

CANTRELL PRIMARY AND NURSERY SCHOOL



FOUNDATION STAGE POLICY

April 2018

Introduction

Cantrell Primary School has an established Nursery Department including provision for a twelve part-time place unit for 2 year olds along with two Reception Classes. Collectively they form the Early Years Foundation Stage. Since April 2011, Cantrell Early Years Department has been together in a new and separate building adjacent to the main school. The forty place Nursery (FS1) runs throughout the ground floor of the building, whilst the Reception Classes (FS2) work alongside each other upstairs. This incorporates the timetabled creative area and outdoor space. Both the nursery and reception children explore, play and learn alongside each other whilst using the outside space. Our Early Years setting supports self-initiated learning through continuous provision; focused activities and adult initiated tasks. The provision for the two year olds, known as 'The Rising Stars' established in January 2018, is situated in the school annexe and is accessible from the nursery.

Staffing

There are two Early Years leading teachers who work as a job share (0.6) in one FS2 class and two other teachers in the adjacent class. There are also two teaching assistants working closely with both classes to form the reception part of the team. Downstairs in the Nursery are two teaching assistants and one lead teacher. There are three teaching assistants within the Rising Stars unit.

The whole staff team work closely together and meet regularly for dedicated staff meetings. Short informal meetings may be called for as and when issues arise. Collectively all the children within FS1 and FS2 come together for the 'Super Star' Assembly once a week on a Friday afternoon. Celebrations such: as Harvest Festival, Christmas productions and out of school visits can also take place collectively.

How we work

We follow the principles and philosophy outlined through the 'Development Matters in the Early Years Foundation Stage (EYFS). These encompass: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. The Characteristics of Effective learning are also observed through the **Prime** and **Specific** areas of learning.

The **Prime areas** are:

1. Personal, Social and Emotional Development

We incorporate the use of SEAL through daily PSHE Sessions during Nursery circle time. Within the Reception classes, a dedicated SEAL group time takes place weekly. All children follow a positive behaviour structure using a Behaviour Bear and following our Foundation Stage behaviour rules. Positive reinforcement through praise and encouragement to all are integral.

2. Physical Development

Children are supported in developing good control and co-ordination through large and small movements. There are many opportunities for the children to access a variety of equipment and tools to develop this skill.

The outside environment is integral where a weekly focus may be undertaken. We also use the larger Infant playground with Trim Trail. Both the Nursery and Reception children have a P.E. session in the hall each week.

3. Communication and Language

We encourage speaking and listening through the telling and listening to stories; extending children's vocabulary and encouraging them to respond to what they hear with comments, questions or actions. Within the Foundation Stage there are opportunities for Role Play whereby children take on roles and express themselves through play. At whole group circle time, children are encouraged to speak and listen to others.

The **Specific areas** are:

1. Literacy

The Nursery follow the Rhythm Rhyme and Robot phonic programme developed by the Local Authority. The children are taught to orally blend and segment words. They also experience stories including book of the week and small guided reading groups. The Reception Class children follow their own daily phonic programme known as 'Pop'. This introduces sounds and letters explicitly in a structured and meaningful context, teaching children to blend sounds for reading and segment them for spelling. The Local Authority initiated this programme. The Reception children have a dedicated shared writing and reading time within their class. Children are encouraged to apply their knowledge during independent work time.

2. Mathematics

The Reception children experience a progressive and structured daily Mathematics time where number, shape, space and measurement concepts and vocabulary are taught explicitly. We have recently implemented elements of 'Maths Mastery' and the Nursery children follow a similar programme and delivery structure. The learning environment and resources allow all children to apply their skills.

3. Understanding of the World

First-hand experiences enable the children to develop their understanding of the world around them. We celebrate different traditions and customs throughout the year. All children are taught technology using computers and programmable toys. Children select activities to develop their curiosity of the world in which they live.

4. Expressive Arts and Design

Children are encouraged to select from a wide range of creative resources both independently and through focussed tasks. They express themselves freely through dance, singing, art and crafts and being imaginative.

All children are inclusive within the setting and have a broad, stimulating and purposeful learning experience. Children are supported through adult scaffolding and challenged to extend their knowledge and learning through play and exploration.

Planning

We operate a two-year cycle of themed topics, one each half term (Long Term Planning), detailed Medium Term Planning highlights specific learning activities and Continuous Provision. Weekly planning demonstrates particular Focussed Activities and Continuous Provision allowing children to make their own choices and lead their own learning. Objectives for learning are identified through specific skills and next step criteria.

The Learning Environment

At Cantrell our aim is to promote independent learning, success and enjoyment through stimulating, safe and positive experiences. We have a balance of Focussed Activities, Teacher initiated and child initiated learning. The learning environment is engaging, challenging and purposeful for the differing needs of the children. Each child has an individual 'super me' square displayed within their classroom.

Observations and Assessments

Children starting the Nursery have their own Learning Journey. This incorporates incidental observations, photographs and a selection of special pieces of work. All our observations and assessment procedures inform our judgments for age related development and the Foundation Stage Profile. These are recorded at six weeks, on entry into Nursery and then termly thereafter. This data is used for intervention groups and monitoring individual progress including children eligible for Pupil Premium. At Cantrell we use the Early Excellence Assessment Tracker to monitor progress. A final judgement is given at the end of the academic year before a child leaves the Foundation Stage, usually around June. Individual Profile scores are then sent to Local Authority for analysis against other similar city schools and nationally. In FS2 we monitor progress in Phonics and Mathematics termly.

We regularly liaise with parents to discuss progress and talk about issues arising for individual children. This takes place each term through parent's evenings. If further discussion is required, teaching staff are usually available at the end of the day. Alternatively, appointments are offered at a mutually convenient time. Parents have the opportunity to celebrate their child's achievements by communicating via The Early Excellence Assessment Tracker (EExAT).

Admission

Children are admitted to the Nursery after their third birthday. All admissions are taken from a waiting list which is held in date of birth order on 'in catchment' or 'out of catchment' criteria. A start date is given and the children attend from this date. A settling in period allows for individual needs of the children.

Children enter the Reception class at the beginning of the academic year. At the end of the Reception year children then transfer into a Year One class. The Nursery has termly 'Open Days' where existing and new parents and children engage in learning together. The term before entering Nursery, the Rising Stars are invited to our 'Getting ready for Nursery' sessions.

At Cantrell we offer thirty hour nursery provision for eligible families.