



HOWE GREEN HOUSE SCHOOL

FOUNDATION STAGE POLICY

ISI Reference	2a
Issue Number	4
This policy is endorsed by	Governing Board and the Head
This policy is owned by	
Review Body	Education Committee

Most Recent Revision Date	November 2021
Last Reviewed by Governors	May 2019
Period of Review	Every two years
Next Review Date	November 2023
Previous Reviews	May 2017, November 2019

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

Foundation Stage Policy

Howe Green House School

Introduction

The Governors and staff of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical, and moral development of the individual child. We are committed to providing the highest quality care and education and ensuring that all children enjoy a happy, confident start to school life having fostered a lifelong love of learning.

We are committed to following the four guiding principles outlined in the Early Years Foundation Stage Framework:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.
- The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

The Early Years Foundation Stage at Howe Green House School supports pupils between the ages of two and five years. During this stage we aim to further the emotional, social, physical and cognitive development of each child, building on previous experiences and complementing the learning that takes place at home.

Objectives

- To provide a warm, friendly atmosphere where children and their families feel secure and valued.
- To help children develop confidence, independence and a positive self-image.
- To provide a stimulating, exciting and varied environment in which children are encouraged to develop a positive attitude to learning.
- To provide a broad and balanced curriculum, which is appropriate to the age and development of each child.

- To encourage children to be active participants in their learning, providing a meaningful curriculum, related to their existing knowledge and interests.
- To extend the knowledge, skills and understanding of every child.
- To foster positive attitudes, values and beliefs to encourage children to become responsible, caring individuals within a multicultural society.
- To establish a successful home/school partnership, ensuring effective relationships with parents/carers.
- To prepare the children emotionally, socially and academically for the various transitions within the Foundation Stage.
- To provide a stimulating curriculum that demonstrates a balance between child-led and adult led activities appropriate to the needs of the pupils

Learning and Development

Children develop and learn in different ways and at varying rates and every area of development – physical, cognitive, linguistic, spiritual, social and emotional is of equal importance. Our curriculum allows us to offer a wide range of first-hand experiences to provide the children with the knowledge, skills and understanding appropriate for this development. It is organised into the seven areas of learning as set out in the Early Years Foundation Stage Framework:

3 Prime Areas:

- **Communication and Language Development**

‘Giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations’.

- **Physical Development**

‘Providing opportunities for young children to be active and interactive; to develop their co-ordination, control and movement. To help them to understand the importance of physical activity and to make healthy choices in relation to food’.

- **Personal, Social and Emotional Development**

‘Helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities’.

4 Specific Areas:

- **Literacy**

‘Encouraging children to link sounds and letters and to begin to read and write. Providing children with a wide range of reading materials to ignite their interest’.

- **Mathematics**

‘Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces and measures’.

- **Understanding the World**

‘Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment’.

- **Expressive Arts and Design**

‘Enabling children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology’.

The delivery of the curriculum to the Little Oaks Nursery and Reception children will be through a thematic approach planned annually, termly and weekly in line with the Early Learning Goals and Development Matters combined with an abundance of activities centred around each child’s interests and individual needs. Staff understand that children learn in different ways and the 3 Characteristics of Effective Teaching and Learning (CoELT) outlined in the Early Years Foundation Stage Framework are reflected in their practice’. (Statutory framework for the early years foundation stage- September 2021)

- **Playing and Exploring** – the way in which children investigate and experience things and ‘have a go’
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Reception Class the focus remains on the seven same areas development of using the Early Learning Goals (ELG's)

Early Learning Goals

- The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.
- Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.
- When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence

A balance of teacher led and child-initiated activities are offered both inside and outside of the classroom.

Organisation

Staffing

The Head of Pre-Prep is the named person responsible for the EYFS. In their absence, the Nursery Manager takes on this responsibility for Little Oaks Nursery and the Assistant Head of Pre-Prep for Reception.

The Head of Pre-Prep is the named person responsible for behaviour management. In their absence, the Nursery Manager takes on this responsibility for Little Oaks Nursery and the Assistant Head of Pre-Prep for Reception.

Little Oaks Nursery School

The child/staff ratio is 1:4 for 2-year-old children, and 1:8 for children aged 3 & over. The school currently employs 1 Manager, 1, Deputy manager, 4 full time and 3 part time Early Years Educators.

Structured activities include specialist Music, Art and P. E lessons and Woodland School sessions are also offered. Optional ballet lessons are taught by an independent specialist teacher at an additional cost.

