



# Shakespeare

Primary School

**Shakespeare Primary School**

**Early Years Foundation Stage**

**2017-2019**

**Shakespeare**

Primary School and Children's Centre

TOGETHER ANYTHING IS POSSIBLE  
YOUR WORLD OUR WORLD



## **Shakespeare Primary School**

### **Foundation Stage Policy 2013/2014**

*At Shakespeare Primary School and Children's Centre we believe that quality early learning experiences are essential in providing the foundation for future success. In our Foundation Stage setting we create an enriched environment where children feel secure and happy, with access to motivating and challenging learning experiences. The children in our Foundation Stage are valued as individuals and we aim to follow their interests and needs to provide personalised learning opportunities that promote excellent levels of progress and development. We strongly value parental contributions to children's learning, and enjoy the opportunity to work with parents and carers to achieve the best possible outcomes.*

*Our world, your world. Together anything is possible.*

#### The Learning and Development Requirements

##### ❖ Areas of Learning

The educational programme involves learning experiences which are focused around the seven Areas of Learning, including:

Prime Area: Communication and Language

Prime Area: Physical Development

Prime Area: Personal, Social and Emotional Development

Specific Area: Literacy

Specific Area: Mathematics

Specific Area: Understanding the World

*Developed collaboratively by Shakespeare Foundation Stage Team*

## Specific Area: Expressive Arts and Design

The three prime areas will ignite the children's passion for learning, the skills of which are then applied through the specific areas.

### ❖ Teaching and Learning

Planning will, '...consider the individual needs, interests, and stage of development of each child...'. Each week during Early Years Foundation Stage Team Meetings, the interests and needs of individual and groups of children will be discussed and analysed, informing the basis of the planning for the following week. In addition to this, practitioners will reflect on and discuss notes from reflection plans or children's interests sheets on a daily basis to decide how the Areas of Provision will be altered or enhanced on a day-to-day basis. The timetable of the day will provide purposeful play with a balance of adult-led and child-initiated experiences. The amount of adult-led activities delivered to each child will differ and depend on the child's age and individual needs which are determined through ongoing assessment.

The three 'Characteristics of Effective Learning' are considered during planning, assessment and analysis. These characteristics include 'Playing and Exploring', 'Active Learning' and 'Creating and Thinking Critically'. Paperwork also reflects the consideration of these, with acknowledgement of these on both long observation formats and adult-led activity proformas. Children will have daily opportunities to apply the three characteristics in order to instil independence and a positive attitude to learning. The EYFS Principles are at the heart of our practice, with the themes of 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development' underpinning the delivery of our teaching and learning.

### ❖ Inclusion and Intervention

We aim to ensure that each child reaches their own individual potential during their time with us. Intervention is planned and evaluated on a weekly basis, and is entirely responsive to the individual child. Intervention will target key groups of children, including those who need further challenge to exceed age-related expectations, those children with whom we need to 'close the gap', and those children who have the potential to reach the age-related expectations with extra input. Where children have similar needs, intervention may be delivered in a small group, e.g. Pupil Premium. In Reception, children will be assessed against the Talk Boost early talk specification and intervention will be planned for appropriate children. SEN children have IEPs which are developed to target their individual needs. At the start of Nursery and Reception and again each term, children will be 'screened' against the Ferre Laevers 'Wellbeing and Involvement' scales. Children classed as 'low' in both areas will have Personal Interest Plans developed and practitioners will work closely with parents to raise well-being and involvement levels.

## Assessment

### ❖ Formative Assessment

Formative assessment will continually take place in both Nursery and Reception, where practitioners are skilled at observing the children's interests, abilities and needs in their independent play. Observations and analysis of these is then be used to form the 'next steps' for each individual child or groups of children. Practitioners

should note that although observations should record the essential information needed to tailor learning, their interactions with the children during periods of involvement should be at the forefront of their practice, hence this should not be disrupted by excessive paperwork. Practitioners will encourage parents to share information frequently, so that a response to their own observations from home can be formulated to extend their child's learning and give practitioners a more accurate picture of their child. Ongoing daily assessments to be recorded on the 'Tapestry' online profile system.

#### ❖ Summative Assessment

We strictly value the importance of data in planning children's next learning experiences. In Nursery and Reception, summative assessments will take place three weeks from entry to the setting to provide a baseline from which to measure progress. Summative assessments will then take place at the end of each half term from thereon in. Assessment will be made against all strands within the seven Areas of Learning, and will describe whether the child is 'Beginning', 'Developing' or 'Secure' in each strand. These assessments will form the basis of intervention plans and key areas for development in the next half term.

In Nursery, assessments will be moderated between the Class Teacher, Nursery Nurse/additional Key Person and Foundation Stage Leader. In Reception, assessments will be moderated between the two Class Teachers, Nursery Nurse, Teaching Assistant/additional Key Persons. All Foundation Stage Class Teachers will moderate externally with the Cluster Area, taking part in statutory moderation meetings. The Foundation Stage Leader will organise each half-term informal moderation meetings, also within the Cluster Area.

#### ❖ The Progress Check at Age 2

Children entering our Nursery at age 2 will have a progress check to measure development against age-related milestones. The Key Person will complete the progress check along with the parent or carer of the child. This information will help to inform the Integrated Check which will take place between the Key Person and Health Visitor at twenty-seven months. Progress Checks will be recorded on the Leeds City Council proforma.

