



Adelaide Primary School Foundation Stage Policy

November 2016

ETHOS AND VALUES

Adelaide Primary School is an exciting inner-city school that provides a first class educational experience to its children. We aim to ensure all our children are safe, enjoy coming to school, achieve highly and are very well prepared for life in modern Britain. To achieve this, all members of the Adelaide school community are expected to take responsibility and make a valuable contribution. Our core values of respect, equality and effort underpin all aspects of our work.

School policies are reviewed to include racial equality, accessibility, inclusion and equal opportunities for all.

What IMPACT does the policy have on the lives of pupils at Adelaide Primary School with regards to the above statement?

AIMS AND OBJECTIVES

The Foundation Stage staff aim to provide a safe, happy and stimulating environment in which children can become confident and independent learners. The staff will cater for the widely differing needs of the children making full use of resources, staff skills and outside agencies.

Foundation Stage children will know that their conversation and opinions are valued, they will be encouraged to be investigative and observant, to co-operate with peers and adults and to respect their own and other peoples property.

Staff will cater for the children's personal, social and emotional needs based on the Early Years Foundation Stage (EYFS) guidance.

Creative, mathematical, linguistic, physical and scientific education will be delivered through a structured curriculum which will enable children to develop an awareness and understanding of the world around them. Objectives will be based on the EYFS guidance and all seven areas of the curriculum will be addressed throughout the planning.

Continual observation, assessment and methodical record keeping will be part of the Foundation Stage.

CURRICULUM

The children in the Foundation Stage will work through the Ages and Stages and towards Early Learning Goals as set out in the EYFS document following the primary schools policies and guideline in all appropriate areas.

In the Foundation Stage staff appreciate that children will learn best through talk, play and first hand experiences - planned activities will reflect this.

A broad, balanced curriculum which is relevant and meaningful to the children's experiences will be delivered using a thematic approach where appropriate. This will be done by the delivery of half termly Topic Themes – broadly covering People, Food, Transport, Animals, The World and Plants. Planning will clearly state differentiation between Foundation 1 pupils and Foundation 2 pupils.

Long Term Plans are in place for the Foundation Stage which ensures an element of reinforcement.

The children work through a structured timetable, each element covering the EYFS through adult-led and child initiated activities.

EQUALITY

At Adelaide Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Adelaide Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school's Single Equality Policy outlines how we secure the above aims.

BEHAVIOUR

The Foundation Stage follows the school's policy on behaviour.

Desired behaviours are made explicit to the children through a clearly established set of rules. Positive re-enforcement is used whenever possible. Every opportunity is used to raise children's self esteem and praise appropriate behaviour. We aim to establish a good work ethic by ensuring activities are interesting, appropriate and well prepared and by praising children's efforts.

SAFEGUARDING

The Foundation Stage follow the school's Safeguarding policy and procedures, as well as other related policies. These include:

- Whistleblowing, Health & Safety, Medical, E-Safety and Anti-Bullying, Health & Safety, Induction, Physical Intervention, Intimate Care.

Appropriate statutory checks are carried out to ensure that all staff working in the Early Years Foundation Stage have the necessary qualifications and have been subject to the required safeguarding checks. These include being subject to an enhanced DBS check and should not be 'disqualification by association' check (see Safeguarding Policy).

Staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). The school does not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

Daily checks are carried out to make sure that the outdoor area is safe. The EYFS Coordinator is responsible for ensure that a written record is kept and is up to date.

Personal cameras and phones are not permitted to be carried/used whilst children are present in the Foundation Stage. All staff are made aware of this during their induction. Where taking photographs of pupils is required (for Twitter, assessment purposes etc), staff will only use school equipment.

At least two member of staff will hold an up to date Pediatric First Aid qualification.

SEN

The Foundation Stage follows the school's policy on SEN.

Early intervention is key within the Foundation Stage to ensure children get the correct support as soon as possible.

Any child who is identified as having Special Needs will be brought to the attention of the SENCo. Outside agencies eg health visitors and speech therapists will be contacted as required. After initial identification special needs children will participate in all activities, their development will be monitored and progress will be reviewed termly.

Children will be identified through everyday observations, on entry assessment and termly assessments. And were required will be given the necessary support.

ADMISSION POLICY FOR FOUNDATION STAGE UNIT

FOUNDATION STAGE 1

Admission to FS1 occurs in the term after the child's 3rd birthday. FS1 children who are 3 years plus will be admitted on a 3 termly basis when possible. There are currently 52 FS1 (Nursery) places available – 26 AM and 26 PM.

Enquiry forms are given to the Foundation Stage Co-ordinator and the children are then placed on a waiting list that is maintained by the Foundation Stage Co-ordinator. This information is treated as confidential and in accordance with the Data Protection Act.

15 HOUR PROVISION

Foundation Stage 1 children are given their full entitlement of 15 hours. Parents are given the choice of attending AM or PM sessions – each of which is 3 hours long (3hours x 5 days = 15hours). Parents are also offered flexible hours, which usually consists of 2 and a half days, when available. Staff speak to the parent's about matching flexible hours with other parents and this is reviewed termly to check both parents are happy with the arrangements.

30 HOUR PROVISION

Currently we are unable to offer our parents and children 30 hours in FS1, this is due to a high demand for places in FS1. We are working closely with other settings within the area to meet the needs of any parents who may qualify for 30 hours and will 'signpost' eligible families accordingly.

