

ESSEX PRIMARY SCHOOL

**FOUNDATION
STAGE
POLICY**

Reviewed: May 2017
Review due: May 2020

FOUNDATION STAGE POLICY

Aims and Principles:

- Children will develop positive attitudes towards their work and life in school and have a sense of pride.
- Develop the child's potential and to promote high achievement; both in the classroom and society in general.
- Provide a broad, balanced and appropriate curriculum.
- Provide a safe, secure and orderly environment for all pupils.
- Recognise the crucial role played by parents and carers in their child's early learning; to work in partnership with them; to foster and enable pupil development and to allow each child to reach their potential.
- Staff, parents, carers and children to treat each other with respect and show tolerance towards each other.

Equal Opportunities & Disability Equality Statement

Our inclusive approach and differentiation allows all children to learn regardless of race, culture, faith, gender or disability.

We select and use resources that positively reflect all of the above.

The Foundation Stage Curriculum:

The curriculum for the Foundation Stage should underpin the child's future learning.

Children in the Nursery and Reception classes are involved in activities that enable them to reach the seventeen Early Learning Goals as set out in the [Statutory Framework for the Early Years Foundation Stage](#).

The Early Years Framework focuses on the Unique Child in relation to the Characteristics of Effective Learning: playing and exploring, active learning and

creating and thinking creatively and seven areas of learning: 3 prime areas and 4 specific areas.

Prime Areas of Learning:

- a) Personal Social and Emotional Development
- b) Communication and Language
- c) Physical Development

Specific Areas of Learning:

- a) Literacy
- b) Maths
- c) Understanding the World
- d) Expressive Arts and Design

There are dedicated rooms in both the Nursery and Reception classes for Maths/Understanding the World; Literacy/Expressive Arts and Design. C&L, PSED and PD are incorporated into all the seven areas of learning.

During the day class sessions include adult led/directed activities and independent activities. (Children have free access to both classrooms and the outdoor area throughout the day).

Assessment and record keeping in the Foundation Stage

The Prime and Specific Areas are further broken down into 17 Early Learning Goals.

Children are assessed against the 17 Early Learning Goals. For children at the end of Reception, assessments should reflect whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (emerging) for each Early Learning Goal.

The Foundation Stage has a **robust** procedure for assessing children using a variety of methods, settings and personnel. **In the Nursery, progress is recorded in children's profiles, whilst in Reception, evidence is gathered in children's work books and on 2Simple.** Parents' comments on children's progress are encouraged and welcomed by the school.

Parental Involvement:

Parents are children's first educators. Essex Primary works in partnership with parents to ensure the best outcomes for all children. The school uses a variety of strategies to achieve this such as Playgroup, Dual Text library, Homework Clubs, Academic Review Day, [Parents' and Carers' Coffee Mornings and regular Newsletters with parent comment slips](#).

Parents play a significant role in their children's learning and we aim to build on this when the child starts in Foundation Stage and where appropriate in the Playgroup. We welcome parents' interest and involvement in School and value working alongside parents in a variety of ways.

We encourage parents to support their children at home by:

- supporting the aims of the school and its policies.
- encouraging a positive attitude to school by talking to their child about activities done at school and encouraging respect and tolerance towards pupils and adults.
- ensuring their child gets a good night's sleep and has breakfast before coming to school each day.
- not taking leave of absence during term time (sometimes referred to as holidays).
- making sure that their child comes to school every day, on time, wearing school uniform and with the things they need for that day, e.g. P.E kit, book bag and reading book.
- [attending](#) meetings at school e.g. Parent's Evenings, Open Days, etc
- informing the school of any problems that may affect their child's education.

Information for Parents:

Parents of all new children receive a Foundation Stage Welcome Booklet. We circulate a school newsletter on a regular basis that contains information relevant across all Key Stages.

[We publish/upload Nursery and Reception Newsletters every half term on the school website. Reception parents receive a termly newsletter detailing what their children will be learning about in school. Comment slips attached, invite parents and carers to write about 'wow' moments that their child may have exhibited at home or any other comment about their child's learning.](#)

Organisation and Planning:

Essex Primary School's Nursery Unit currently has two classes. Each class consists of 39 children in the morning and 39 children in the afternoon.

Children who have attended Essex Primary School's Nursery Unit are not guaranteed a place in our Reception classes. Each of our four Reception classes has a capacity of 30 full-time places.

Ratios:

We follow the National and LA guidelines.

Food and Snacks:

Children in the Nursery are offered a piece of fruit and a carton of milk or a drink of water each session.

