

Burnt Tree Primary School

Foundation Stage Policy

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, nursery children join us at the beginning of the Autumn term after their third birthday. The children are gradually introduced to the school following a home visit by the nursery staff. They then visit for an induction morning accompanied by their parent/carer. Children are admitted to reception in the September following their fourth birthday.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Burnt Tree Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Burnt Tree Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Burnt Tree Primary School we:

- promote the welfare of children.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose

- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

MOBILE PHONE/CAMERA POLICY

- Under no circumstances are staff permitted to make/receive calls or text messages during work time (excluding break times)
- Mobile phones should be kept in a cupboard and not be left on display
- Mobile phones should not be used in a space where children are present (e.g. in a classroom or playground)
- Personal cameras are not to be used under any circumstances

Intimate Care

Toilet training

Starting school or nursery has always been an important and potentially challenging time for both children and the schools that admit them. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Early Years Foundation Stage (EYFS), there is wide variation in the time at which children master the skills involved in being fully toilet trained. For a variety of reasons children in the EYFS may:

- have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning nursery or reception
- be fully toilet trained at home but prone to accidents in new settings
- be on the point of being toilet trained but require reminders and encouragement
- not be toilet trained at all but likely to respond quickly to a well structured toilet training programme
- have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage
- have SEND and might require help (during the Foundation Stage and beyond) with all or some aspects of personal care such as washing, dressing or toileting

Schools are not expected to toilet train pupils. Therefore unless a child has a disability, as defined through legislation, it is expected that parents/carers will have trained their child to be clean and dry before the start of nursery. Parents should be encouraged to train their child at home as part of their daily routine, and schools should reinforce these routines whilst avoiding any unnecessary physical contact.

Burnt Tree Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of safeguarding issues. Staff will work in partnership with parents/carers to provide continuity of care.

Definition

Intimate care is any care which involves washing, touching or carrying out an invasive procedure to intimate personal areas. In most cases such care will involve procedures to do with personal hygiene.

Our Approach to Best Practice

It is essential that the adult who is going to change the child informs the teacher and/or another member of staff that they are going to do this. There is no written legal requirement that two adults must be present. However, in order to completely secure against any risk of allegation, a second member of staff may be present where resources allow.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as they are able.

Changing children

All staff within the foundation stage may be asked to change a wet or soiled child that is toilet trained but may have the occasional accident. If a child has an ongoing need due to toilet training issues/medical needs then a designated person will change that particular child each day.

Changing will take place in the toilet area within nursery. Following DFE guidance all mobile children will be changed standing up, but if this is not possible a changing mat may be used on the floor.

Staff changing a child will wear a disposable plastic apron and disposable gloves. If staff are required to change a pull up or nappy this should be bagged and disposed of in the blue nappy bin located in the disabled changing area.

Spare pull ups/nappies and wipes will be provided by the parents/carers. In the case of an isolated accident the child's wet or soiled clothes will be put into a carrier bag to take home at the end of the day.

If any marks or injuries are noticed during the changing process the member of staff will report them to the designated safe guarding officer.

Positive Relationships

At Burnt Tree Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

□ Talking to parents about their child before their child starts in our school. Home visits are carried out by the nursery staff prior to all children starting nursery and by the reception staff for all children that are new to our reception class and have attended other pre school establishments.

□ Offering both parents and children the opportunity to spend time in the Foundation Stage for an induction visit before starting school.

Providing an induction meeting for parents to meet with staff to discuss school routines, expectations and to answer any questions parents may have.

□ Operating an open door policy for parents with any queries.

□ Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.

□ Offering two parent/teacher consultation evenings per year.

□ Sending a report on their child's attainment and progress at the end of their time in both nursery and reception.

□ Developing a range of activities throughout the year that encourage collaboration between child, school and parents: This includes parents being invited to take part in open days, trips and to attend "our time together" sessions where parents are given the opportunity to come into school and see their child learning.

All staff involved within the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have links with the early years network with foundation stage staff attending regular meetings which enables us to foster links with children attending other pre-school establishments prior to them starting at our school. The Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

Enabling Environments

At Burnt Tree Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The medium term planning is based upon a different topic each half term. The weekly planning is based upon the topic but also takes into consideration children's interests and their next steps in learning. This fostering of the children's interests develops a high level of motivation for the children's learning.

The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings.

All 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.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

**"Children's play reflects their wide ranging and varied interests and preoccupations.
In their play children learn at their highest level."**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Transition

Pre-school-nursery/reception

Transition from a pre-school setting to school nursery needs to be a positive experience for children and parents. To ensure a smooth transition it is important to work with parents and the previous setting. During the home visit parents should discuss how their child is settled at the current setting, the parent should notify the setting of the school the child will be attending. A meeting will take place between the pre-school setting and the school to discuss the child and to ensure all information is transferred. This information should be part of the child's learning journey.

Foundation stage-Year One

We want our children to experience a smooth transition from the foundation stage to key stage one, so that the quality of learning is maintained to ensure children continue to make good progress. To ensure this happens Burnt Tree ensure that there is:

Good communication with parents so that they are fully informed about the process of transition

Reception children are prepared during the Summer Term by increasing the amount of time spent in focused groups, whole class teaching and working independently.

Children will be given opportunities to experience playtimes in the key stage one playground.

Children will spend time in year one with the teachers and LSP's.

Ensure friendship groups are maintained when classes are split.

Year one staff will spend time in reception observing and getting to know the children.

Similar routines , expectations and activities will be continued in the Autumn term in year one.

Year One staff will use the EYFS profile to build upon children's learning and ensure the EYFS curriculum is provided for those who have not achieved yet their ELG.

January 2016

Signed by Chair of Governors	
Date	