Reception

One qualified Early Years teacher and one qualified TA deliver the curriculum over the course of each week. Structured activities include specialist Music, Art, Science and P.E lessons. Modern Foreign Languages and ICT are taught by the class teacher

Key Person

The role of the Key Person is to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and to build a relationship with their parents. They engage and support parents and carers in guiding their child's development at home and help them to engage with more specialist support if appropriate. At Howe Green House School, we follow a Key Person and Key Worker system in line with the principles of the Early Years Foundation Stage Framework.

Little Oaks Nursery School

In Little Oaks Nursery, each child is allocated a Key Person who works to ensure that the childcare that is provided is appropriate for each individual child and their particular needs and interests. This is a named member of staff who is personally significant to the parent and child and forges strong relationships with them. They will meet the child's individual learning and welfare needs and act as a point of contact with the parents, whilst also co-ordinating their observations and record keeping via Tapestry, our online Learning Journal. The Little Oaks Nursery Manager acts as an additional Key Worker to support all staff, with responsibility for the strategic overview of each child's learning needs and requirements and as such, undertakes duties including discussing children's progress with staff and parents and supporting the writing of formal reports. The Key Person and the Nursery Manager regularly update each child's Tapestry Journal to compile a record of the child's experiences during their time in the Nursery.

Reception

In the Reception class each child is allocated a Key Person who coordinates the child's observations and record keeping. They are equally responsible in providing for the individual needs of each child, as a point of contact for parents and carers, and having input into the observation, planning and record keeping process. The Reception class teacher additionally acts as the Key Worker with responsibility for the strategic overview of each child's learning needs and requirements and as such, undertakes duties including discussing children's progress with parents and writing formal reports.

Equal opportunities

All pupils will have equal opportunity to reach their full potential. Teachers ensure this through differentiated teaching and learning strategies. Resources are provided as necessary for children with specific learning difficulties. The diversity of all families and communities will be valued and respected with no discrimination against any child.

Admissions

Little Oaks Nursery Admission Policy

A waiting list for the nursery is held and places are allocated strictly by the date of registration. A seventy-five pounds, non-refundable fee is payable on registration. Fees for pre-booked sessions are payable in advance, on a termly basis. If a child is withdrawn from the nursery or the waiting list, a full half term's notice in writing, or a fee equal to the half term's pre-booked sessions is required.

The school will confirm in writing the availability of the requested sessions in the term before the child is due to start nursery. Pupil numbers will be strictly regulated so that the maximum legally permitted is not exceeded. Prior to a child's attendance at the nursery the parent/carer must complete the registration form and entry form. This provides the nursery with the following vital information:

- Name, home address and date of birth of each child
- Name, address, email address and telephone numbers of all parents and emergency contacts.
- Name, address and telephone number of child's doctor and health practitioner
- Names of siblings and position in family
- Details of health and development
- Details of allergies and any medical conditions
- Dietary requirements and food preferences
- Parental concerns & important relevant information

Priority for entry to the nursery will be given to children with siblings already attending the school. Children attending Little Oaks Nursery will be given priority on the waiting list for the Reception class in the main school. Children who turn two during the academic year, whose birthdays fall after the September intake, will be offered sessions if available, after consulting the present waiting list. A weekly parent and toddler session are held in the Bayford Hall to aid the transition into the nursery.

Induction and Transition to Little Oaks Nursery

During the term before entry into Little Oaks Nursery, all families that are new to the school are offered a Home Visit. Parents can use this opportunity to discuss any worries or concerns about their child starting Nursery with the Nursery Manager. Parents and children are invited to play and stay sessions to ensure a smooth and happy transition.

An introductory booklet and Parents Handbook is provided to parents or posted to them if a Home Visit is not required. Following the Home Visits, children and parents are invited to a Teddy Bears picnic in the Summer Term. This provides the opportunity for the whole group to meet together in an informal setting.

Reception Class

During the term before entry to Reception, all families that are new to the school are offered either a Home Visit or Setting Visit. During the Home Visits, parents have the opportunity to learn a little more about what to expect when their child starts school and can discuss any concerns that they may have with the Class Teacher and Teaching Assistant. During a Setting visit, the Class Teacher and Teaching Assistant can meet the child and their Key Worker, observe them in familiar surroundings and ensure that any pertinent information is communicated.

Towards the end of the academic year, the children are invited into story sessions and are given the opportunity to spend time in their new class with their new teacher. Parents will also be invited to a meeting during which the Class Teacher and Teaching Assistant will outline key information about life in Reception and parents will have the opportunity to ask any questions. All parents are provided with a Parents Handbook. At each point of transition, each member of staff holds a 'handover' meeting with the next teacher. During this meeting, each child's particular needs, abilities and requirements are discussed. Foundation Stage Profile Scores, Development Matters tracking, notes and observations are transferred to ensure a smooth transition.

Where appropriate, meetings are held with parents to discuss any additional requirements or needs for example where a child has health or medical needs.

