



Flourish and grow with responsibility, respect and resilience

'As I have loved you, so you must love one another.'

John 13:34

Harleston C of E Primary Academy

Foundation Stage Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	9 December 2020
Review Date:	December 2021
Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
4	Aims and Ethos	Curriculum Intent.	20/11/2020
4	Play Based Teaching and Learning	Curriculum and provision.	20/11/2020
5	Admission Arrangements	Covid-19 Restrictions	20/11/2020
6	Partnership with Parents and Carers	Covid-19 wording	20/11/2020
9-10	Transition	Covid-19 Wording	20/11/2020

General Policy Roles and Accountabilities

The Diocese of Norwich St Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

The Foundation Stage at Harleston Church of England Primary Academy

Ethos and Aims

Through the implementation of this policy, Harleston C.E. Primary Academy aims to:

Curriculum Intent:

- Meet *all* the needs of *all* our children so they are happy, curious, and creative and have a thirst for learning.
- Develop resilient, articulate, confident individuals with high self-esteem, ready to embrace life's challenges.
- Support children in building relationships through the development of social skills such as cooperation, self-regulation and sharing.
- Provide a curriculum that enables independence, supports early language and communication skills and offers opportunities for stimulating discussions, conversations and wonder.
- Have children who show respect for each other, their communities and the environment.
- Empower children as individuals to meet their own needs and enjoy their learning experience whilst achieving the early learning goals.
- Have access to the outdoors all year round and learn about and from nature, having the opportunities to be safely adventurous.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential. We firmly believe that the Early Years cannot function without the enduring support of parents.

PLAY BASED TEACHING AND LEARNING

We follow the Early Years Foundations Stage Framework which is underpinned by four main Themes and three Characteristics of Effective Learning and has three Prime areas of learning and four Specific areas of learning.

The seven areas of learning and development shape the education in our Early Years setting and all sections are interconnected and important.

The three 'Prime' areas of learning and development:

- Communication and language - Listening and attention, understanding and speaking
- Physical development - Moving and handling and health and self-care
- Personal, Social and Emotional Development - Self-confidence and self-awareness, managing feelings and behaviour and making relationships

The four 'Specific' areas of learning and development are:

- Literacy – Reading and writing
- Mathematics – Numbers, space, shape and measure
- Understanding the world - People and communities, the world and technology
- Expressive arts and design - Exploring and using media and materials and being imaginative

Our curriculum and provision provides learning spaces and experiences that are tailored to the needs of our children, enabling them to play, practise, repeat, experiment, discover and explore. Our classrooms are organised to allow children to make choices independently deciding on what they will use and how they will use it in their play. We offer a balance of adult and child led learning and topics of learning are initiated from the children's interests, follow the Christian calendar and promote an understanding of caring for the world and environment. We develop the children's wider knowledge of the world by celebrating festivals and events from other religions too.

Our daily interactions and provision enable children to:

- Make connections in their learning;
- Embrace new experiences and challenges with a positive attitude;
- Become executive functioning;
- Reflect on what they have already learned.
- Explore, develop and represent learning experiences that help them make sense of the world.
- Practice and build on their own ideas, concepts and skills.
- Learn how to control impulses (self-regulate) and respect each other and their feelings.
- Form positive relationships with the adults in the class and with their peers, building strong bonds and friendships.
- Be alone, alongside others, and co-operate as they talk or rehearse their feelings.
- Take risks and make mistakes in a secure and safe, yet challenging environment.
- Think creatively and imaginatively with contextualised learning situations.
- Develop their speaking and listening skills and communicate with others as they investigate and solve problems.
- Re-live or express experiences in controlled and safe situations.
- Have FUN! And enjoy school and all it offers.

As children grow older, and as their development allow, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for moving onto Year 1.

ADMISSION ARRANGEMENTS

- The school admits pupils in line with the Admissions Policy.
- The Nursery has the capacity for three intakes – September, January and Easter depending on available places. Children have the opportunity to start Nursery in the term after they are three years old.
- In Reception, all children are entitled to start school full time. Those born between February and August have the option of remaining part time up until the end of the Autumn term and become full time in January.
- There are currently two Reception classes situated next door to each other. The Nursery is next to one of the Reception classes.
- Covid-19 restrictions have inhibited the school Nursery children from mixing with the Reception children but prior to this, our children had numerous opportunities to mix with the Reception children and staff and familiarise themselves with the Reception classes, outdoor

area and main school playtimes and attend whole school special events. Hopefully this will return once restrictions allow.

