

Waterthorpe Nursery Infant School



Anti-Bullying Policy Autumn 2016

Approved by: Curriculum Committee

Date: March 2017

Next Review Date: Autumn 2019

Foundation Stage Policy

Waterthorpe Nursery Infant School

This policy relates to children in Foundation Stage 1, (Nursery) and Foundation Stage 2, (Reception). Children are admitted to school in line with Sheffield's admissions policy.

Aims

At Waterthorpe Nursery Infant School we aim to provide an appropriate curriculum which will enable children to extend their learning and social development to their full potential. This curriculum will build on the children's previous experiences and achievements and enable them to acquire skills, knowledge, understanding, attitudes and values to continue learning effectively. We aim to deliver a stimulating, relevant, broad and balanced curriculum through talk, first hand experiences and structured play. We aim to provide a safe, happy and challenging environment in which the children can learn and develop. We believe that education is a partnership between home and school and that parental involvement is crucial to successful learning.

At our school we work to ensure that there is equal access to the curriculum by taking into account factors that affect achievement such as gender, ethnicity or special needs. In order to achieve this we work with families to identify how we can best meet the needs of individual children.

Staffing

We currently have 3 teachers across the Foundation Stage, one of whom is the Foundation Stage Leader. There are 3 permanent teaching assistants (involving job share). Staffing is reviewed as a result of changing pupil numbers.

Transition

From home to Nursery (F1)

We invite all parents and children on a preliminary visit to nursery prior to admission. The staff are able to spend time with parents, sharing information, policy and practise. The children have the opportunity to play and investigate and become familiar with the nursery environment, thus helping to develop their confidence before admission. This is followed by an individual meeting with parents to discuss the child's interests, strengths or concerns, before a carefully planned and individual transition programme enables the child to settle in to nursery routines and expectations as quickly as possible.

Before transition from Nursery or home to Reception takes place all children receive a "Hello" booklet written by Reception children giving their views about school. They also receive a "This is Me" book to fill in to help staff get to know the children.

From home or other settings to Reception (F2)

For those children who do not attend Waterthorpe Nursery a play session is arranged for the child to attend with a parent or familiar adult.

From Nursery (F1) to Reception (F2)

Nursery and Reception staff meet to arrange the transition for each intake. Nursery staff explain the transition arrangements to parents prior to the programme starting. All F2 staff visit Nursery to meet the children in a familiar setting and join in their play. Several short visits are made allowing all the children to become familiar with the adults and staff are able to observe children engaged in different activities in their familiar setting. This is followed by small groups of children, accompanied by F1 staff, visiting their classroom and familiarising themselves with the layout of the school. It is on these occasions that some of the routines are explained to the children e.g. where to hang your coat up, where to put your lunch box etc.

Parents Meeting

Parents and children are invited to school. The children are provided with familiar activities in their classroom and are supported by reception and nursery staff. The headteacher and foundation stage Leader give an informal talk to parents in the hall outlining the aims of the school, organisation, the school day and ways parents can support their child. Parents are encouraged to ask questions and share any concerns they may have. An information pack is also given to each parent for future reference. Parents are asked to complete a health needs form, emergency contact numbers and permission forms for local visits and use of photographs in school. After the meeting parents are invited to the classroom to collect their child.

Beginning School

We provide a staggered entry to school allowing for children to become comfortable in their new environment and to enable us to give the parents and children the time and support they may need to become familiar with the new routines. Children attend for short play sessions, mornings, then mornings with lunch before attending for full days. This transition allows children to meet dinnertime staff and to familiarise themselves with lunchtime routines before attending full time.

The Curriculum

The curriculum is planned using the 'Development Matters', age related guidance which leads to the Early Learning Goals across the areas of learning in the Early Years Foundation Stage.

Prime Areas

Personal, social and emotional
Communication and Language
Physical

Specific Areas

Maths
Literacy
Understanding of the World
Expressive Art & Design

Planning

Learning opportunities are identified from the non statutory, age related guidance 'Development Matters', within a topic based approach which encourages the children to make links in their thinking

across the all areas of learning. We plan for the ongoing development of skills and understanding in relation to the children's needs and Characteristics for Learning. Planning is therefore flexible to allow for changes in these needs and interests. All staff work together to ensure the 4 key principles of the EYFS are being met - the unique child, positive relationships, enabling environments and learning and development.

