

# Virginia Primary School

## Foundation Stage Policy



### Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

### Rationale

We believe that the level and quality of support, from school and home, in the early years of a child's life are fundamental in forming their confidence, happiness and ability to learn and develop later in life. Therefore, we take Early Years education very seriously in our school. We offer full time places to children from the age of three to five and we operate as a unit, rather than two classes. We think that this fosters independence, creativity and the ability to make strong friendships for the children. It also allows us to plan for children's individual needs and interests.

Parents and families are key to the under fives' development and we aim to work with them and support them at all times, providing a welcoming and inclusive environment for them.

### Expectations

We have high expectations of all our children, our parents and ourselves.

#### By the end of Reception we expect children to:

- Be involved at all times, and to tell us if they are unable to because they are worried or unhappy.
- Ask for help if they need it.
- Respect all adults.
- Respect their peers.
- Persevere.
- Make mistakes and learn from them.
- Listen when we are talking and follow instructions.
- Set personal challenges for themselves: 'If you don't know, have a go'.
- Learn, cooperate and collaborate with all class members.
- Self-manage behaviour.
- Feel safe and unthreatened.

#### We expect parents to:

- Send their children to school on time, fed and rested.
- Make sure their child brings their book bag to school every day and to share the books that the children take home with them.
- Attend school events/meetings and take an interest in their child's learning.
- Share information with us about any issues that will affect their child's happiness at school, or their learning and development.

#### We expect staff to:

- Come to school organised, prepared and positive.
- Respect the children and their families.
- Form positive, professional relationships with all members of our school community.
- Share information about children and their siblings in an appropriate and relevant way.
- Model positive learning behaviours.
- Be open to change and development.
- Actively engage in developing and improving learning and teaching.
- Listen to the children and treat them fairly.

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- Be consistent in expectations.
- Feel safe and unthreatened.
- Support each other and work as a team.
- Keep the area that they are working in tidy, clean and well organised.
- Help set up and pack away the Unit every day.

### Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

We create a stimulating environment to encourage children to free-flow between inside and out.

Each child has their progress measured against all areas of learning from when they begin the EYFS. At the end of Reception we submit our yearly results to the Borough which will indicate whether a child is at the emerging level, expected level or exceeding level of the EYFS.

In addition to the EYFS, we have, at Virginia Primary School, our own Maths and Literacy Expectations for children in Nursery and Reception (Appendix 1). As the majority of our children have English as an additional language we have instated these extra expectations in order to give the children additional support from the beginning of their school career.

In Reception, the children take part in a daily Phonics session (using the 'Letters and Sounds' programme), Literacy carpet time and Maths carpet time. They also take part in small-group, teacher-led mathematics and guided writing and reading activities. Every child takes part in guided reading at least twice a week, one session of which is led by their teacher. The children take home a levelled reading book twice a week and High-Frequency Words.

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By the end of the Nursery year the children will be taking part in daily Literacy and Maths carpet times, daily Phonics sessions and a teacher-led small group Maths and Literacy activity each week. These sessions are where we teach to the EYFS goals and our expectations. The children take books home to share twice a week.

### Assessment

We assess children throughout their time in the FSU in the following ways:

- An assessment on entry to both the nursery and reception class is made comparing the child's developmental age to their actual age.
- All practitioners should make short positive observations on what the children have achieved in their play on a daily basis which are then fed into the daily after school meetings. These after school meetings review the day's learning and assists in planning actions for the following day. Observations assist in informing the teacher and key worker in assessing which developmental age band the child is working at, and helps to inform the teacher's planning. The FS Leader keeps a record of which children have had observations in which areas of learning, ensuring that all children are regularly and comprehensively observed.
- Each child will be a focus child where the teacher will make a detailed observation following the child's interest and learning and then provide next steps which will inform the team's planning about how best to provide for that child.
- The teacher will also arrange 'tick list' checks to verify children's Phonics knowledge and their knowledge of High-Frequency Words and basic maths skills. The teacher will also mark the Reception children's Guided Writing and Benchmark their reading.
- The teacher and the key person will meet once a term to assess whether the child is at the emerging level, expected level or exceeding level of the developmental age band they are working at. The class teacher will input this into the tracking system. The FS Leader will then check the results and both teachers will use the tracking system to inform their planning.
- Both teachers will meet with the school Literacy and Maths Leaders for pupil progress meetings once a term.