(Prior to Covid-19)

- Welcome meetings/evenings are held for parent/carers
- Welcome to Nursery/Reception information booklets are given to all parent/carers.
- All About Me pupil profiles are completed by parents via Tapestry, providing information to enable us to support the 'whole' child.
- Come and Play sessions are held each half term in both the Nursery and Reception.
- Taster Days are offered to children about to join the school's Nursery and Reception classes.
- Teaching staff make visits to the feeder pre-school, Nursery providers during the Summer term.
- Home Visits are offered to all parent/carers and children in the Foundation Stage. These take place during the first weeks of the Autumn term.

PARTNERSHIP WITH PARENTS AND CARERS

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

Prior to Covid-19 the below applied but currently all liaison takes place virtually.

- We provide a warm welcome to parents and carers and encourage them to look round the school and ask questions prior to making a decision about their child's' education. A School Prospectus, Nursery Brochure and Reception Booklet are distributed as applicable to parents and carers.
- Welcome meetings are held for the parents and carers of children starting our school.
- Home visits are arranged for all Foundation stage parent/carers prior to joining the school.
- We encourage parents and carers to come in at the beginning of sessions and stay for a few minutes and share any information about their children with their key person. If a more detailed talk is required and the matter is not urgent staff will arrange a suitable appointment.
- We operate an open door policy and value the input of parents/carers and the children themselves. Questionnaires are given out termly to take into account all views and these are actioned as necessary.
- General school newsletters are given out fortnightly and all Foundation Stage parents receive a weekly newsletter specific to the Foundation classes. These inform parents of special events, adult directed learning and dates for the diary.
- Story time in class with parents once a week.

- Class led assemblies.
- Celebratory assemblies such as Mother's and Father's Day.
- Opportunities for SMSC – Fundraising events, sponsoring, celebrations of different festivals and extending children's knowledge of the wider world.
- Helping my child to read sessions.
- Tapestry, on line Learning Journeys provide regular updates and feedback on successes and areas for development.
- Parental contributions are encouraged on Tapestry and parent/carers are invited to complete termly questionnaires relating to their child's education and the provision on offer.
- A home/school link booklet is used for two-way communication.
- A reading record book is used as an exchange method re their child's reading progress.
- Come and Play sessions are held half termly – Parents are invited in to play with the children and if they like, help lead adult directed activities eg clay, craft, reading or cooking and watch performances by their children. They also have the opportunity to look at their child's books and access teaching and learning sessions focussed on different areas of the curriculum.
- We fully appreciate the skills and expertise that parents and carers bring to the setting and use them whenever possible.
- Parents and carers of children in Nursery and Reception receive a comprehensive typed report at the end of the summer term, in line with the rest of the school along with their Learning Journey.
- Parent information evenings take place in the Autumn and Spring term.
- Parents are welcome to consult with the class teacher at any time in the school year, formally and informally.

INDOOR AND OUTDOOR PLAY

Light, airy, welcoming and open spaces are a feature of our Early Years as are natural colours and furnishings. They help us create a calming, safe and secure space that helps the children feel free while at the same time enabling them to concentrate better when they need to. We aim to provide a stimulating, challenging environment which is a home away from home.

It's a warm and friendly place where children are encouraged to explore, have fun, play, talk and learn together. It's a place where they can listen and find their own space if they need it. And it's a place where they can take some time just to 'be' discovering the value of self-reflection. Our environment is a place where children develop into happy, confident and independent individuals.

The Reception classes share a fenced off outdoor area with all weather NOMOW, artificial grass and two small patio areas. There is an organic garden, mud kitchens, sensory garden, large sand pits, construction toys, writing area, water play and the opportunity for children to explore and discover.

We have class pets including African Land Snails and guinea pigs. Children are pet monitors and take on the daily tasks of caring for the pets. The Nursery has their own enclosed outdoor area which incorporates a small grassed area and small hill and hard surface. They also have a role play shed, willow den, crates and water canals to build with and an outdoor sand pit, mud kitchen, minibeast area and large climbing frame and balance trails.

ASSESSMENT

Assessment plays an important part in helping practitioners recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents are kept up-to-date with their child's progress and development through Tapestry on line Learning Journeys and the staff will address any learning and development need in partnership with parents.

Formal observations during the first few weeks in Nursery and Reception classes provide assessment on entry to help track progress and only take place once the children have a high score on the Leuven scale. Data grids are updated in December and at Easter and data is analysed to identify vulnerable children and put in place strategies and interventions to support their next steps in learning and development.

Assessments are used to shape learning experiences for each child and track their progress and identify areas of concern and provide personalised teaching, liaison with parents, other agencies to support their developing needs.

