



## Foundation Stage Teaching and Learning Policy February 2018

### Rationale

At Valence Primary we believe the Foundation Stage is a critical time for children's academic and personal development and we will strive to do all we can to ensure children get a personalised, relevant and enjoyable introduction to school life. We expect our children to make very good progress and our staff to maintain high standards in order to deliver the foundation blocks for learning.

This policy therefore outlines the entitlements, procedures and structures that we have in place to enable such progress to happen for our children.

### Curriculum aims, principles and commitments

Our curriculum is based upon the Early Years Foundation Stage Curriculum Guidance (EYFS) which is based around seven Areas of Learning and three Characteristics of Effective Learning:

The Areas of Learning are split into **Prime** and **Specific** areas:

**Prime** – Personal, Social and Emotional Development, Physical Development and Communication and Language

**Specific** – Literacy, Maths, Understanding the World and Expressive Arts and Design.

The Characteristics of Effective Learning are:

Active Learning

Creating and Thinking Critically

Playing and Exploring

### Principles into Practice: organisation for learning in Foundation Stage

#### The school day

Reception children: attend full-time from 8.50 am – 3:00 pm

Nursery children: we run both and full time sessions which operate at the hours below:

Part-time: **AM** 8:30 – 11:30 am or **PM** 12:30 – 3:30 pm

Our Nursery Additional Resource Provision (NARP) runs from:

**AM** 8:30 – 11:30 or **PM** 12:30 – 3:30

#### Key person

Each child in Nursery and Reception must be assigned a key person. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A key person will help the child to become familiar with Nursery/Reception and to feel confident and safe within it. They will also talk to parents to make sure that the needs of the child are being met appropriately, and that records of development are updated and that these are shared with parents at open days and other professionals as necessary. The ratio of key children per class (if full) is listed below:

**Reception** - 1:30 (although at Valence we operate at 1:15)

**Nursery** – 1:13

## Planning and organising the curriculum

Reception and Nursery follow the same curriculum, following the Development Matters document, and is differentiated for progression.

The Nursery team plans together and the Reception team plans together each week. The Foundation Stage Leader meets fortnightly with both teams to ensure progression happens. Staff briefly meet, in site specific teams, at the end of the day to evaluate and then plan for the next day's provision.

The broad possible topics are below:

<b>Autumn 1</b> Settling / Pattern and Rhyme	<b>Autumn 2</b> Night and Day
<b>Spring 1</b> Food	<b>Spring 2</b> Animals
<b>Summer 1</b> Marvellous Stories	<b>Summer 2</b> Moving on / Summer

Note: Observed needs and children's interests which vary from cohort to cohort must be considered and catered for. Most importantly the curriculum should always be flexible and respond to children's individual needs and interests, so that mini-topics e.g. superheroes, dinosaurs can form part of the curriculum. We also follow the Read Write Inc. (RWI) phonics scheme in Foundation Stage. We start teaching phonic sounds in the spring term of Nursery and continue throughout the phase until the end of Reception. In line with the rest of the school, we are also teaching cursive script handwriting throughout the EYFS.

## Teaching and learning

It is important that the teaching and learning reflects the understanding that children within the EYFS should be given uninterrupted time to work in depth (sustained shared thinking). There should be a balance between adult-led and child initiated interactions with a greater proportion of child initiated learning initially in Nursery moving towards an increased amount of adult-led activities as children mature. However, this balance needs to reflect the individual needs of our children and more child-initiated activities will be appropriate for some children as they make the transition from Reception into Year1.

To support this Nursery children are not expected to regularly attend assemblies or spend large amounts of time lining up as a class, which prevents time developing sustained shared thinking. Reception children attend where assemblies are vibrant, active and likely to be of interest to them e.g. singing assembly.

To encourage children to become active, confident learners, teachers should plan for children to learn in a variety of different ways, for example: a multisensory approach, through creative and imaginative play and through conversation and questioning. Routines and a rhythm to the day are also vital tools in enabling children to gain confidence and independence.

## Behaviour management

We follow the whole school "Stay on Green" approach which has been adapted to suit the needs of the children in the Foundation Stage. The scheme means that children progress through a series of colours, linked to behaviour related statements where the emphasis is on positive outcomes. In Foundation Stage the colours are as follows:

### Nursery –

Gold, Green, Red

### Reception –

Gold, Silver, Green, Yellow, Red

When children enter yellow or red stages, they are asked to think about the consequences of their behaviour in a flexible way that suits their individual needs.

