

St John the Baptist Catholic Primary School, A voluntary academy

Foundation Stage Policy

December 2017

School Mission Statement

*St John the Baptist Catholic Primary School is rooted in the local Catholic Community with which it shares beliefs and values.*

*Christ is the way, the truth and the life.*

*Our school is a welcoming, Christ-centred community, committed to the development of faith and worship.*

*Our mission is to provide a loving and stimulating environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.*

*Our children will be encouraged to develop an awareness and respect of others as well as themselves, as we all journey through life with Christ.*

**Basic information and organisation:- Staffing:**

Foundation Stage Leader/Early Foundation Teacher: **Miss Berni Noone**

Late Foundation Teacher : **Mrs Sue Spittle**

Nursery Nurse : **Mrs Jane Robinson**

Teaching Assistants : **Mrs Tracy Coney, Mrs Caroline Hill**

**The role of the practitioner -**

- All staff are responsible for planning and resourcing a stimulating and aesthetically pleasing environment, both indoors and outdoors.
- All staff will support and extend children's learning through planned, purposeful play activities, based on the children's interests.
- All staff will develop and extend children's language and communication skills through high levels of interaction.
- All staff are responsible for observing and evaluating, recording and reporting what children learn.

**The role of the key worker**

Each child has a key worker.

In Early Foundation, the key worker will be either the teacher or teaching assistant, under the guidance of the teacher.

In Late Foundation the key worker will be the class teacher or the Nursery Nurse.

This adult is responsible for settling the child into their new class and for making observations of the child's activity and progress. (S)he will collect work samples, photographic evidence, quotes, short

and long observations and any other evidence necessary, in order to track the child's progress through the Development Matters Bands and Early Learning Goals, as appropriate. (S)he will set targets or indicate next steps of learning.

### **Staff development and training -**

Class teachers will attend five in service training days each year. These will be determined by the Head teacher and the senior management team and will be determined by priorities on the School Improvement Plan. Further training courses may be arranged depending on availability and budget for all staff within the Foundation Stage.

### **Admissions**

St John the Baptist Catholic Primary School follows the admissions procedure set out by our own admissions policy. This coordinates with Wakefield LA dates.

### **Number of places Nursery:**

**AM:** 26 places part time

**PM:** 26 places part time

**Reception:** 30 places full time

### **Timetables and routines- Nursery session times:**

**AM: 8.45 – 11.45am**

**PM: 12.30 – 3.30pm**

Parents are encouraged to accompany their children into Nursery, help them with the beginning of session routines and settle them at their first activity. At the end of the session, Parents are politely asked to collect their child's belongings and then wait at the door. Nursery staff will send the children out of Nursery when they can see someone is there to collect the child. This system is for health and safety reasons. We operate a password system across EYFS when unfamiliar adults come to collect children. Opportunity is given at these times to talk to practitioners about their child's progress and children's Learning Journey files are always available for Parents to have a look at.

### **Nursery Provision**

Children in Nursery have free access to all areas of the provision, both indoors and outdoors. They are brought together at least once during the session as a large group. During this time they will share stories and learn some basic literacy concepts, learn about number through games, songs and rhymes, have music sessions or circle time.

### **Reception session times:**

**Start time: 8.50am**

**Lunch time: 12.00 – 1.10pm**

**Finish time: 3.15pm**

For the first couple of weeks of the new term in September, Parents are encouraged to spend a few minutes at the beginning of the day settling their child to an activity in the classroom, sharing learning opportunities with their child, or perhaps speaking briefly to the class teacher. If Parents

wish to discuss something at length or wish to discuss a confidential issue they are free to make an appointment to see the class teacher after school.

After the first couple of weeks, parents should leave their child at the gate to Late Foundation where a member of staff will be waiting to take them into the cloakroom.