FOUNDATION STAGE 2

Admission to FS2 occurs in the September following the child's 4th birthday.

Foundation Stage pupils who are 4 years of age and will be 5 during the school year will be admitted in one intake in September. There are 60 places within the unit for Reception aged children (FS2).

Children in the FS2 class will attend full time.

They have the option of having lunch at school, this is staggered in the first instance.

The allocation for these places are determined by the LA (see admissions Policy) and are allocated in accordance with the following criteria until the unit is full:

- Looked after children in the care of the Authority or with identified special needs or who are supported by the Authority
- Children who live in the catchment area of the provision
- Children are normally deemed to be resident with their parents, or those with parental responsibility and evidence may be required to confirm home address.
- Children will be ranked according to age and places offered to the oldest children.

Reception classes in maintained schools are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is conducted. When the provision is full, application forms will be sent to the local authority for them to maintain the waiting list.

LINKS WITH SCHOOL

The Foundation Stage participate in as many school based activities as possible in order to familiarise children with the building, staff and "feeling" of a big school. We aim to make them feel comfortable and confident as they start in Year 1.

TRANSITION INTO YEAR 1

During the half term before they start Year 1 the Foundation Stage Co-ordinator and Key Stage 1 Co-ordinator work closely to develop a transition plan that best suits the cohort of children. This includes the Year 1 teachers visiting the Foundation Stage to work with the children and observe them working. It also includes the FS2 children spending time in their new classroom with their new Year 1 teacher.

ASSESSMENT AND OBSERVATIONS

All Foundation Stage Practitioners are involved in Assessment and Observations. Assessments are used to inform areas of planning and track progression for final reporting of achievement at the end of the FS. Attainment is tracked termly and plans put in place to ensure progress.

Both formal and informal Assessments and Observations are used to track progress and build an evidence based picture of each child's achievement.

Currently staff are using Tapestry, which is an electronic Learning Journal for every child.

ASSESSMENT IN THE FOUNDATION STAGE

On Entry Assessment FS1/FS2

Children are observed in throughout the first 6 weeks of attending and evidence is collected. This forms their on entry level.

Termly Assessments

This comprises assessment of the child's knowledge of number, shape, colour, drawing skills, knowledge of the alphabet, reading and writing. This information is used to report verbally to parents and establish targets for the following term.

This information is tracked termly on individual and group trackers.

FS2 children start PIRA testing in Spring term and PUMA testing in Summer term.

End of year reports

Comprises of assessment of the child's knowledge in numeracy and literacy plus topic based activities as well as social and emotional development other information includes attendance.

For FS2 children teachers will also report on each child Characteristics of Effective Learning.

RELIGIOUS EDUCATION

The Foundation Stage follows the school's policy on Religious Education. Elements of RE are delivered in Understanding the World from the EYFS guidance. Children within the Foundation Stage are taught about celebrations such as Birthdays, Harvest, Easter and Christmas at an appropriate level and are introduced to Old Testament stories. Children are also introduced to other religious celebrations through stories and activities, such as Chinese New Year and Eid.

Appropriate arrangements are made for Jehovah's witness and Muslims following a discussion with parents/carers.

ROLE OF STAFF IN THE FOUNDATION STAGE

For FS1 and FS2 combined, the school will ensure that the following staffing arrangements are in place:

- at least three members of staff will have Qualified Teacher Status
- there will be at least one member of staff for every 13 children

Team work is a vital part of education in the Foundation Stage. It is important that staff have a shared philosophy and that they work together effectively. This requires communication and sharing of ideas and concerns. Staff skills need to be used appropriately. It is important that children see staff communication and co-operating. We are setting them an example for their own behaviour and it is an essential part of creating a happy, secure atmosphere in the Foundation Stage. This must be achieved if effective learning is to take place.

Staff in the Foundation Stage are assigned a Key Group of children for whom they share responsibility for gathering evidence, tracking and highlighting concerns. This ensures that every child's care is tailored to meet their individual needs and offer a settled relationship and build a relationship with their parents.

All staff attend weekly team planning meetings.

All practitioners in the Foundation Stage work as per job descriptions.

FOOD AND DRINK

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Before a child is admitted to the setting the school obtains information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and

accessible at all times. The school records and acts on information from parents and carers about a child's dietary needs.

The Foundation Stage has an area that is adequately equipped to provide snacks and drinks for children as necessary. Healthy meals at lunchtimes are prepared and served in the main school kitchen/hall.

HOME SCHOOL POLICY

The Foundation Stage aims to provide effective home/school links as early as possible in the child's education. Home visits are carried out by staff to visit parents and children at their homes to build initial links. Parents are then invited to bring the child to visit the Foundation Stage prior to admission. They are introduced to the rest of the Foundation Stage staff and shown the layout and running of the unit. There is time for parents to speak with a member of staff and ask questions and to tell staff about their child. Each new FS1 intake is brought into school on a phased basis in order to reassure and settle children as individually as possible. All parents are encouraged to stay at the start of each session to join in with activities with the children.

Home/school links are strengthened with the Foundation Stage through homework, open evenings, Home Link activities and informal discussions with parents as regularly as necessary.

Other links and visits are made between other settings that the children may have attended.

Home Link books are established – encouraging parents to discuss and provide evidence of their child's achievements at home. Parents are given prompts and feedback as often as possible.

Miss M Storey
Foundation Stage Co Ordinator

Review date **June 2017**