#### ❖ EYFS Profile

At the end of the Summer Term in Reception, and no later than 30 June, the EYFS Profile will be completed for each child. Each child's development will be assessed against the seventeen Early Learning Goals, and practitioners will indicate whether they are 'Emerging', 'Expected' or 'Exceeding' these. This information will be gathered by the Class Teacher, Key Person, parent or carer and any other professional who is working with the child. The outcomes of the EYFS Profile will be shared with parents and carers, and will also be shared and discussed with Year 1 Teachers. A summary of the child's skills in relation to the 'Characteristics of Effective Learning' will also be provided for each child, and will be given to Year 1 Teachers. Reception Class Teachers will meet with Year 1 Teachers during the Summer Term, so that preparations can begin to be made for the following September. The EYFS Profile will also be submitted for each child to the Local Authority.

### The Safeguarding and Welfare Requirements

## ❖ Health and Safety

All practitioners in our Foundation Stage promote a safe and healthy environment for all children. To ensure this, we model and encourage healthy eating practices, exercise regimes and respectful behaviour. Fresh fruit or vegetables, milk and water is provided for the children in both Nursery and Reception. Each classroom has a designated Snack Area where they can access snacks independently. Practitioners regularly remind the children that a snack is available and encourage hand washing before snack is consumed.

We promote a safe and happy learning environment through our 'Golden Rules' system, where the children relate specific rules to a familiar character. Modelling and reiteration of the Golden Rules is embedded within our daily classroom routines. All practitioners will model the same behavioural expectations and will reiterate the same consistent boundaries for children. Behaviour is managed via a three-part intervention system. This includes a verbal warning, followed by a choice of two activities, followed by 'thinking and reflection' time. Foundation Stage practitioners will refer to the School Behaviour Specialist, L.Smith, for support and advice. Children who have further challenging behaviour will have an IBP developed to target their individual needs.

To ensure that our environment is safe, secure and ready for learning, daily risk assessments are carried out in all areas that the children will access, including the classroom, outdoor area and bathroom. These risk assessments include a check for broken equipment, plastic bags within the classroom and a check to ensure all redundant sockets have a socket cover. Both the Nursery and Reception classrooms have two sinks. The lower of the two sinks should be used to clean paint pots and other equipment used by the children. The higher sink is for washing plates, cups and cutlery only.

If any trips, outings or visits are planned, the visit leader must carry out a preliminary visit and risk assessment of the journey and destination first, providing the Head Teacher and Governors with an itinerary for the day, along with the appropriate City of Leeds Council risk assessments (Evolve) and any other in-house risk assessments necessary to ensure that the children are safe and happy on their outing.

## ❖ Child Protection

All practitioners have relevant and up-to-date Child Protection training, and must follow Shakespeare Primary School's current Child Protection Policy. Practitioners should be alert to any indicators which may be a 'Cause for Concern'. These should be recorded on a 'Cause for Concern' form and shared only with a designated Child Protection Officer. All practitioners have access to and should make use of the Government's statutory guidance '*Working Together to Safeguard Children*'.

The use of mobile phones and personal cameras is not permitted within the setting, and appropriate signage outside and inside the classroom reinforces this. All staff mobile phones must be stored in a locker during session time.

## ❖ First Aid and Medication

Staff in the Foundation Stage setting must follow the School procedure for the administration of medicines. Medication must only be administered to children where it has been prescribed by a doctor and needs to be administered at least four times per day. The medicine must have a prescription label which displays the child's

name, the dose and the expiry date. A medication consent form must be completed with a member of staff by the child's parent or carer. Staff should also fill in a medicine administration form, which should be countersigned by another member of staff each time the medicine is administered. All medicines should be kept in the Medicine Cabinet in the Early Years kitchen.

Children with specific dietary needs such as allergies should have an 'Alert' poster displayed in the classroom, snack area and lunch area, and all staff working with the child should be informed of these. This should also be highlighted in the areas of provision, such as warnings to eliminate the use of egg boxes in the craft area to promote the good health of children.

#### ❖ Parents as Partners and 'Key Person'

Our mission is to create positive and lasting relationships between staff, parents and children. In Nursery and Reception, each child has their own 'Key Person'; a designated practitioner with whom they spend additional time to build a two-way relationship in which they feel secure. Each classroom has a 'Key Person' display board, which informs parents who their child's Key Person is. To encourage a two-way relationship and sharing of information, parents are regularly invited to school to attend 'Open Mornings', 'Key Person Mornings' and workshops. In the two to three year old Nursery, the Room Leader will become the Key Person for all children (with a significant other if that member of staff is out of the room). The children will self-select their own Key Person and this will be evaluated through consideration of the practitioner with whom they have developed the strongest bond.

The Foundation Stage Team

Staff have read and understood the Foundation Stage Policy 2016/2017

<b>Name</b>	<b>Designation</b>	<b>Signature</b>	<b>Date</b>
Amy Brealey	Assistant Head Teacher		
Natalie McGee	Reception Class Teacher		
Emma Corbett	Reception Class Teacher		
Helen Montgomerie	Nursery Class Teacher		
Wendy Lambert	Nursery Nurse (Reception)		
Helen Collier	Nursery Nurse (3-4s Nursery)		
Rosemary Allen	Room Leader (2-3s Nursery)		
Rachel Colley	Learning Support Assistant (Reception)		
Karen Buckley	Learning Support Assistant (Nursery)		
Lisa Hambly	Nursery Assistant (2-3s Nursery)		
Emma Lott	Nursery Assistant (2-3s Nursery)		