Reception children have a piece of fruit and a carton of milk and are able to bring a drink of water from home in a labelled drink container each day. All children have access to drinking water available to them in each classroom.

On special occasions, such as birthdays and celebrations all children are welcome to bring sweets or chocolate which must be bought as individually wrapped items for hygiene and allergy reasons.

Care plans are written for children with serious food allergies in consultation with their parents.

Meal Options For children in Reception:

Once our transition program is complete and children stay at school all day, parents and children have a variety of options regarding their meals.

School Meals - Reception Staff accompany children to the Dining Hall. Adult support ensures that children enjoy a balanced meal from the choices provided. Children are also able to bring a healthy packed lunch to school. Children are encouraged to remain at school at lunchtimes to provide continuity to their day; to interact socially with a wider group of children and adults and to be part of the school community at this time.

Outdoor Play:

We provide outdoor provision whatever the weather. In case of rain we make use of a covered area. Our outdoor area is securely fenced and provides a safe play area.

Reception children also have outdoor PE lessons weather permitting.

Safeguarding and promoting children's welfare:

- All staff have a legal obligation to safeguard every child within their care. This involves making sure that the premises are secure; having procedures that determine who is able to collect a child from the FS premises and the strategies we put in place when an adult we do not know comes to collect a child.
- Staff follow the school's Safeguarding Policy [which is in line with the KCSiE document](#) and all staff are trained on a continuous basis, as the policy recommends.
- Staff carry out 'risk assessments' to ensure the premises are safe and secure for the children.
- We follow the school's policy and procedures regarding medication.

School Trips:

Refer to the Educational Visits Policy.

Behaviour management:

Refer to the Behaviour Policy

Attendance:

Refer to the Attendance Policy

Complaints

Refer to the School Complaints Policy

Appendix 1 - PROCEDURES

Transition

Staff meet together to discuss children with SEND and if necessary the child will have a Transition IEP. They also discuss the whole group that will form the new class before the new teachers meet them in order to make arrangements to meet the needs of the individual if it is appropriate and make reasonable adjustments e.g. change furniture arrangements for those with mobility problems. Large carpet areas are available for those who would find it easier to work on the floor.

Transition Procedure – Nursery

- Parents, prior to their child's admission to Nursery, are expected to [attend Essex Primary Playgroup](#), complete forms, discuss their child with a member of staff and familiarise themselves with the Nursery. These discussions will form the beginnings of the child's Profile. The parents and carers are asked to inform us about any illness, medical conditions and dietary requirements that we need to be aware of.

Children transfer from the Nursery to Reception classes in September.

Transition from Nursery to Reception

- Reception Staff come to the Nursery initially to get to know the children. The children visit their new class with their new teacher prior to starting Reception.
- Transition procedures are reviewed annually in the summer term prior to admission to respond to the needs of the children. Transition will be undertaken over a period of weeks and the amount of children who stay for the full day and school lunch will be decided by the age of child and whether children are ready to manage eating independently.

WEEK 1 AM nursery to attend AM Session
PM nursery to attend PM Session
Children who haven't attended Essex Primary School nursery attend the AM session.

WEEK 2 All children to be in school full time but go home for lunch except those with working parents / issues/ and oldest children (born Sept - Dec).

Teachers to review on a weekly basis and when they think a child is ready to stay for lunch, they will inform the child's parents. The school aims to have all children staying for lunch by the end of October.

Transition from Reception to Year One

There is a comprehensive 'Transition Program' in place for children from Reception to Year 1. The children visit their new class where opportunities are provided for them to try new experiences and activities over a period of time. Staff members meet to discuss individual children's needs.

Session Times

The Nursery has two sessions each day, Monday to Friday, as follows:

Morning Session	9.00 - 12.00
Afternoon Session	12.30 - 3.30

Reception Session times:

Monday - Friday	9.00am - 12.00 and 1.00 - 3.15pm Gates open at 8:45 am.
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Admissions Procedure

We follow the LA's policy and procedures for admissions.

Requests for Nursery places are taken by the office staff once a child reaches two years old. Applications are stored in the office and checked on a regular basis according to places available and/or the age of the child. Parents are invited to bring their child into the Playgroup when possible, where the child's readiness for Nursery will be assessed. Once a child reaches three years plus, parents are contacted by letter to confirm they have a place in our Nursery. Parents must write or call to accept the place within two weeks; otherwise they may lose the place. Nursery admissions are administered by the school. Reception admissions are administered by the LA.