



Doxey Primary School Foundation Stage Policy

Introduction

The Foundation Stage applies to children from three years of age to the end of the reception year. In our school, children can join us at the beginning of the school year in which they are 4. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) The Foundation Stage helps to build on the child's earliest experiences to provide a secure foundation for learning throughout their school years and beyond.

Aims of the Foundation Stage

Children joining our school have already learnt a great deal. Many have been to Doxey Nursery and a range of other settings that exist in our community. The early year's education we offer our children is based on the following EYFS principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

The EYFS Learning and Development requirements guide us to look carefully at the children in our care and consider their needs and interests. By looking at their stages of development we can plan a challenging and enjoyable experience across all areas of learning. 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.

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

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

Staff must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 2.

The more general features of good practice in our school that relate to the Foundation Stage is:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;

- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- The regular identification of training needs of all adults working within the Foundation Stage.

Play in the Foundation Stage

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. They express fears or re-live anxious experiences in controlled and safe situations.

Assessment

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 observation, and this involves the teacher and other adults as appropriate. The children's assessments, observations and work are celebrated in a Learning Journey that is shared with the parents at Parent's Evenings.

During the children's time in the nursery and reception class, the teacher assesses the ability of each child. We send the results of these assessments to the LEA for analysis. The LEA returns these assessments in January and we then use them to identify patterns of attainment within the cohort of children. We use this information to modify the teaching programme for individual children and groups of children.

Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress

The role of parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school(visiting the children in the nursery and inviting the children into Reception class for story time);
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;

- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- Arranging for children to start school over the first week of term. We stagger the starting time of each child over this period, so that the teacher can welcome each child individually into our school. We encourage parents to stay if there are problems with the child's admission;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school diary, weekly newsletter to parents. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the reception class.



Doxey Primary School Safeguarding Children Policy

Safeguarding and Promoting Children's Welfare

All staff has up to date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately. Staff must ensure they keep their concern confidential. Staff should respond appropriately to:

- significant changes in children's behaviour
- deterioration in their general well-being
- unexplained bruising, marks or signs of possible abuse
- neglect
- the comments children make which give cause for concern

Information and Complaints

At Doxey we maintain a two way flow of information with parents. We obtain necessary information in advance of a child being admitted including:

- emergency contact numbers
- the child's dietary requirements
- the child's special health requirements
- information who has legal contact with the child and who has parental responsibility of the child
- written parental permission to the seeking of any necessary emergency medical advice or treatment in the future
- nappies and changing

We also provide the following information for the parents:

- the type of activities provided for the children
- the daily routine
- the staffing
- food and drinks provided
- the policies and procedures
- the complaints procedure
- details for contacting Ofsted
- the procedure to be followed in the event of a parent failing to collect a child at the appointed time
- the procedure to be followed in the event of a child going missing

Premises and Security

The premises both indoors and outdoors must be safe and secure. The main gates are locked during the day. The Main entrance has 2 touch key pads to enter. Visitors have to fill out the visitor book to record their names, purpose of visit, details of arrival and departure. The Reception and Nursery outdoor area has 2 gates which remain locked throughout the day. The arrival and departure procedures of children and parents are through those gates. Once everyone has arrived the gates are locked. Parents are aware of writing a permission slip when their child is being picked up by another adult.

Outings

Children must be kept safe whilst on outings. All staff carry out a full risk assessment which includes an assessment of required adult:child ratios. We always obtain written parental permission for children to take part in outings. Staff takes essential records and equipment on outings that include contact telephone numbers for parents of children on the outing, first aid kit and a mobile phone. Records are kept about the coach company the school uses including the insurance details and the named drivers.

Equality of opportunities

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 (see our policy on school inclusion). The school holds the 'Inclusion Quality mark 2003' which shows that diversity is valued, that all pupils are treated with dignity and that all staff work together as a team to ensure all individual needs are met.