Partnership with Parents

The Staff at Howe Green House School recognise the importance of working in partnership with parents and carers and the positive impact that this has on children's learning and development. We aim to form good relationships with parents in order to provide a happy, caring and stable environment for the children and their parents. We recognise that parents are the child's first educators and we aim to support and augment their essential work.

Implementation

Little Oaks Nursery School

- The Nursery Manager will make all new parents aware of the nursery's policies and routines
- The Nursery Manager will keep parents informed of activities and topics via a termly newsletter and the notice board.
- Information regarding the children's wellbeing throughout the day is always available to parents.

- Formal Parent consultations are held during the Spring Term with the Nursery Manager. Additional meetings can be arranged if requested when parents have received their child's summative assessment. Staff discuss with parents how they can support their child's learning at home. This may be through informal conversations or at more formal meetings, including parent consultations and home sharing activities are made available.
- The Nursery Manager will be available at the beginning and at the end of the day and at other times by appointment.
- Any information provided and topics discussed by parents/carers and the Nursery Manager about the children will be confidential and treated on a strict need to know basis (subject to requirements of the Children Act).
- Parents are able to access their child's Foundation Stage Profile via their Tapestry Journal, but written request must be given to have access to their personal file and Data Protection Legislation will be taken into account.
- Parents are encouraged to contribute to their child's Tapestry Learning Journal by sharing their achievements and interests at home.
- Parents are requested to keep the nursery informed of any changes to personal circumstances for example, a change of address and telephone number or emergency contact.
- Parents are requested to inform staff of any circumstances that may affect the child's health or emotional wellbeing.
- Regular Little Oaks Nursery and whole school newsletters will keep parents informed of themes, development plans and staff changes.
- The Nursery Manager will inform parents of the systems for registering queries, suggestions and complaints.
- All parents will have access to our written complaints procedure which includes ISA details.

Implementation

Reception

- Staff will keep parents up to date with current information via the notice board.
- On entry to Reception, parents are requested to complete an entry form with a section detailing their child's interests and achievements at home. Parents are encouraged to update this information on a regular basis and it is incorporated into the child's individual folder.
- Staff are available to discuss the children's well-being, although they may need to arrange an appointment for a mutually convenient time
- Parents will receive a calendar of termly events.
- A termly newsletter is sent out detailing the themes and topics and any relevant information pertinent to the Reception Class.
- Parents are invited to attend Family Assembly on Monday and Class Assemblies on a Friday. Informal coffee afternoons are held termly in Reception.

- Parents are invited into school to share skills and experience where they are relevant to the curriculum e.g. doctors, vets, musicians
- Parents are encouraged to help with school outings and special events but must undergo all appropriate checks prior to this
- Staff discuss with parents how they can support their child's learning at home. This may be through informal conversations, at Coffee Afternoons, or at more formal meetings, including parent consultations.
- The children are given a simple homework task on a Friday. Parents are also informed of what the children have learned that week and how they could support or extend that learning further at home if they would like to.
- Parents are able to access their child's Foundation Stage Profile via their Tapestry Journal, but written request must be given to have access to their personal file and Data Protection Legislation will be taken into account.
- Parents are encouraged to contribute to their child's Tapestry Learning Journal by sharing their achievements and interests at home.
- Parent consultation evenings take place termly.
- Parents will receive a written report of their child's progress at the end of the academic year.
- In the final term of the year, the EYFS Profile is completed for each child in Reception. They will be assessed against each of the Early Learning Goals, and it will be detailed in their report if they are emerging, meeting, or exceeding the expected levels of development.

Assessment and Recording

Staff at Howe Green House School understand that all children are unique. As such, their interests, development, learning and achievements are an integral part of our planning and assessment cycle. All children within the Foundation Stage are observed regularly and both the formative and summative assessments are analysed and incorporated into their 'next steps'. Parents are actively encouraged to become involved in this cycle of observation, assessment and planning by contributing information about their child's achievements and success via their Tapestry Journal.

Little Oaks Nursery

Parents complete an 'All About Me' questionnaire, which records the starting points prior to entry to the Nursery. Individual interests are noted and used in our planning. The adult led and child-initiated activities form the beginning of the child's Learning Journey. Observations are recorded regularly and form the basis for further planning. Where there is any cause for concern, individual observations will take place with parental involvement and appropriate action will be taken, including the involvement of outside agencies where necessary.

A progress check for children aged between two and three years is carried out. This is to provide parents and/or carers with a written report of their child's development in the

prime areas and can be shared with their Health Visitor. This summary of development is discussed with the parents to enable them to support learning at home.

