



# STREATHAM & CLAPHAM PREP SCHOOL

## Foundation Stage Policy

<b>Person(s) responsible for this policy</b>		<b>Head of EYFS</b>	
<b>Last review by</b>	<b>R Lockyer</b>	<b>Review date</b>	<b>June 2019</b>
<b>Date of next review</b>		<b>September 2020</b>	

### Aims

At Streatham and Clapham Prep School we aim to provide an Early Years education that meets the individual needs of every child in our care. We offer a safe and secure environment that will encourage each child to take fullest advantage of a wide range of presented opportunities and experiences through an extensive and sensitively introduced curriculum.

In the Nursery, our aim is to provide activities that will challenge children to achieve the level the Curriculum Guidance sets or above for children before they move up to Reception and make the learning experience an enjoyable one for the children.

During a child's time in the Reception year she will work towards achieving and, where appropriate, exceeding the "Early Learning Goals".

### Accommodation

#### Nursery

Girls can be admitted to Nursery in the term of their 3<sup>rd</sup> birthday and remain in Nursery until the September following their 4<sup>th</sup> birthday. They can attend all day or a morning session. All children stay for school lunch which is eaten in the main dining room

Nursery is based on the ground floor of the Foundation Stage wing. It comprises a large open room with a sink at one end, an open plan cloakroom area and an office room. It has its own toilets and hand basins across from the main room. Access to the rest of the school is through a keypad door. The other door leads out into a secure, enclosed play area which has a rubber surface. The Nursery also uses the main school gymnasium for PE and goes to the library and ICT suite for lessons.

#### Reception

Girls are admitted to Reception in the September following their 4<sup>th</sup> birthday and remain there until the September following their 5<sup>th</sup> birthday.

The Reception classes are accommodated in two single adjoining rooms above the Nursery. Each room has a sink and there are toilets with hand basins just outside the first class door and there is a central store/office. The Reception rooms each have a sand and a water tray. Access to the rest of the school is through a keypad door. Reception also use the facilities of the main school, the gymnasium, library, main hall, music room and ICT suite.

Reception is part of the Prep Lower School and as such the girls attend assemblies in line with the rest of the Prep school.

### **Settling in**

Once a child is accepted by the Nursery, arrangements will be made for a short visit to the nursery with a parent staying if need be to reassure the child. The Nursery staff work in partnership with the parents to settle the children into the Nursery environment. Each child will be very different when being settled into the nursery environment. Some children will settle in more quickly than others. The key message is that the staff and the parents will know when each child is ready to take further steps within the settling in process. Each child is assigned to a key worker.

All girls moving from Nursery to Reception will visit their new classroom several times during the summer term. Girls from other nursery settings are invited to make a morning visit to the school in the summer term with their parents to see their new classroom and meet their teacher and classmates.

### **Curriculum**

We will promote the intellectual, emotional, physical, spiritual, moral, social and cultural development of each child through a well-planned and managed curriculum. The curriculum will take account of the child's aptitude to learn through different forms of activity, in particular through active involvement and play. Playing and exploring is how young children learn best. Through play they will develop social interaction and communication skills.

The Nursery uses the Early Learning Goals and their stepping stones to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In most of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part fully in the activity. In all activities information from the Early Learning Goals and stepping stones has been used to help decide what equipment to provide and how to use it.

For children between the ages of 3 and 5 years, the school provides a curriculum for the Foundation Stage of education. This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, called Curriculum Guidance for the Foundation Stage.

The guidance divides children's learning and development into seven areas. *The three prime areas are:*

### **Personal, Social and Emotional Development**

This area of children's development focuses on children learning how to work, play, co-operate with others and function in a group beyond the family. The learning outcomes cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

## **Physical Development**

This area is focused on children's developing physical control, mobility, awareness of space and manipulative skills in both indoor and outdoor environments. This includes establishing positive attitudes towards a healthy and active way of life.

## **Communication and Language:**

This area covers the development of communication skills, including speaking and listening. We place a very strong emphasis on children's developing competence in listening and paying attention, understanding and speaking.

*The four specific areas are:*

### **Literacy:**

Phonics taught systematically and discretely, is used as the prime approach in the teaching of early reading. Through use of phonics, children are confident to write simple words correctly and have a go at sounding out and writing more complex words.

### **Mathematics:**

This area covers important aspects of mathematical understanding. A great emphasis is placed on mental maths and developing the use of mathematical language.

### **Understanding the World:**

This area focuses on children's developing knowledge and understanding of their environment, themselves, other people in their lives and features of the natural and made world. It provides a foundation for scientific, technological, historical and geographical learning.

### **Expressive Art and Design:**

This area of the curriculum focuses on the development of the children's imagination and their ability to communicate and express ideas and feelings in creative ways.

## **Outdoor Play**

Outdoor play is an excellent opportunity to extend a child's gross motor skills. During this time there will be a lot of staff interaction to ensure each child is getting the best out of this time. It also allows staff to assess and record the children's development. Outdoor play should allow the children freedom to express themselves, but it also needs to have some meaning to the play.

Preparation and supervision of outdoor play is of utmost importance to ensure the safety of the children at all times.