Long term planning.

The classrooms and outdoor areas in F1 and F2 have been organised and resourced to allow all areas of learning to be covered through play based activities. The adults' role in extending the children's play and learning is identified in long term planning (continuous provision). Copies of long term planning for all areas of continuous provision are available for all adults working in or visiting the Foundation Stage.

Medium term planning

Medium term plans show how continuous provision is enhanced by additional topic based activities, resources and focused teaching.

Short term planning

This shows how and enhanced and focused provision will be delivered on a day to day basis. It identifies which areas staff will be working in, which children are targeted for particular learning experiences, the vocabulary to be highlighted and opportunities for assessment. It ensures a balance between supported and unsupported child initiated activities and direct teaching. We aim to involve all staff in planning. The staff teams share their observations and experiences to inform future planning.

Resources

Resources for continuous provision are always available in the same areas of the classrooms. This allows children to become familiar with how to select and use the resources appropriately and independently. These resources are labelled and easily accessible to the children. Resources for enhanced provision are stored in topic boxes. They are initially introduced to the children through direct teaching activities so they understand what they are and how they can be used appropriately. Resources are reviewed and renewed with ongoing planning.

Assessment

Children are observed on entry to nursery and these observations are recorded against the ages and stages of development. Evidence of their learning is collected through long (5 minute approx) and short (snapshot) observations, photographs and selected pieces of work, as appropriate. In nursery these are kept together in the children's 'journals'. In reception this evidence informs the Foundation Stage Profile. The information gathered is shared with parents who can contribute their observations of their child's progress throughout the Early Years Foundation Stage.

In F1 the children's attainment in Communication Language and Literacy Development and Personal and Social Development is tracked through the ages and stages. In F2 attainment in all 6 areas of learning are tracked using the Early Years Foundation Stage Profile web-tracker. Children's progress is tracked throughout the Foundation Stage on an Early Years web tracker and this data is used to

inform future planning. On entry to F2 a baseline assessment is made of all children. This also informs future planning.

The Involvement of Parents/Carers

Parents/carers are kept informed and encouraged to be involved in their child's learning by all or some of the following as appropriate:

- Displaying labelled work and photographs
- Interactive displays
- Invitation to assemblies - birthday/merit, class and special events
- Social activities
- Copies of planning
- Story Sacks
- 'This is me' books
- 'Starting Together' books
- Reading record books
- 'My wish cards
- Learning journals
- Parents' evenings and workshops
- Family learning courses
- Annual report
- Sharing informal observations day to day
- End of Year Expectations booklet

Teaching and Learning

Personal Social and Emotional Development

We feel this is crucial for all our children if they are to access the whole curriculum and develop their full potential. We therefore prioritise this area in our curriculum. We acknowledge that children in this setting arrive at nursery with widely differing levels in their personal, social and emotional development and our practise needs to reflect this.

Effective learning

The children need to feel safe in the school environment, indoors and outdoors and develop trust in the adults they work with. They also need to develop trust and respect for each other, learning to identify and accept similarities and differences in each other and developing their own positive self image.

By sharing their feelings and experiences with adults and other children they can begin to learn about different cultures and relationships and to understand the benefits of developing effective relationships.

Effective learning is underpinned by positive attitudes and dispositions to learn where the children feel happy and confident and are involved in activities they enjoy. Children need time and opportunity to become engrossed in activities that allow them to think for themselves and solve problems.

Effective teaching

It is vital that adults act as good role models for children by listening to them, talking to them politely and sharing decisions with them. When dealing with conflicts they should talk calmly, acknowledge the children's feelings and make it clear to them how the problem can be resolved.

Children need to see enthusiasm for their learning. By praising their efforts and achievements they can learn to enjoy their success. When praise is given staff need to be specific about what has been done well.

Staff should plan activities that match the children's interests and learning needs. This may require some flexibility in planning and organisation while children remain comfortable with familiar routines. Planned activities need to be both challenging and achievable. When children encounter difficulties or experience failure adults should support them, encourage them to try again and give them small challenges to build their confidence.