### **Late Foundation Provision**

Children in Late Foundation have access to outdoor play as they have been accustomed to in the Nursery. The practitioners enhance the areas of provision with activities that follow the children's line of enquiry and interests. Many of the activities are cross curricular in nature, play based, practical and continue to utilize the areas of continuous provision, both indoors and outdoors, as well as taking into account the children's interests.

### **Our EYFS Pedagogy**

In our setting the practitioners ensure that children are valued as individuals, safe and well cared for. We aim to provide a happy, fun and challenging environment.

We understand that children's choices and interests are the driving force for building knowledge, skills and understanding.

We support children to build positive identities through managing and taking risks, having a go, developing resilience and promoting a 'can do' attitude.

Through high quality provision, we are laying the foundations for the children becoming independent, active, lifelong learners.

### **Aims and objectives -**

The Foundation Stage at St John the Baptist Catholic Primary School follows the whole school aims and also has the following as specific early years aims and objectives for the very youngest children.

- To create a warm, friendly and co-operative relationship between home and school.
- To build on the foundation laid in the early years at home with the family.
- To provide a secure, stable and caring environment, within which each child can grow and mature socially, emotionally, intellectually and physically and so develop into people who have respect for themselves, others and their environment.
- To provide opportunity for each child to observe, experiment, investigate, discover and consolidate, both independently and cooperatively.
- To promote children's communication skills.
- To encourage children to enter the world of the imagination.
- To enable children to encounter new experiences with curiosity, enthusiasm and confidence.
- To encourage children to form stable relationships with other children and adults and so develop a sense of belonging to the wider school community.

### **Learning experiences – the curriculum**

#### **The Foundation Stage**

The Foundation Stage at St John the Baptist Catholic Primary School begins when children reach the age of three. The Foundation Stage curriculum is based on the **Early Learning Goals** and progress can be tracked through the **Development Matters Bands**. The Early Learning Goals and the Developmental Stages are set out in 'Early Years Foundation Stage'. The curriculum consists of

all those experiences planned and provided by adults to support all areas of the child's development. Children in the early years learn by playing, talking, observing, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

### **Principles**

- Effective education requires a relevant curriculum and practitioners who understand and are able to implement curriculum requirements.
- Effective education requires practitioners who understand the rapid physical, intellectual, emotional and social development of children in the early years.
- Practitioners should ensure that all children feel included, secure and valued regardless of culture, gender, ethnicity, religion, disability or special educational need.
- Experiences should build on what the child already knows and can do.
- Parents and practitioners should work together in partnership
- An effective curriculum should be carefully structured to provide for planned experiences and self initiated activities.
- Practitioners should use a variety of strategies which include sensitive direct teaching which stimulates children's interest, observation, sensitive intervention, modelling and skill support, whilst maximising children's opportunities for autonomous learning.
- The learning environment should be well planned, both indoors and outdoors, to allow children to have rich, stimulating and autonomous experiences.

### **The Learning Environment**

Each classroom in the Foundation Stage department is set out in areas, which denote the areas of continuous provision. Some of the areas you may see are outlined below:

- Sand
- Water
- Construction
- Craft
- Home bay
- Small worlds
- Malleable materials
- Paint
- Music
- Mark making
- Mathematical activity
- Computer
- Book corner

Each area is designed to be aesthetically pleasing, stimulating, well-resourced and clearly labelled, enabling children to access equipment relative to their self-initiated or adult led activity, thus enabling them to be autonomous learners. Each area is rich in examples of literacy and numeracy to enable children to assimilate these aspects into their play. Children have access to these areas during periods of free flow play and adults also plan play based learning experiences, which utilize these areas of continuous provision. Children are encouraged to develop independence, take responsibility for their environment, to respect the equipment and to follow procedures where appropriate. Children are expected to tidy away their equipment and leave the area ready for others. Children also have opportunity to use a similar environment outdoors, which also provides for physical activity. As indoors, children are encouraged to be autonomous learners and are given opportunities to incorporate literacy and numeracy into their play.

