

CAVERSHAM PRIMARY SCHOOL



The Foundation Stage Policy

Date: June 2018

To be reviewed: June 2020

The Early Years Foundation Stage covers children from the age of 0-5 and continues until the end of the Reception year.

At Caversham Primary School we cater for children aged 4-5 in our Reception classes. Most children are likely to have been at other feeder settings such as local playgroups and nurseries prior to starting at Caversham Primary School.

At Caversham Primary School we believe that:

- each child is a complex and unique individual
- children are active learners who learn through play
- children's personal, social and emotional development and communication and language is fundamental to learning in other areas
- children's learning is greatly enhanced when they are actively involved in their own learning
- partnership with parents and carers informs and celebrates a child's progress and achievements
- managing play as a powerful vehicle for learning requires knowledge, skill and commitment

These beliefs are shared across the school with the understanding that many of the skills and attitudes develop in the early years within school.

Intake

The 2 Reception classes will consist of 30 pupils in each class.

Places are offered using the criteria set by the authority and in line with the school Admissions policy administered by the Governors' Admissions Committee.

We have 5 main feeder settings but also receive children from a variety of nurseries in Reading. In the academic year 2018-19 many children in the cohort have come from outside of the school catchment area.

Most children will start school full time in the September of the academic year of their 5th birthday. In certain circumstances, if discussed and agreed by the school, a place can be deferred until January. For a small number of pupils, part-time education is an option up to October half term. The Governors will review this on an annual basis in conjunction with Reading Borough Council.

New Intake

Parents play a profoundly important role in their children's development and education. The new children and their parents are supported at Caversham Primary School through maximising communication at all levels. This is achieved by:

- a 'New Parent Information Evening' presented by the Early Years Leader and Reception teachers (delivered before the children start school.)
- an information pack (covering educational and administration issues e.g. school meals) given to all new parents
- Meet and Greet morning in the preceding term for pupils to visit their new classroom and meet their peers and new teacher
- offering Home Visits in September where parents can opt for a visit from Reception staff before the start of term. This allows children to get to know the staff and parents to ask any last minute questions.
- the Foundation Stage staff visiting key feeder settings

- a buddy system - Year 5 children are paired up with a Reception child during playtimes and their support continues for a few weeks until friendships are established and pupils are settled
- a gradual introduction into whole school playtimes and school assemblies
- handwriting and reading sessions for Reception children's parents are organised during school hours each term by the Lower School Co-ordinator. The aim is to inform parents how best to help their child and to become familiar with school policies, routines and practices.
- weekly Reception Newsletter and school letters
- Home/ School books for daily communication
- encouraging parents to contribute towards the child's profile by sending home Learning Journeys termly and asking parents to complete a comment and picture slip of the child sharing their Learning Journey at home.

Throughout the Foundation Stage we encourage parents to enjoy books with their children and to celebrate their own child's success and achievements each and every day. We also invite parent readers in to school each week to read with groups of children. This allows our children to have three opportunities each week to read in school.

Class organisation

The Assistant Headteacher (EYFS and KS1) is responsible for the placing of children across the classes.

In principle we aim to balance the classes in term of

- *Age
- * Ability
- * Nursery setting
- * Sex
- *Special Needs

The school is committed to providing an inclusive setting. Within the school we provide support to enable all children to learn. Specific support is given to children with Special Educational Needs, English as an Additional Language, disabilities and children with medical needs, to enable them to access the curriculum.

Staffing

The Assistant Headteacher (EYFS and KS1) is responsible for the Foundation Stage and attends regular training and feeds back key issues to the Reception Team and School Leadership Team. Job descriptions are provided for all staff.

Each Reception class has a full time Early Years Practitioner. In addition to this, a part-time Early Years Practitioner is timetabled to provide extra support across classes and outdoor area.

The outdoor play area is available to children every day. The children have opportunities for free-flow play across the outdoor play area and both classes on 'Wander Wednesdays'.

Continued personal and professional development of staff is key in providing all children with exciting learning opportunities and environments. All staff receive regular training through in-service days and external training opportunities. All staff working in the Early Years Foundation Stage hold a Paediatric First Aid certificate.

Intimate Care

At Caversham Primary School we are keen that all children start school able to use the toilet independently and confidently. We fully accept however, that young children will have accidents from time to time. Our Intimate Care Policy details the ways in which we support our children if they need a change of clothing or other care following illness or a toileting incident. All children will be treated with respect and care. Staff members will verbally guide the child to clean themselves as far as possible. Support in changing into fresh clothing will be available, although if a child needs to be cleaned more thoroughly, parents will be asked to collect them from school.

The school holds a log book where the type of incident, aftercare and the names of both the child and members of staff involved will be recorded. This document is confidential. We will always notify parents about intimate care given during the school day. This may be in person or via a phone call. Please read our Intimate Care Policy for more details.

The Foundation Stage curriculum

The Foundation Stage curriculum covers all children from the age of 0-5 years old. It is split into seven key areas of learning:

Prime Areas

- Personal, Emotional and Social Development
- Communication and Language
- Physical Development

Specific Areas

- Understanding the world
- Literacy
- Numeracy
- Expressive Arts and Design

Each week, a newsletter is added to the Virtual Learning Environment, notifying the parents of topics and activities to be covered, any news and celebrations of children's achievements. Parents are issued with log in details on entry to school.