Staff should model effective language and communication to support the children's personal, social and emotional development. Open-ended questions can also help children to think through the consequences of their actions. Understanding the children's non-verbal communication and helping them to be aware of the effects of their body language will support their development.

Children learn to express their feelings through well structured play activities. Role play in particular helps them to make sense of their world and allows them to work through their feelings.

Physical Development

Effective learning

Children need time to practise and refine movements to develop their physical skills. Careful planning allows for challenge within a safe, well-resourced environment. Other areas of learning can be developed through physical play as children use all their senses to develop their learning. As children develop confidence in their physical skills they will become more independent and more able to look after themselves and maintain a healthy lifestyle.

Effective teaching

Children need frequent, regular access to physical activities indoors and outdoors. Adults must ensure the environment and equipment is safe to use. Staff should provide stimulating, fun activities to engage the children in physical activity. They should model the vocabulary of movement and encourage the children to use it talking about their play. Some movements require direct teaching, such as safely moving heavy or large equipment. Staff should ensure children have the opportunity to handle a range of small equipment to develop their confidence and control. A balance between energetic physical skills and fine motor control should be planned and support given to children whose development is being hindered in anyway. Staff model and encourage ways of keeping healthy and provide opportunities for the children to make healthy choices.

Communication and Language Development

The development of communication and language skills are also crucial to a child's learning in all areas. Children who attend this setting arrive at very different stages of language development. We need to focus on communication and language skills to enable children to access the full curriculum.

Effective learning

Children need regular, ongoing opportunities to speak and listen in a wide variety of situations. They need to practise these skills in all areas of learning and enjoy using them in varied play activities. We recognise that everyday situations can be used to develop speaking, listening, reading and writing skills.

Effective teaching

Adults can develop children's confidence to speak by valuing their talk and encouraging them to communicate. The children need to feel confident to learn therefore adults need to observe their strengths and interests and plan speaking, listening, reading and writing activities which build on their interests as part of purposeful play. Staff should model the conventions of different conversations, helping children to develop the skills to greet, ask, refuse, and include others in conversation. Children need encouraging to use language to explain their thinking. This can initially be modelled by adults.

Planning needs to be flexible so it meets the needs of all children. It should identify learning opportunities within the environment as a whole and for specific children within the environment. It should specify the vocabulary to be used across the curriculum.

Literacy

Effective learning

Children also need regular, on going opportunities to read and write in a wide variety of situations. They need to practise these skills in all areas of learning and enjoy using them in varied play activities. As with communication and language development we recognise that everyday situations can be used to develop reading and writing skills.

Effective teaching

Staff should model reading and writing for different purposes. Through shared text activities adults can introduce the conventions of written English. To engage the children, activities need to be purposeful and presented in a variety of play situations targeted to reach the differing interests of the class. All children in the Foundation Stage have a daily phonics session.

Mathematics

Effective learning

Children will learn most effectively when they are enjoying purposeful mathematical activities linked to their play and to other areas of learning. Staff should be prepared to extend learning when opportunities arise in a carefully prepared environment. It is important to allow children time to consolidate learning by playing familiar games, sharing rhymes and songs and repeating daily routines which give them opportunity to practise their skills. Mathematical ideas will be developed when the children feel confident to talk about their activities and communicate their thinking.

Effective teaching

Staff should be aware of the everyday contexts they can use to develop mathematical thinking. Children should be encouraged to join in by providing well planned enjoyable, interactive activities for large and small groups.

Children can be encouraged to start recording their maths pictorially or in written form as part of a game. They will record more confidently if they understand the purpose of recording their work. Staff should plan a range of activities involving number, calculations and shape, space and measures. Opportunity for talking mathematically is important and the vocabulary to be used should be highlighted in planning. Adults can intervene in children's play to ask questions to develop their learning. Children will develop their thinking when staff show an interest in how they solve problems. A wide range of resources should be used indoors and outdoors to develop mathematical thinking. These may be specific resources but should also include familiar, everyday items. Staff should develop their own awareness of how to make links between the different areas of maths and other areas of learning.

Understanding of the World

Effective learning

Children learn successfully through practical play based activities. They will develop their understanding through interaction with each other and with adults at school. Children need opportunity to gather information in many different ways so that they can begin to make links between experiences.