### Planning

- The entire team meet once a week to plan for the following week. The team plan a weekly overview together, incorporating the children's interests and needs. The team also meets for a daily ten minute meeting after school to review the day's learning and discuss planning for the following day's provision.
- Each adult is responsible for planning for the provision in their area and the reporting of learning which has taken place daily to discuss in after school meeting.
- Each teacher plans Literacy mat times and activities, and Maths mat times and activities for their class, based on the EYFS and our Expectations. The FS Leader must support the other teacher in planning and must check their plans once a term.

### The Learning Environment

The unit should always have:

- An Information board displaying timetables, planning, groups, clubs, and child-friendly IEP's.
- Self-registration area.
- Photos of the children.
- Resource areas should be clearly identified and resources clearly labelled, preferably with photos, so that children can access them independently.

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- Books should be provided for the children to access in a calm location in both the Nursery and Reception rooms and the outdoor area. The books should be regularly 'weeded' and there should also be books in bands/levels for children to take home.
- The environment should be print-rich with the alphabet, High-Frequency Words and Phonics cards displayed and accessible indoors and outdoors.
- Numbers should be displayed indoors and outdoors. There should be a hundred square in both the Nursery and Reception area.
- The colours and days of the week should always be displayed somewhere within the unit.
- Our Golden Rules should be displayed somewhere within the unit.

### Daily routines

- The children must bring their book bag into school everyday.
- Children should have boy/girl carpet spaces as far as possible.
- All the children take part in Fit in 5 every day.
- Children should not bring water bottles to school. Milk, fruit and water are provided throughout the day.
- Children should wear school uniform every day. This must be clearly labelled with the child's name, either with permanent marker or, preferably, sewn.
- Children should not wear any jewellery, except small stud earrings, to school.
- Children should not bring toys from home into school.

### Behaviour

- Good behaviour is expected at all times and rewarded by praise from all adults in the setting.
- Staff work together consistently to deal with inappropriate behaviour.
- When a child's behaviour is unacceptable they will be placed on the Time Out chair for three minutes. An adult will then speak to them about what they have done, and will discuss the appropriate follow-on.
- See also the separate Behaviour Policy (Appendix 2).

### Special Educational Needs

- We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents, the Special Educational Needs Coordinator and outside agencies. (See also the separate SEN Policy.)

### Settling in

- Before attending the Foundation Stage Unit, it is expected that children will attend several sessions of our toy library with a parent or carer, and have at least one chance to come into the unit and play before starting school.
- In the term before the child starts in Nursery they will be visited at home by their teacher and another member of staff. This visit is a chance for the parents or carers to ask questions about school, for the staff to find out useful information about the child (allergies, likes/dislikes etc), and for the child and parents to become acquainted with the members of staff. In the case of children starting in Reception, we will endeavour, where possible, to carry out a home visit.

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- Full time and part time Nursery places are offered. When a child starts in Nursery the Nursery staff will organise a gradual settling-in period over a number of days or weeks, depending on the individual child's needs. Parents will be expected to stay with their children in the Unit until the child and members of staff feel he/she is ready to let their parent go.

### Changing children

- Children should have a labelled change of clothes in a bag on their peg, in case their clothing is wet and they need to change it.
- Any adult can change a child if they are wet, but should leave the door to the bathroom open and inform another adult that they are changing a child.
- If a child soils themselves, they will be changed at school and showered if necessary, but the parents will not be called unless the child is thought to be unwell.
- If a child needs to be showered this should be done in the ground floor disabled toilet, with two adults present.
- All staff are expected to change children if necessary.

### Parents

- Parents and carers are invited to stay at school for the first fifteen minutes of the day to play with their child. Parents and carers will be informed of what their children have been doing at school on an informal basis and are asked to share any information or news from home. We aim to provide a welcoming and inclusive environment for parents and carers.
- Parents can make an appointment any time they wish to talk to the teacher, and there will be a formal parent meeting in Reception during the year and at the end of the year to report back on the child's final EYFS score.