At Caversham Primary we recognise the importance of the fundamental principles of a quality Early Years curriculum. The characteristics of quality provision include:

- learning through play
- a balance between adult directed and child initiated learning
- planned activities which provide opportunities for all children to develop as independent thinkers and learners
- a multi-sensory approach
- the need for both indoor and outdoor play
- developing self esteem, confidence and independence
- the need for rules and routines in school
- a class room with well labelled and stored resources
- providing a stimulating environment in which to learn

Planning the Foundation Stage Curriculum

The curriculum content will be based on the interests of the children. There is flexibility in the interpretation of planning so that practitioners can respond to and promote intended and unintended learning opportunities. The Foundation Stage Curriculum is differentiated to meet the needs of all children and promotes continuity and progression in learning, ensuring that children move towards the early learning goals and where appropriate go beyond them.

Long term plans- The main topic areas will be guided by the children. At the start of the year, the children will be asked about what they would like to learn and topics will be chosen based on the response. Topics are flexible and staff will need to respond to the changing interests of the children where appropriate.

Curriculum overviews can be found on the school website however, all plans are flexible and likely to change dependent on the interests of the children.

Short-term Plans- Weekly planning sheets are completed on a weekly basis, including the ongoing provision in and out of the classroom. The opportunities and experiences children need to facilitate learning are planned by the Reception class teachers to meet the needs of the class group. The weekly plan identifies the learning objectives for each area of the seven areas of learning, which are achieved through focused teacher directed activities. It outlines the opportunities, experiences and resources that are provided for the children in order for them to initiate their own activities and build on the focused teaching.

Achievement is recorded in topic books and Learning Journeys. All adult directed activities are kept in topic books and child initiated and independent work is recorded in learning Journeys.

Weekly newsletters are sent home to inform parents about the learning taking place in class, to give information and notify parents of any changes in parent reading sessions etc. This has been a very successful way of ensuring parents are involved and aware of what their child has been up to!

Observations

Class teachers and EYPs working in the Early Years Foundation Stage assess and monitor children's progress. Observations they may take are used to inform assessment of pupil progress. Observations can take on many different forms. All staff receives training in making observations to inform the Foundation Stage Profile.

Planned observations- specific activities set up and designed to assess whether a child has reached a level of knowledge or skill. The adult may make a written record, take photographs or simply join in and get involved with the activity to gain a better knowledge of understanding.

Interventions in learning-this can take place at any time at an opportunity taken by the adult to intervene and question to move learning forward.

Assessments made are discussed and information recorded is moderated by the team led by the Foundation Stage Leader to establish a shared understanding of the levels and the expectations staff have of achievement at that level.

Foundation Stage Profile

The Foundation Stage Profile is completed at the end of the reception year. Children will be assessed as:

'Emerging'- describes a child who is working towards the Early Learning Goal.

'Expected'- describes a child who is working within the Early Learning Goal.

'Exceeding'-describes a child who is working beyond the Early Learning Goal.

Teachers will also report on 'The Characteristics of Effective Learning' which will support Year 1 staff in designing an appropriate curriculum for the children moving up.

The data is collated and passed to the Local Authority for statistical analysis of the cohort as required by the Government.

The EYFS Handbook and Exemplification Materials are available in each class to support and guide teachers by providing examples of evidence for teachers to moderate against.

Children's progress will be discussed during Parents' Evenings and will be reported to Parents through an interim report and end of year report.

Before pupils move into Year 1, meetings are held with relevant staff to discuss the profile data.

External Moderators visit to validate judgments and to check that suitable evidence has been collected. All Reception class teachers must attend the annual Moderation Meetings to ensure that judgements are accurate.

Monitoring of the Foundation Stage

- Weekly plans monitored by Assistant Headteacher
- Lesson observations by the Senior Leadership Team for both professional development and monitoring of the quality of teaching and learning
- Observations made by outside consultants and advisors
- External Moderators visiting to view and moderate evidence
- Meetings between Reception class teachers to moderate evidence internally.
- Meetings with staff from other schools to moderate evidence.
- Visits by the Year 1 teachers to enable them to see how the Foundation Stage curriculum is delivered
- Visits by the Foundation Stage Governor and feedback from parents.

School day and Time table

The school day starts at 8:50 am when the children are collected from the playground, and ends at 3:00pm. We have morning playtime from 10:40-10:55 and lunch time is between 12:00 and 1:00.

Initially, reception children will be taken to the dining room a little earlier to introduce them to the lunchtime routine.

Reception children join in with Lower School singing assembly once a week from April. Daily morning and lunchtime playtimes are with the rest of the infants, initially the Year 5 buddies can join the children on the infant playground.

The children eat their lunch in the dining room. All Reception and KS1 children have the option of a free cooked lunch. During break time and lunchtime they play in the infant school playground. The expectation is that children improve personally and socially and that they can manage wider school experiences away from their teacher. The Reception children have access to the school computer suite on a weekly basis and they also enjoy cookery and pottery opportunities.

Transfer to Year 1

In the summer term each Reception class will meet their new teacher and spend a session with their new teacher in their classroom.

During the Reception summer term, children take part in transition activities where all classes in Year 1 and Reception rotate during an afternoon each week. This allows the children opportunities to

spend time in the Year 1 part of the school and meet all Year 1 staff. The Reception class teachers and Year 1 teachers work very closely together to ensure that the transition from the Foundation Stage into Key Stage 1 is as smooth as possible.

This policy has been produced in consultation with all staff including Teaching Assistants and has been ratified by the Governing Body.

**Assistant Head (EYFS and KS1)- Clare Jones-King
Foundation Stage Governor - Lucie Lawrence**