### **Planning –**

Planning takes into account the interests of the individual children and individual's next steps of learning. Plans are written weekly, with ongoing daily tweaking. Daily dialogue between practitioners is constant and is highly valuable in planning next steps in the children's learning.

### **Learning and teaching strategies -**

Through well planned activities and a pleasing and well organised environment which promotes free flow play opportunities, children are encouraged to be active, imaginative and creative learners. Confidence, independence and positive self-esteem are promoted by staff who actively consider the levels of sensitivity, stimulation and autonomy they offer the children in the learning process. Staff use a range of teaching strategies including whole class teaching, small group and individual work.

### **Assessment, recording and reporting -**

Practitioners use an I-pad based system of continuous assessment based on observation and work sampling. In this way, children's progress can be tracked through the Development Matters Bands and Early Learning Goals and on into the National Curriculum as appropriate. Foundation Stage practitioners gather evidence of learning and record progress in the child's learning journey file, which is emailed to parents at intervals throughout the year. At the end of the Reception year the Reception teachers write a summative report to Parents, identifying learning covered, progress made and targets for future learning. Practitioners will assess whether the children are emerging towards the Early Learning Goals, have reached the expected level of development or are exceeding the Early Learning Goals.

### **Equal Opportunities and Special Educational Needs -**

Resources in the Foundation Stage department represent both genders, a range of cultures and are accessible to children who may have disabilities. Activities promote positive images of the multicultural society in which we live. Staff work hard to promote non stereotypical images and role models. All children, regardless of gender, ethnicity, culture, religion, ability or disability, are encouraged and supported in order that they can access the curriculum in ways that are meaningful and relevant and will enable to make appropriate progress. Children who have special educational needs are monitored and supported through the whole school policy and the DfEE code of practice for identification and assessment of children with SEND.

This sets out:

- The necessity to address SEND.
- The need for all children to access broad and balanced curriculum.
- The expectation that children with SEND should, wherever possible, be educated alongside their peers.
- The need for early intervention, with the involvement of outside agencies where necessary
- The need for positive partnerships between Parents, children, school and all agencies involved.

The SENDCO for St John the Baptist Catholic Primary School is **Miss Berni Noone**

### **Parental partnership, home and community liaison**

All staff acknowledge that parents are the first educators of their children and that when the child enters the education system we must work together if the child is to reach his or her full potential. The nursery staff go out on home visits prior to the child starting nursery. This develops a partnership between school and home very quickly. It also ensures that the children meet staff in a familiar setting.

Parents are invited to a formal meeting prior to their child entering Late Foundation, when staff share practical information and philosophy for teaching and learning. Prior to entry to Nursery, children may also be visited at their feeder settings and in this way, the school begins to make links with the wider community. Close links have been established with Early Birds Daycare. Parents are regularly informed about the learning their child will be engaged in and are encouraged to be involved in and support their child's learning at home. In Late Foundation parents are encouraged to support their child's learning by hearing them read, practising key words and by helping with numeracy tasks at home. Parents are free to discuss any problems or celebrate achievements with the staff.

### **Safeguarding -**

The Foundation Stage complies with the whole school safeguarding policy.

**Mrs Sue Spittle and Miss Berni Noone are deputy safeguarding Leads**

### **Pupil Premium**

The Foundation Stage complies with the whole school pupil premium policy.

### **Transition to Key Stage 1**

The following steps will be followed as children transfer to KS1:

- Reception staff will meet to formulate class lists for the YR1 classes, taking into account the balance of boys and girls, differing abilities and friendship groups.
- Reception Staff and YR1 staff will then meet to share information about specific children.
- During the last week the children will visit their YR1 classrooms as well as the KS1 staff visiting the children in their existing classes.

Staff will pass on all records:- Personal information on individuals (medical information, etc), FS exit data, learning journey files, copies of reports, reading records, phonics records and other assessment data.

**Policy written by Sue Spittle (Foundation Stage Leader) September 2016.**

**Policy updated by Berni Noone (Foundation Stage Leader) December 2017.**