The school achieved Dyslexia Friendly School Status in July 2005 which also demonstrates that all staff are able to identify and provide for those pupils who have special educational needs particularly 'Specific learning difficulties'.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. 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.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

Medicines

Before the children are admitted to Doxey the parents are asked to give information about any long term medical needs their child may have. If the administration requires technical/medical knowledge then individual training may be given that is specific to the child.

We only accept medicines when it is essential and when they are prescribed by a doctor. We keep written records of all prescribed medicines administered to children. Parents must complete a medical form before we can administer medicines. We keep prescribed medicines in a locked cupboard or the fridge, in the Medical Room. Inhalers will be kept in the classroom out of reach of the children.

Accident and Injury

In the Nursery and Reception we have a first aid box accessible at all times with appropriate content for use with children. At Doxey we keep a written record of accidents or injuries and first aid treatment. We inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.



Doxey Primary School Suitable People

At Doxey we ensure that adults that are looking after the children or having unsupervised access to them are suitable to do so. We obtain an enhanced CRB disclosure of all adults who work directly with children or who are likely to have unsupervised access to them.

When working directly with children, staff must not be under the influence of alcohol or other substances that may affect their ability to care for the children.

At Doxey all staff have clear understanding of their roles and responsibilities. There are regular staff appraisals carried out to identify any training needs needed. New staff have induction training where they are made aware of health and safety issues, child protection and evacuation procedures.

Children are supervised at all times and there is a minimum staffing ratio of 2:30. During the teachers PPA time there are 2 Teaching Assistants that supervise the children. If there is a staff absence a suitable arrangement is made such as a supply teacher or drawing on a pool of suitable staff.

Volunteers that work in the classroom are not counted towards the staffing ratio and they are given full information and guidance on their roles and responsibilities.



Doxey Primary School Suitable Premises, Environment and Equipment

A Health and Safety Policy is in place which includes procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment.

There is a risk assessment for the outdoor area and is reviewed regularly. The risk assessment identifies the aspects of the environment that needs to be checked on a regular basis such as:

- the outdoor area floor
- the gates are closed
- the equipment
- supervision

A record is made of these particular aspects and when and by whom they have been checked.

The staff at Doxey understand their roles and responsibilities in the event of a fire. The fire exits are clearly identifiable; the fire doors are always free from obstructions and are easily opened from the inside. We have regular evacuation drills so the children are aware of how to behave and where to walk to in case of a fire. All the classes file out of the classrooms and line up on the field. An adult checks the toilet areas and close the doors after them. The register is then taken.

In the event of a child having a toilet accident i.e. wetting themselves a member of the reception staff will change them. However if they soil themselves their parent is called in to change them.

Outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable

The outdoor play area and facilities, equipment and access to the classroom are suitable for children with disabilities. The classroom is clean, adequately ventilated and well lit. There are windows all along 1 side of the classroom so the children have adequate access to daylight.

The children have access to an outdoor play area with adequate space to give scope for free movement and well-spread activities. We have an outdoor store to store the children's toys and equipment, which is locked.

The children have a separate room to hang their coats and PE bags and they have a joining room for the toilets. There are 2 toilets and 2 sinks.

Organisation

The staff at Doxey promote equality of opportunity and anti-discriminatory practise and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

The Key Persons in Nursery are Mrs Callen and Mrs Hall. The Key person in Reception is Miss Main, the teacher. The teaching assistants also help the children to become familiar with the classroom and school and they develop a genuine bond with the child and the child's parents. The teacher meets the needs of each child in her care and responds sensitively to their feelings, ideas and behaviour. Talking to the parents to make sure the child is being cared for appropriately for each family. The parents have the opportunity every morning and afternoon to talk with Miss Main when they collect their child. Parent's evenings and a weekly newsletter are another way of communication.

All information regarding the children's full name, address, parents, contact details are kept in the school office in a suitable secure filing cabinet. Records on staff and children are only accessible to those who have a right or professional need to see them. All staff is aware of the need for confidentiality.