### Key Groups

- Each child will be assigned a key person. This adult will take responsibility for taking care of the child's Special Book. Each week the key person and child will spend time looking at their Special Book and talking about their learning. The key person will add the child's comments to their Special Book and plan activities specific to the child's interests and needs. The key person will work in conjunction with the teacher in providing a thorough analysis of how the child is learning and their next steps.
- The key person will also take their children for a weekly key mat time and keep the children's Special Books updated and presentable.

### Presentation of learning in Special Books and on Displays

- The key person has weekly allocated time to do the children's Special Books with them.
- Reception children have writing books in which they do their Guided Writing for whole school writing Assessments.
- Displays should be changed at least once a term, and should always include a title and an explanation of the learning that was taking place in the activity.
- Learning should have the child's name on it.
- The learning displayed should include a variety of different abilities.
- Labels on learning should include a variety of fonts and writing styles (handwritten as well as printed) and include labels by children.
- Any words/phrases displayed to support children's learning should be correctly spelt.
- Learning should be clearly labelled and effectively mounted.

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### Handwriting

- In FSU, children are taught to form their letters correctly. This is practised throughout Phonics sessions and in a discrete weekly handwriting session. All staff are aware of the correct letter formations and should model and encourage the children to use them.

### Trips

- We aim to take the children on one trip within the local area per term, and one more adventurous trip per year. This should include one trip to a place of worship.
- For Nursery, the ratio of adults to children must be 1:2 on a trip outside the school grounds.
- For Reception the ratio must be 1:4.
- Refer to the school trips policy for other information about trips.

### First Aid

- All accidents and injuries must be dealt with by a first aider, and written in the Accident Book. These incidents will be reported to parents at the end of the day where the parent will sign the incident report form taken at the time of the accident. This is a duplicated sheet, a copy of the incident form for the parent and for school. If an incident merits calling the parents or carers during the day The Foundation Stage Leader will make this decision.
- If a child becomes unwell during the day, their parents will be called to come and collect them. Any adult calling a child's home must alert the office beforehand.
- Medications must be taken by parents to the office, and the appropriate forms filled in, before they can be dispensed.
- All allergies will be displayed clearly with a photo of the child on the door between the Nursery and Reception rooms. Food allergies will also be displayed on an individual badge that the child must wear during lunches.
- See also the school's First Aid Policy.

### Risk assessment

- All large equipment in the unit has up-to-date risk assessments kept in the classroom file. These are devised by the Leader and agreed by the whole team. New members of staff must acquaint themselves with these documents.

**Policy Date: September 2014**

**Policy Review: September 2015**

***Policy Reviewed by: Foundation Stage Leader.***

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### Appendix 1: Virginia Primary School Foundation Stage Unit Expectations in Maths, Reading and Writing

#### FSU Expectations in Maths

##### Nursery:

###### *Term One*

- Say some number names in familiar contexts such as Nursery rhymes and songs.
- Experiments with a range of objects and materials showing some mathematical awareness (filling and pouring in the water tray, stacking blocks etc)

###### *Term Two*

- Counts reliably up to 3 everyday objects.
- Responds to the vocabulary of addition in number games and songs.
- Recognise 2D shapes and name them – square, circle, triangle, rectangle.
- Recognise and name main colours.

###### *Term Three*

- Counts reliably up to 6 everyday objects.
- Says number names in order to 10.
- Recognise numerals 1-9, and understand that they represent quantity.
- Responds to the vocabulary of addition and subtraction in number games and songs.
- Recognise differences in quantity when comparing sets of objects. (Which group has more?)
- Sorts or matches objects and talks about sorting.
- Describes shapes in simple models, pictures and patterns.
- To know the days of the week in order.

##### Reception

###### *Term One*

- Match numerals to quantities to 9
- Finds one more or one less from a group of up to 5 objects.
- Use mathematical language such as bigger and smaller, longer and shorter to describe size and length
- Make a 2 element repeating pattern
- Recite number names in order from 1-20

###### *Term Two*

- Find one more or one less from a number up to 9
- Write numerals 1-9
- Recognise 3D shapes (cube, sphere, cone, pyramid, cuboid)
- Order objects according to size, colour.
- Begin to relate addition to combining two groups of objects.
- Recite number names in order, counting backwards.

