

BRACKENSDALE INFANT SCHOOL

FOUNDATION STAGE POLICY

Date of Policy	Spring 2015
To be reviewed	Spring 2017
Member of Staff responsible for the Policy	R Collinson

Introduction

At Brackensdale Enhanced Resource Infant and Nursery School we recognise the importance of the Foundation Stage and have identified the need for a policy to promote and celebrate what takes place in this vital part of our School.

Aim

At Brackensdale Infant & Nursery School within the Foundation Stage, we aim to provide a well-planned and resourced curriculum to take children's learning forward and provide opportunities for all our children to succeed in an atmosphere of care and value.

Our Beliefs

At Brackensdale Infant & Nursery School we believe that:

The time a child spends in the Foundation Stage is of vital importance to their future learning.

That education should be child centred, that our efforts should be focussed by their needs and levels of attainment.

That the process of learning to learn is essential if children are to become independent in a lifelong approach to learning.

That, as its name suggests, the Foundation Stage is the bedrock on which subsequent learning must be built. As such quality experiences, teaching and resources at this early point in children's lives not only have great value in the present but also in the future.

That our main stream setting should provide a suitable environment for children's Special Educational Needs to be addressed.

That children enter the Foundation Stage with a variety of experiences provided by parents and carers, which should be built upon and optimised by encouraging a partnership approach between the school, prior setting and parents as we work together in the education of our children.

That our approach learning in the Early Years is summed up in the Early Years Foundation Stage (EYFS) principles which guide the work of all practitioners and are grouped into four distinct but complementary themes:

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

Admissions

Children are admitted into Foundation Stage 1 (F.S.1) in the term after their 3rd. birthday or as soon as places are available. Priority will be given to children aged 4 years of age. Children who will be 5 years during an academic year, start full-time school at the beginning of that academic year.

Organisation

At Brackensdale Infant & Nursery School the Foundation Stage has three settings:

A Nursery (Foundation 1) which provides 52 part time places.

Two Reception Classes (Foundation 2) which offer up to 30 full time places each. Of each of these 30 places, there is provision for up to 3 children with Autism, supported by a Teaching Assistant (T.A.)

The Ark. This specialist setting caters for a maximum of 16 children who are on the Autistic Spectrum. This facilitates inclusion, as appropriate, with the rest of the school. It aims to take children of Foundation Stage 2 (F.S.2) age and upwards. Thus some of the children fall into Foundation Stage provision due to their age whilst others require Foundation Stage provision due to their level of maturation and development.

Staffing,(as at January 2015)

Setting	Teachers	Teaching Assistants
Nursery	1	3
Reception	2	2
The Ark	2	7

Planning & Curriculum

We follow the Early Years Foundation Stage “Development Matters” which divides the curriculum into seven areas of learning.

<u>Prime</u>	<u>Specific</u>
<ul style="list-style-type: none"> • Personal, Social, Emotional Development. • Communication and Language • Physical Development 	<ul style="list-style-type: none"> • Literacy. • Mathematics • Understanding the World. • Expressive Arts and Design

Within F.S.1 topics follow the interests of the children as they emerge within child initiated learning. Within F.S.2 the following themes are used as a flexible starting point from which to stimulate learning.

Term	Autumn	Spring	Summer
Title	Altogether Now	Enchanted Lands	Outdoor Detectives
Content	Ourselves Being together as a new class Celebrations	Traditional Tales	Exploring Environments Water, Forest, Farm, Park, School, Town etc.
Hook	Entering into a new setting with lots of new people	Story Teller	Sherwood Pines Forest Park or Visit to a different environment.
Celebration	Christmas Production	Be “Story Tellers” in their own session.	Markeaton Park Camping Day

Medium Term Planning is scrutinised by subject coordinators ensuring they maintain a total overview of coverage from Foundation to the end of Key Stage One. This planning is also monitored on a termly basis by the Foundation Stage Coordinator and Head Teacher to ensure balanced coverage within each setting and across the Stage.

Short Term Planning is communicated to all staff within the setting and is considered to be an open document. All planning aims to be functional and reactive to the children’s achievement, problems and interests.

Other Agencies

We have provision for 2 year olds on site. This is through partnership working with a private company. Thus parents and children have some contact with school prior to them being admitted to nursery.