## **Planning**

There are frameworks in place for long, medium and short-term planning. Our long-term planning takes the form of an overview of the themes covered by Nursery and Reception. On this plan each of the seven areas of learning is identified. Parents are given an outline of the themes for the term and are kept informed about activities and visits through welcome evenings, curriculum evenings, displays, notices and letters. A copy of the curriculum letter and the class timetable is also on Firefly for parents.

Medium term planning is completed each term. The medium-term plan identifies the broad learning objectives in all areas and suggests outcomes to show that the objectives have been achieved.

Short term planning is completed weekly. It builds on the medium-term planning by identifying detailed learning objectives. It takes into account the needs of the children in various groups and identifies the way in which the activity will be delivered. The Teaching Assistants are included in the weekly planning. Both Reception and Nursery staff have a separate planning meeting each week where ideas are shared. These meetings are also used to discuss observations and assessments of the children, thus feeding future planning.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Initially we address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, we teach a full daily literacy and numeracy lesson by the end of the Foundation Stage.

Targets are set in Reception for each child in the seven curriculum areas. These targets are reviewed and new targets set every half term. In Nursery targets are set termly for each child for the seven areas of learning and are reviewed every few weeks.

## **Assessment**

Each child's development in Nursery is measured by reference to the Stepping Stones in the Curriculum Guidance for Foundation Stage. The Stepping Stones describe the stages through which the children are likely to pass as they move towards achieving the early learning goals. Nursery and Reception complete a termly overview of progress sheet of stepping stones clusters, which can be continued into Year 1.

In Reception a Baseline Assessment is carried out on every child within six weeks of starting school. We use PIPS Baseline Assessment. The Baseline gives a "view" of that child – of where they are and what they need to do next to take their learning forward. It also helps to group the girls for Literacy and Numeracy.

All early years' staff carry out observations as part of the child's everyday activities in class. We follow a "look, listen and note" routine, observing the child and sometimes talking with them about the activity and their response to it. We build an e-profile of each child using 2build a profile app on iPads. Each member of staff has an iPad. We use the app to record an activity, make notes on attainment and plan the next steps for learning. An e-profile can be made and shared with parents. Parents can also contribute to their child's profile by sending pictures and completing a "wow" note.

Children's work is also collected at various times to provide evidence of learning and progress. Photographs may also be included as evidence. The Nursery keep a scrapbook for each child with photographs and samples of work.

On each observation we record the “Characteristics of Learning”. We are particularly interested in how the children learn. We will record if they are “playing and exploring”, noting how children play with what they know and how they are “willing to have a go”. We note any “active learning” looking at how the child is involved in the activity, whether they can concentrate, keep on trying and how they enjoy achieving what they set out to do. We also notice where the child is “creating and thinking critically”, for example, do they have their own ideas? Can they make links? Also noting how they choose ways to do things.

Each observation includes the next steps for each child. We consider what has just been observed and we will state the area of development that will be a future focus of learning for each child. “Next steps” often relate to the child’s current interest in life or what they love doing the most and can be a great way to extend activities or interests and even introduce something new.

At the end of the Summer Term, Reception teachers complete the PIPS end of year assessment and the Foundation Stage Profiles for each child, showing where the early learning goals have been met or exceeded.

### **Parents**

Parents and families are central to the progress and well-being of the child. Parents are able to bring their children in to the classrooms each morning and a quick informal discussion can sometimes take place. Parents can make an appointment to meet with the class teacher at any point in the term to discuss any concerns they might have.

We meet with parents early in the Autumn term to discuss the settling in period and to give details of the curriculum and ways in which they can support their children’s learning. Later in the term we hold individual meetings to discuss progress. We are also keen to involve parents as they know their children best. Their own observations of what their child is doing at home are an important part of the complete picture of the child’s development and achievements, upon which we can build. There are Wow notes available in the classroom for parents to take and record any significant learning moments at home. These notes are put into their child’s portfolio.

In the Spring term parents are invited to see their children’s work and to discuss progress and targets with the class teacher. In the Summer term parents receive a written report that offers comments on their child’s progress in each area of learning and targets for literacy and numeracy.

### **Resources**

A specific budget is designated for the Foundation Stage. Orders are given to the Foundation Stage Leader to put on Complot. Resources within the classrooms are well ordered, clearly visible and accessible to all children, helping to lead towards independence and the children taking responsibility for their own learning.

### **Equal Opportunities**

All children are valued whatever their gender, race, religion, ability or disability. Support is given to children who need it “for whatever reason”.

## **Additional Learning Needs**

Children in Nursery and Reception are monitored and teachers plan for the individual learning requirements of those children who need additional support or have particular needs using Individual Educational Plans. The school ALN coordinator meets with teachers each term to ensure that individual children make the best possible progress.

## **Health and Safety**

At all times the Nursery and Reception staff will cooperate fully in implementing health and safety initiatives. They will do everything possible to make sure injuries do not occur to themselves, the children and others. Staff complete risk assessments for all areas where Nursery and Reception children go.

To ensure a safe environment the toys and materials used by the children are washed and disinfected every half term.

The classrooms and outdoor area are checked each morning and constantly throughout the day for any possible hazards.

The rabbit has his own risk assessment and a routine has been established for his care to keep the pet, the children, staff and the environment as safe as possible.

The snack cups are sterilized with a Dettol solution after every use.