A short, summative assessment is provided for parents of the children in Little Oaks Nursery at the end of each term, which highlights where each child is working. In the Reception Class, this information is shared with parents at Parent consultations each term. A formal report is written for children at the end of their last term in Little Oaks. This will be discussed with the Reception Class Teacher before the children transfer to the main school or will be given to the parent to pass on to the appropriate establishment if the child is not remaining at Howe Green House School.

Photographs, video clips, observations and examples of evidence record all of the positive steps in a child's progress over the course of an academic year within their Tapestry Learning Journal. All members of staff working with the child will contribute to these records.

Key person/daily observation files

Each member of staff will keep their own record of the observations and assessments carried out with the children. Concerns regarding a child, a group or class will be highlighted by our Development Matters Data Tracking System and are discussed with the Head of Pre-Prep and the Nursery Manager. Team meetings are held regularly between the Key Person and the Key Worker to check on an individual child's progress and needs.

Reception Class

On entry to Reception each child will undertake an online Baseline Assessment. This formal assessment is repeated at the end of the year to indicate the progress made during the academic year. Continuous assessment of all seven areas of learning takes place throughout the year and progress continues to be recorded in the child's online Tapestry Learning Journal. This continuous assessment, alongside the interests of the children, will form the basis of the weekly and termly planning. Further assessment will be undertaken in accordance with the individual subject policies and outcomes discussed each term during parent consultation evenings. Parents will also be provided with a copy of their child's Next Step's Targets at the Autumn and Spring consultation evenings. Where there is any cause for concern individual observations will take place with parental involvement and appropriate action will be taken, including the involvement of the Special Educational Needs Co-ordinator (SENCO) and outside agencies where necessary.

At the end of the Reception Year, the Early Years Foundation Stage profile will be completed for each child, indicating if the child is meeting expected levels of development, exceeding expected levels or not yet reaching expected levels (emerging). The results of the Foundation Stage Profile are shared and discussed with parents, alongside the end of year report. To ensure that the individual needs of each child is

met as they make the transition to year 1, a copy of the profile report and their individual evidence folder is handed to the Year 1 teacher and is discussed fully.

Tapestry Learning Journals

In the Foundation Stage at Howe Green House School every child has an online Learning Journal. The system that we use is called 'Tapestry'. It allows staff and parents to contribute observations, photographs and comments and builds up a record of each child's experiences and achievements during their time with us, creating a personalised journal that can be viewed online. At the end of each year, parents are presented with a memory stick which contains their child's complete journal.

Staff Development and Appraisal

The arrangements for appraisal and development include classroom observations and structured discussions with individual members of staff where achievements are recognised and professional development and training needs are identified in line with ISA guidelines.

Supervision

All staff in the Early Years Foundation Stage have a Supervision meeting each term. This is an opportunity for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. This is in addition to staff appraisals.

Staff Training, Meetings and Professional Development

All members of staff are involved in trainings days, which are held each term. Additional training is arranged in response to the needs of individual members of staff and the school or nursery as a whole. All staff and volunteers receive annual training in the use of fire extinguishers. Staff and volunteers receive regular Safeguarding training in addition to an annual update.

All staff in the Early Years Foundation Stage are qualified in Paediatric First Aid.

Whole School staff meetings are held after school on a weekly basis. Full Foundation Stage Unit meetings are held termly or as required and additional Departmental meetings are held whenever necessary. Regular Nursery team meetings are held and staff meetings are held half-termly with additional meetings when required. The Head of Pre-Prep and the Nursery Manager meet as required.

For further information regarding the Early Years Foundation Stage Framework please visit www.foundationyears.org.uk

In compliance with the Statutory Requirements of the Early Years Foundation Stage the following documentation is available for parents:

Admissions Policy
Administering Medicines
Complaints procedure
Equal Opportunities
First Aid
Safeguarding Policy including Intimate Care and Physical Restraint
Missing Child Policy
Non-Collection of Children Policy
Photography Policy (including use of cameras and mobile phones)
Additional Educational Needs Policy including SEND
Record of complaints
Activities provided for children.

Please see the school website for these policies. If you require a hard copy of any of the policies please speak to the Nursery Manager or the Head of Pre-Prep

The content of this policy may be adapted due to unforeseen circumstances such as a pandemic out-break, refer to additional policies and risk-assessments.

Reviewed by Education Committee: 6th November 2019

Chair: L Lester

Head: D Mills

Next Review: November 2023

Appendix 1

Staff with specific responsibilities in relation to the EYFS

Named person with responsibility for EYFS	
Named person with responsibility for EYFS in the absence of the above	Mrs Julie Sellears (Nursery) Mrs Anna Lipani (Reception)
Named person with responsibility for behaviour management within the EYFS	
Named person with responsibility for behaviour management within the EYFS in the absence of the above	Mrs Julie Sellears (Nursery) Mrs Anna Lipani (Reception)