###### *Term Three*

- Order numerals to 10.
- Recognize coins – 1p, 2p, 5p, 10p, 20p, £1, £2.
- Say and use number names beyond 10 in order.
- Recite number names in order, starting at a number that is not one.

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- Begin to relate subtraction to taking away.
- Share a given number of objects between two groups.
- Recognize small numbers without counting.
- To know the months of the year in order.
- To know what day is yesterday, today, tomorrow.
- Count in tens to 100.
- Order a set of given numbers.
- To know doubles to ten.
- To know number bonds to ten.
- To count in twos to 20.
- To solve problems including doubling, halving and sharing.

## FSU Expectations in Reading

### Nursery

#### Term One

- Front of book, back of book
- Book correct way up

#### Term Two

- Identify between print and illustration
- Which way to go (l-r) on the pages

#### Term Three

- Which way to go (l-r) print
- Illustrations aid print and understanding
- Return sweep
- Left page before right
- One to one matching (spoken word matches a group of letters).
- Where to start reading
- Locate title
- Completed Phase 1 phonics, able to blend orally

### Reception

- Term One
- Reinforce all of nursery expectations
- To know what a letter is, and what a word is.
- To match spoken words to printed words
- Read hfw – I, like, this, saw, went, and, the, at, a, on
- Locate familiar words in the text and use them to help read.

#### Term Two

- Begin to look at the first letter, make the sound and cross check with the picture.
- Be able to read 20 out of first 45 high frequency words from Letters and Sounds.
- Know that a sentence begins with a capital letter.
- Know that a full stop comes at the end of a sentence in reading.

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### *Term Three*

- Begin to know that names of things in writing begin with capital letters.
- Should be able to read 35 of first 45 high frequency words from Letters and Sounds.
- Decode unfamiliar words using blending as a prime approach (look the letters, make the sounds and cross check with the picture)
- When appropriate look at the first letter, make the sound and cross check with the picture.
- Completed Phase 2 phonics and working confidently in the middle of Phase 3 and using it in their reading and writing.
- Repeat words, phrases and sentences to check, confirm or modify own reading.

## **FSU Expectations in Writing**

### **End of Nursery**

- To mark make.
- To distinguish between different marks they make (picture, writing)
- Sometimes give meaning to marks that they draw and paint.
- To know that the ascribed meaning of marks remains the same.
- To write their own names.
- To hold a pencil correctly.

### **End of Reception**

- To form most letters correctly.
- To use HFW in writing, and know where to find HFW to use in writing.
- To write the initial letters of words
- To write the dominant consonants of words
- To orally segment words and use the letters in my writing.
- To know that we need to write left to right
- To write with a return sweep.
- To know that finger spaces go between words.
- To know that a sentence starts with a capital letter and ends with a full stop.
- To know that what I say is represented word to words by what I write.
- To know that if I make a mistake I cross it out and try again.
- To write for different purposes: lists, labels, captions, stories.
- To know that we start writing at the top of the page, or, if it is a caption, underneath the picture.
- To know that we use a capital letter at the beginning of names.

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## Appendix 2: Virginia Primary School FSU Behaviour Policy

### FSU Behaviour Policy.

Our expectations of children's behaviour in the FSU links directly to the whole school's behaviour policy.

Good behaviour is expected at all times and rewarded by praise from all adults in the setting.

Staff work together consistently to deal with inappropriate behaviour.

Hitting, biting, scratching and being verbally unkind to, and excluding children are all unacceptable behaviours. Not listening to adults is also taken seriously.

When a child's behaviour is unacceptable they will be placed on the 'Time Out' chair for three minutes. An adult will then speak to them about what they have done, and the appropriate follow-on. Every time a child is placed on the 'Time Out' chair the incident and follow up are recorded in a book and the parents or carers of the child may be informed.

Younger children and children with additional behavioural needs may be given three warnings before being placed on the 'Time Out' chair.

The FSU team discuss any inappropriate behaviour at weekly team meetings, and if the behaviour persists a meeting will be called with parents or carers to share what is happening at school and get a better understanding of the child's behaviour at home. Wherever possible a consistent approach to behaviour management is encouraged at home as well as at school.

Where necessary the FSU teachers will create an IEP for the child or contact outside agencies for support.

Policy Date: September 2011

Policy Review: September 2013