The Foundation Stage also has links and works with the following agencies when appropriate:

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|--------------------------------|---------------------------|
| Contenance Nurse. | Health Visitors |
| Speech and Language Therapy. | Educational Psychologists |
| School Health Service. | Physiotherapists |
| STEPS. | Occupational Therapists |
| Social Care and family support | |

Teaching Methods.

Please refer to the Brackensdale Infant & Nursery School Teaching and Learning Policy.

In addition to the above, due to the developmental stage and age of the children, much of the curriculum is delivered through investigation, exploration and experimentation afforded by the use of structured and free play. The curriculum is delivered in an integrated fashion across the foundation stage with an introduction of guided reading and writing sessions, dedicated numeracy time and discrete phonics lessons as appropriate.

The principles of Brain Gym, Learning To Learn and Accelerated Learning are used at an appropriate level. Underpinning all the above are the Characteristics of Effective Learning as originally laid out in the 2012 EYFS document.

Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’	Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things
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Transition of Children

Into Nursery

Children come into the setting for a pre-arranged hour long visit accompanied by their parent/carer, prior to starting nursery.

Further informal visits may be offered as appropriate.

Smooth Transitions document is completed by parents/Child and staff.

Into Reception

Children visit their Foundation 2 classroom for at least two sessions at the end of the term before they are due to begin full time school.

The reception teachers also visit the children in their Foundation 1 class for a session.

Smooth Transitions document is completed by parents/Child and staff.

In the case of Enhanced Resource (E.R.) children, a gradual transition can be used, whereby the child visits for increasing periods of time building up to a full session. This can be in the company of an established carer, who gradually withdraws. The length of this process is not fixed to allow flexibility according to the needs of the child. Although, generally speaking this period is kept to a minimum.

Out of F.S.2

Children visit their year 1 class on several occasions for stories and longer visits under the supervision of their new teacher and T.A.

The Year 1 teacher will visit the children in the F.S.2 setting to undertake observations and discussion with the F.S.2 staff.

Smooth Transitions document is completed by parents, the child and staff.

Links with parents.

Nursery

Informal visit when the child's name is put on the waiting list.

Parents are contacted by letter, in the term prior to a place becoming available.

Smooth Transitions document is completed by parents/child and staff.

Parents accompany children on a prearranged visit to nursery which lasts for an hour.

Through the year, workshop events are organised so that parents can spend time in the nursery working alongside staff and children.

Reception

Parents are invited to attend an induction meeting prior to their child starting Foundation 2. At this meeting details of expectations and requirements are explained to the parents. Parents also have the opportunity to meet the class teacher and support staff.

Smooth Transitions document is completed by parents, the child and staff.

Parents are invited to bring their children into the F.S.2 classes and stay with them for the first 10 minutes of each day. During this time activities are provided which are developmentally relevant to the children and easily replicated at home. Parents are encouraged to get actively involved during these sessions.

Fortnightly parents' meetings are held once the children have entered Foundation 2 to explain how phonics, numeracy and literacy are taught. As part of these meetings advice is given as to how parents can support their children at home.

Parents are invited to attend workshops such as Diwali and Maths.

Inclusion

Refer to the Brackensdale Infant & Nursery School Special Educational Needs and Disability (SEND) Policy

Assessment & Recording

In F.S.1, "Ages and Stages" from "The Early Years Foundation Stage Development Matters" document is used to baseline the children within the first week of admission. Children are re-assessed every 6 weeks, in line with school policy, and data is recorded electronically using the 'O Track' system. Data is then analysed.

This process is continued throughout F.S.2, and is used to inform planning; highlight areas of weakness to address and inform parents of the progress their child is making.

In keeping with the EYFS documentation, observations are made to support these judgements. These short observations are recorded on the observation sheets. Each child will have at least 6 short observations per ½ term and one long observation per term. Annotated photographs and samples of work may also be used as evidence. Learning Journeys are also used to provide evidence of children's achievements and next steps in learning.

Reporting

Parent consultations will be held each term, using the smooth transitions summary of learning sheet as an agenda. An exit report is compiled for children on leaving Nursery (Foundation 1.) A written report will be sent home to parents in the summer term of F.S.2.

Parents of children with Special Educational Needs will receive further information in line with the requirements of the SEND code of practice.

The Early Years Foundation Stage assessment data is reported to the LA at the end of the year, in line with requirements.