We have a number of strategies that allow for this:

1. Discussing/giving choices.
2. Involvement in another activity or moving to another space.
3. Verbal/Picture card warnings.
4. Spend a timed period on an activity.
5. Time out in allocated safe space.

Time out is a final resort. Children at this point must have their behaviour discussed with the receiving adult. Any pattern of repetitive challenging behaviour should be discussed with the parent initially and, if required, the phase leader and SENCO.

## **Statutory assessment in Reception class, tracking assessment, observations and record keeping**

### **Foundation Stage Profile**

At the end of the Reception year the school has a statutory duty to report scores against the criteria of the Early Years Foundation Stage Profile (EYFSP).

The children are assessed for each Early Learning Goal to decide if they are Emerging, Expected or Exceeding these expectations.

Profile scores are completed and passed to the local authority by the deadline in June. Prior to submission the Reception teachers meet the Early Years Lead to moderate the results. The school will be subject to external moderation or inter school moderation as set out by the Local Authority.

### **Individual learning profile**

At entry each child will receive an individual learning profile. The EYFS staff (teachers and support staff) use designated iPads to collect evidence via a secure programme called "2Build a Profile". This evidence is in photograph form with summary information linked to areas of learning.

These should inform end of term summations against the EYFS developmental stages and, in Reception, the Foundation Stage Profile. It is envisaged that these will increasingly be used for self-assessment and reflection on past learning experiences.

These profiles are shared with parents half termly. Where possible, parents are linked to the system via email and profiles are emailed to them. For parents who cannot access this system, a paper copy is printed for their child.

### **Observations**

These form the core of our assessment practice in the Foundation stage. Therefore all EYFS staff contribute to the collection of photograph and incidental evidence. In addition to this, child initiated pieces of evidence are collected in both year groups.

### **On-entry assessment**

#### **Reception**

By end of first month all children should be assessed using the Target Tracker system and following the Development Matters (40-60month) statements of the EYFS.

#### **Nursery**

By end of first 6 weeks all children starting Nursery should be assessed against the Development Matters (30-50 month) statements of the EYFS.

### **On-going formative assessment**

In **Nursery**, all children will be assessed mid-December against the Development Matters statements of the EYFS and again against the EYFSP scales in April and July, these assessments will be recorded on Target tracker.

In **Reception**, all children will be assessed against the Target Tracker strands (based on Development Matters) in October, and then again at the end of the Autumn Term, at the end of the Spring and at the beginning of June, prior to submission of final results to LA.

All data should be submitted within a week to the Foundation Stage Coordinator.

The EYFS phases do not record ongoing progress using target tracker statements, only steps. Ongoing progress is measured following assessment banding sheets that are kept in a red class file by each class teacher and moderated half termly by the year group lead.

### **Reporting to parents**

All parents are invited to open days (please see Partnership with Parents below) to discuss their child's progress and informal meetings can be held or requested by parent/teacher throughout the year. Children in Nursery and Reception will receive a final written report in June

### **Staff development and support**

All staff have access to training provided by the Foundation Stage Lead, Team Leaders and LA as appropriate.

### **Partnership with parents**

#### **Induction**

For children starting at Nursery, parents and their children are invited to "Play Day" (June) and staff visit the children and families at home in September for "Home visits". During these visits, children and their parents are introduced to the Nursery staff so that they are familiar with surroundings and adults when they enter school.

When preparing to enter Reception, new to Valence Reception children are invited along with the current Nursery children to "Transition Day" where they meet and spend a morning with their new class and teacher.

#### **Open Days**

Parents and carers are offered three meetings per school year with their child's class teacher in Reception. In Nursery, the class teacher meets with parents in the spring term to discuss progress and next steps.

#### **Daily Contact**

Parents and carers are welcome in the setting and are encouraged to bring in and settle their child. Children's files are available to share with parents, carers and children. Staff are present at transition times to meet and greet parents and carers, responding to concerns and queries.

#### **Home/school partnerships**

Family meetings, coffee mornings, drop-in sessions, workshops and opportunities to share resources take place throughout the year. Letters, newsletters, notices and curriculum forecasts inform parents of events and ways to support at home. Parent/carer helpers are welcome following a full CRB check.

Further information about the EYFS curriculum can be found on the school website under "Parents".