

# HAZELDENE SCHOOL



**FOUNDATION POLICY  
REVISED September 2019**

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12<sup>TH</sup> NOVEMBER  
2019

TO BE REVIEWED September **2021**

## Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### Early Years **Intent**:

- Leaders construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, providing appropriate challenge towards cumulative knowledge and skills for their future learning.
- Early Years has the same academic ambitions for all children. For children with particular needs, such as those with SEND, our curriculum is designed to be ambitious and to meet their needs. This high ambition is shared by all staff. Our EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.

### Early Years **Implementation:**

- Children's personal, social and emotional development is well considered, including whether they feel safe and secure, stimulated and happy.
  - Staff are responsive when children need comforting, and provide support appropriate to the individual needs of the child.
  - Children benefit from meaningful learning across the curriculum.
  - Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children.
  - Leaders provide effective support for those teaching outside their main areas of expertise.
  - Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

### Early Years **Impact:**

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.
- Children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
  - playing and exploring
  - active learning
  - creative thinking and thinking critically.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
- By the end of Reception, children achieve well, particularly those children with lower starting points. The % of children reaching a good level of development is likely to be in-line or beyond national and local results.
- Pupils with SEND achieve the best possible outcomes.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration.
- Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

## **Early Years Foundation Stage (EYFS) Policy.**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Hazeldene School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates.

### **A Unique Child**

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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs (SEND)**

All children and their families are valued at Hazeldene School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is

crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

**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.

**Welfare**

It is important to us that all children in our 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. We aim to protect the physical and psychological well-being of all our children.

"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 Hazeldene School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare and safeguarding of children.

- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- 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.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Positive Relationships**

At Hazeldene School we recognise that children learn to be strong independent from 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 the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- An information evening for parents in June where they receive the School Prospectus which highlights school start and finish times, uniform and informs the parents of the schools vision and aims.
- An opportunity to talk to the Reception team and representatives from other areas of school life, .eg SLT, Friends of Hazeldene and the Care Club.
- Asking parents to complete an admissions form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.

- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, eg Early Reading, Maths and Phonics.
- Talking to parents about their child before their child starts in our school.
- Ensuring children have the opportunity to spend time with their teacher before starting school during transfer sessions.
- Inviting all parents to an induction meeting during the term before their child starts school and a parent consultation evening during the first half term of the child's Reception year in order to detail how your child has settled in those early weeks.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year 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.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, park play-days and after-school activities.
- Providing parents an opportunity to celebrate their child's learning and development by completing "magical" moments which inform planning and provision.
- Written contact through reading diaries as well as the acknowledgement that parents can ring school to contact staff or the Foundation Leader.
- Providing a quiet and confidential area where parents are able to discuss any concerns.
- Providing parents with information about both the curriculum and their child's progress through the use of ClassDojo.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

## Curriculum

### Learning and Development

Teachers and Nursery Nurses provide the curriculum in the reception classes of up to a class size of 30 children.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

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

The specific areas are

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child.

At Hazeldene School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and

activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

### **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Hazeldene we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Religious Education and PSHE is also taught in the reception classes in accordance with The New RE Framework.

### **Assessment**

At Hazeldene School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

### **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1

### **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development.

### **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion,

language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Behaviour Management**

Children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Our Foundation Stage will strive to achieve this by:

- \* Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed at the beginning of Foundation stage and explained to all, both children and adults.
- \* All adults in Foundation will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- \* All adults will try to provide a positive role model for the children with regard to friendliness, care and courtesy.
- \* Adults in Foundation will praise and endorse desirable behaviour such as kindness and willingness to share.
- \* Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- \* Staff will reinforce positive behaviour through sending home positive messages via Dojo comments to parents.

### **When children behave in unacceptable ways:**

- \* Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- \* Children will never be sent out of the room by themselves.

- \* Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- \* Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- \* Where appropriate this might be achieved by a period of "time out" with an adult.
- \* In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- \* In any case of misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- \* Adults will not shout, or raise their voices in a threatening way.
- \* Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- \* Recurring problems will be tackled by the whole staff, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- \* Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- \* Occasionally when unacceptable behaviour has occurred, staff may need to take action for the child's own safety, or that of others.
- \* Staff should try to involve parents to promote and reinforce positive behaviour.
- \* A reward system may help, e.g. using stickers.
- \* With a particularly difficult child it may be useful to concentrate on the positive and use praise to reinforce good behaviour.
- \* Keep parents informed when a child has been good and build on this positive image with child and parent.

## Health and Safety

At Hazeldene School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2012, at Hazeldene Lower School we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Hazeldene School, a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A First Aider is accessible at all times and a record of accidents and injuries is kept. As of September 2019, two Nursery Nurses will be paediatric first aid trained.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use. There is one mobile phone in the swimming pool area in order to meet the welfare requirements of a child that may need urgent medical attention.

## **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **Transition**

### **From Pre-school /Feeder settings**

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to help their children put a 'Scrapbook' together. It is used during the Autumn term to support transition and to inform planning and to provide assessment.
- The children are invited to two separate visits to their reception class. One of these visits is without parents.
- Members of staff from Hazeldene make links to feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

### **From Reception Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1

teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

### List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy  Child protection  Keeping children safe  (See website)
Procedure for responding to illness	See health and safety policy  <a href="#">Health &amp; Safety</a>
Administering medicines policy	See Administering Medication Policy  <a href="#">Administering Medication</a>
Emergency evacuation procedure	See Emergency Evacuation Policy  <a href="#">Emergency Evacuation Plan</a>
Procedure for checking the identity of visitors	See Visitors to school and DBS policies.  <a href="#">DBS (Disclosure and Barring Service)</a>

	<a href="#">Visitors to school</a>
Procedures for a parent failing to collect a child and for missing children	See uncollected Children policy.  <a href="#">Uncollected Children</a>  <a href="#">Missing Child</a>
Procedure for dealing with concerns and complaints	See complaints policy  <a href="#">Complaints Procedure</a>

**Monitoring arrangements**

This policy will be reviewed and approved by The Governing Body every 2 years.

Written September 2019

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