapt to those interests.

To ensure that observations and assessments are made on both individuals and group work to inform future planning.

ROLE OF THE ADULT

To provide a good role model

To provide opportunities to extend and scaffold learning

To teach respect for adults and each other

To involve themselves in learning activities and scaffold the children's learning by asking and answering questions, stimulating the children's curiosity and imagination

To support and develop each child's self esteem; to value children's ideas and feelings

To encourage children to verbalize and represent their thoughts and actions and help them derive meaning in their experiences through reflection

To have high expectations of all children on the basis of genuine belief in their ability to achieve.

ADULTS SHOULD ALSO:

Work in partnership with parents

Recognise own needs

Be aware of the desirable outcomes to enable children to develop understanding and knowledge of the concepts included

Plan together, taking into account the children's previous and subsequent learning

Record children's experiences and progress both informally and formally

Continually evaluate the Early Years provision

ASSESSMENT, RECORDING AND REPORTING

What children can do, rather than what they can't do, is the starting point of their learning

All children have abilities which are identified and recognized

Ensure effective continuity and progression

Observation based assessment informs us of children's development and knowledge and this is recorded in their individual record profiles

We recognize that the process of learning through play is as important as the content and the end product

NURSERY

Informal and formal assessments are carried out on a regular basis. Formal assessments for Mathematics and Literacy are recorded on a target assessment sheets, weekly informal assessments are recorded in children's individual profile documents. Parents receive termly feedback on children's progress and are given the profile document as a momentum of their child's year in nursery. Formal assessment sheets are forwarded to the Reception teacher.

RECEPTION

Informal assessments are carried out on a daily basis. This information is recorded in the children's individual profile document. Formal assessments are carried out six times a year. This information is forwarded to the year one teacher. Professional records are kept in all seven areas of learning and are referred to regularly when planning for individual learning and target setting. Parents receive termly feedback on children's progress and are given the profile document as a momentum of their child's year in Reception.

STAFF DEVELOPMENT, PERFORMANCE MANAGEMENT, APPRAISAL AND SUPPORT

APPRAISAL AND PERFORMANCE MANAGEMENT

The arrangements for performance management, appraisal or professional development include a structured discussion for each member of staff, where achievements are recognized and needs for training identified.

STAFF TRAINING, MEETINGS AND PROFESSIONAL DEVELOPMENT

All staff are involved in training days every year. The dates and focus for these are agreed in advance. Foundation Stage meetings are held regularly during lunchtime break, with all members of the Foundation team present.

Whole school staff meetings are held weekly on a Wednesday and are attended by the Foundation Stage teachers.

Advice and support is provided for volunteers/students/supply teachers by the Foundation Stage staff. The Foundation Stage Manager has overall responsibility.

An induction programme is provided for all newly qualified and newly appointed staff. This includes support of monitoring by a named member of the Senior Management Team, training and opportunities to shadow more experienced members of staff.

MONITORING AND EVALUATING

INDOOR AND OUTDOOR CLASSROOM EVALUATION

Enhancing the classroom when and where necessary to meet the needs of the individual children and topics we are covering.

CURRICULUM EVALUATION

Weekly planning is evaluated and used to provide next steps for the following week.

ANALYSIS OF STATISTICAL INFORMATION

Formal half termly assessments assure that learning is assessed at the correct stage of development for the individual child.