Effective teaching

Staff should model different learning behaviours and work alongside children to help them discover things for themselves. They should show enthusiasm for the children's curiosity to encourage them to be more observant and questioning. Children need to be carefully taught how to use tools and equipment safely and effectively. This may require adults demonstrating activities or supporting children while they work with new resources. Staff should encourage children to persevere by interacting with them and helping them to learn from their mistakes and 'have another go'. Carefully considered open-ended questioning will help children to explain and share their thinking and pose questions for future learning. All children need encouraging to access the curriculum. This should be reflected in planning which caters for children's differing needs and interests. The local environment should be used as a resource to develop children's learning. Children should also be encouraged to make decisions about which resources or equipment are needed for an activity. Children should have access to a range of 'Information and Communication' technology. This should be used as an integral part of their work and play on a day to day basis.

The children's families may also provide insights and information to help the children develop their understanding of one another.

Expressive Art & Design

Effective learning

Children need time to explore ideas and experiment with different materials. Organisation needs to be flexible to allow children to return to work to refine it or finish it. Children also need to spend time with creative adults who stimulate their interest and curiosity. Children need to feel secure to try new things. Confident children will take risks, make mistakes and tolerate uncertainty. They need opportunities to use all their senses creatively.

Effective teaching

Staff should provide children with opportunities and resources to develop their own ideas. They should value these ideas and not expect children to reproduce adult's ideas. Materials and resources should be continuously available over a period of time to allow children to develop and communicate their ideas over time. High quality resources and artefacts should be introduced to the children. Adults should interact creatively with children, helping them to make choices and communicate their response to what they see, hear, smell, touch and feel. By talking to the children about their work and introducing the appropriate vocabulary staff will encourage the children to express their ideas effectively.

Staff Development

In order to maintain and build upon staff development, some of the following strategies will be used during the school year:

- A curriculum day
- Staff meetings
- INSET courses
- On-going support from the Foundation Stage Leader
- Visits to other settings

The role of the Foundation Stage Leader

The Foundation Stage Leader will keep staff informed and up to date with practice and new developments, organise INSET, monitor the policy, support staff in planning for the Foundation Stage, manage Foundation Stage resources, liaise with other agencies, support staff in the assessment of children in the Foundation Stage and be responsible for transition to Key Stage 1.

Review and Evaluation

This document will be reviewed annually.
Next review Autumn 2017

Equality Impact Assessment Template

Name of policy or project being assessed	Date
Foundation Stage Policy	1/10/16

Priority Level	
High	x
Medium	
Low	

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes, Caryn Moffatt & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

What are the aims of the policy or project?

- To provide an appropriate curriculum which will enable children to extend their learning and social development to their full potential. This curriculum will build on the children's previous experiences and achievements and enable them to acquire skills, knowledge, understanding, attitudes and values to continue learning effectively
- To deliver a stimulating, relevant, broad and balanced curriculum through talk, first hand experiences and structured play
- To provide a safe, happy and challenging environment in which the children can learn and develop
- To ensure that education is a partnership between home and school and that parental involvement is crucial to successful learning.

Who is the intended customer/service user of this project or policy?

Pupils, staff & Families

What are the desired outcomes from this project or policy?

To ensure that Early Years Foundation Stage learning is an enjoyable and rewarding experience for all, and it has a positive impact on the children in our school.

List any other key policies, procedures, projects or strategies that this policy/project has implications on:

All curriculum policies, inclusion, assessment, recording and reporting, monitoring and evaluation

<p>What are the racial, disability and gender equality implications of the policy or project?</p> <p>The policy states that we work to ensure that there is equal access to the curriculum by taking into account factors that affect achievement such as gender, ethnicity or special needs. In order to achieve this, we work with families to identify how we can best meet the needs of individual children.</p>	
<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>YES where positive action is applied e.g. through changes to the timetable</p>
<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>No</p>
<p>Do you have any evidence?</p>	
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	

<p>Action to take : Previous action taken</p>	
<p>If you have indicated there is a negative impact, can it be justified?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p>	
<p>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy), Lesson observations, learning walks and work scrutiny</p>	
<p>Signed (Person completing the form):</p> <p><i>H. O.</i></p>	<p>Date: 1/10/16</p>