During the final term in Reception, each child is assessed against the Early Learning Goals and Foundation Stage Profile and a formal report is written providing a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Discussions take place and information is passed on to the Year 1 teachers regarding levels of achievement against the Early Learning Goals at the end of the academic year. Moderation with Year 1 colleagues, across the MAT and cluster schools take place re Emerging, Expected and Exceeding achievements ensuring consistency in judgements made.

STAFFING

Harleston C.E Primary Academy has a robust Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receives induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, use of photography, data, child protection, and health and safety.

Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

There are 2 Reception classes led by Early Years specialised teachers and 1 Nursery teacher alongside highly qualified Teaching Assistants.

There are two paediatric full first aiders within the Early Years setting and this is renewed every three years.

A range of other adults work within the Foundation Stage during the year to give the children a variety of adults to engage with, for example SNITT students as well as City College students, parent helpers, work experience and other community volunteers. All adults working within the classes are DBS checked as per our main school Safeguarding and Welfare requirements. Parents are also informed of new visitors to the class via the weekly newsletter.

INCLUSION

Harleston C. E Primary Academy values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child, (Personalised Planning) and support them at their own pace.

The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

HEALTH AND SAFETY

- A first-aid box is located in the Nursery and Reception class.
- Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- The school's Administering Medication Policy outlines the procedures for administering medicines.
- The class teacher or member of teaching staff will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- Any food or drink provide to children is healthy, balanced and nutritious.
- Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- Fresh drinking water is available at all times.

TRANSITION – from feeder settings into Nursery

Virtual due to Covid-19

- Staff make visits to feeder pre-schools and Nurseries.
- Photograph Passport left with the pre-schools and Nurseries.
- Uniform and book bags left for exploratory play and familiarisation.
- Feeder Nurseries pass on transition data/learning journals.
- Welcome Meeting for all new parents to the school

- Taster Sessions (x3) – children invited into Nursery to stay and play and experience Nursery session.
- Home Visits offered to all parents.
- ‘All About Me’ Profile booklet completed by parents to ensure we know the ‘whole’ child and passed on/updated throughout their schooling.
- Nursery and school brochure given at Home Visit/Welcome Meeting.
- Tapestry on line Learning Journeys set up for each child.
- Information sharing with other settings form given out at Home Visit.
- Children requiring extra support will have additional visits/meetings to ensure a smooth transition.

TRANSITION – from Nursery to Reception

Virtual due to Covid-19

- Parents are invited to a Welcome Meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- All parents are offered a Home Visit and encouraged to complete an ‘All About Me’ Profile booklet. It is used to support transition, to inform planning and continues and is updated with the child throughout their time in school.
- The school’s Nursery children are invited to play in the Reception classes once a week Spring term onwards and enjoy whole school playtimes.
- Nursery children are invited to bring in a packed lunch/have their snack in the school hall in preparation for lunchtimes in Reception.
- Children are invited to a Changeover morning towards the end of the Summer term.
- Meeting time with the Nursery staff for information sharing session.
- Children requiring extra support will have additional visits/meetings to ensure a smooth transition.

TRANSITION INTO YEAR 1

Curriculum Transition –‘School Readiness’

- Summer term – Whole class writing
- Handwriting books for all
- Joined up cursive handwriting for those children ready
- Liaise with Year 1 teachers to see areas to work on in Maths
- High expectations working at Year 1 National Curriculum level for more able children in Maths
- High expectations re amount of written work, encourage adjectives, narrative writing
- Profile scores – moderation of work with Year 1 teachers and against the Early Years exemplification

TRANSITION INTO YEAR 1 – ‘WELL BEING’

- Summer term – Reception children into Year 1 classes for story time
- Year 1 teachers into Reception for whole class writing – Exciting news
- Spend a day in Year 1 whilst Year 1 children on school trip
- Come and Play session in Year 1 class for Reception children and their parents with Year 1 staff. Focus ‘Moving on’ craft activities led by Year 1 teachers. Time for teachers to bond with parents
- Changeover Day
- Start of Autumn term – Reception TAs to meet and greet at start of the day to help settle the children whilst Teachers on Home Visits
- Teachers exchange information, share areas of concern, for development and assessment
- ‘All About Me’ Profile booklet shared with and passed onto Year 1 teacher. This follows the child throughout their time in school and is updated as necessary
- Home Visits as necessary to any vulnerable children with Pastoral Care Worker

Reviewed and updated 20.11.2020

By Beverley Beaumont

Foundation Stage Leader