

FOUNDATION STAGE POLICY

Signed V. Garrett Vice Chair of Governors

Date: 25th November 2014

Foundation Stage Policy

'Every child deserves the best possible start and the support that enables them to fulfil their potential.'

This policy implements the Statutory Framework for the Early Years Foundation 2012 and sets out how Northwood Primary School seeks to:

- provide high quality learning experiences,
- a consistent approach that enables all children to reach their full potential,
- a secure foundation that engages children's interest and builds on their previous knowledge,
- a parent partnership that enables parents to feel supported in every area of their child's education
- and equality of opportunity for each child.

It takes on board the specific requirements for learning and development, for safeguarding children and promoting their welfare.

The Principle Areas are grouped into four overarching principles:

- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments** – the environment plays a key role in supporting and extending children's developing and learning.
- **Learning and Development** – children learn and develop in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

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Northwood Primary Foundation Stage Policy

Introduction

The first year of school is a unique and special time in every child's life and needs to be valued as such. This policy has been written to reflect Northwood Primary School's philosophy in relation to the education and well-being of all Foundation children. It provides a framework within which both teaching and support staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the scheme of work and the Early Years Foundation Stage Statutory Framework and Development Matters Guidance which sets out in detail how the children should be cared for and taught.

This document has been prepared for the use of:

- Teaching and support staff
- The Governing Body
- Parents
- Inspection Teams

Principles and Aims of our Foundation Stage Policy

The aims below set out the rationale behind the teaching of early years in our school.

- to provide a welcoming and caring environment for children and their families
- to ensure that all children feel included, secure and valued
- to establish positive relationships with parents
- to link each child and their family with a key worker
- to keep parents well informed and regularly updated about the curriculum and their child's progress
- to build on what children already know and can do and to celebrate achievement
- to help children make links in their learning
- to stimulate positive attitudes and dispositions to learning
- to encourage independence
- to value children's interests, providing a balance of direct teaching and child initiated activities
- to help children build friendships and learn to co-operate with each other
- to provide a solid foundation in the seven areas of learning through well planned, rich and stimulating experiences
- to make careful observations in order to support and extend children's learning appropriately
- to ensure that children with special educational needs are identified and receive appropriate support.
- to encourage parents to share their own observations of what children say and do at home
- to ensure resources are attractive and accessible and reflect a wide range of families and experience
- to have a clear 'transition' strategy to support children moving to Reception and on in to Key Stage One.

Admission arrangements

Induction arrangements

Prior to September:

1. Parents/Carers are invited to visit informally at a day or time convenient to them to see the working environment of the school and its facilities.
2. All children are invited to visit the classroom for a weekly induction session with Northwood Playgroup, supported by a familiar member of staff for one term prior to starting school in September. Children who attend other settings are invited to visit with their parent/carer at least one day a week at a convenient time.
3. All parents/carers are invited to attend a Coffee Morning to meet the staff and gain information about the Foundation Stage.
4. All children are visited by the Foundation Team in their homes prior to starting school – subject to parental permission.
5. All children who do not attend Northwood Playgroup will be visited by their key person at their main setting with the permission of their parents.

Starting school:

1. Home visits to each child and their family is made by the class teacher and key person.
2. Week 1 : All children attend school from 8.45a.m. until 12.00a.m.
3. Week 2: All children attend school 8.45am-1.30pm
4. Week 3 onwards: Full-time entry for all children 8.45a.m. – 3.00p.m.

Our admission number for Northwood Primary School is 30 children. The class current arrangements for 2014/2015 are one class of twenty seven children.

Daily routine

Initially, the children and their families are welcomed in to the classroom at 8.45a.m by their Key Person. Children are encouraged to independently register for a school dinner or packed lunch, write their name or choose a book, settle to a play activity - prior to registration and the start of the day. The children are gradually introduced to assemblies. At first the children will only attend a Singing Assembly. When confident with the routine, the children will then attend whole school assemblies.

During the autumn term, the Reception children will have separate playtimes to the rest of the school to allow the children to familiarise themselves with the playground. The amount of time needed before joining the rest of the school at playtime will depend on the needs of the children.

Children sit on home tables that are supervised by the key person during the handover period at the end of the day. All Reception children are collected from the classroom by their parent/carer or a person nominated by the family and known to the Foundation Team.

Partnership with Parents

"Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning."

(QCA/DfES2008 Early Years Foundation Stage, Parents as Partners Positive Relationships Principles into Practice Cards)

At Northwood Primary School we feel that establishing a positive partnership with Foundation Stage parents is vitally important. We strive to do this in several ways.

- Discussions/school visits with Headteacher and Foundation Stage staff prior to seeking admission
- Open Days
- school prospectus
- information booklets about the Foundation Stage
- home visits
- 'Induction Morning' - informal event for parents where staff explain routines and philosophy
- Website
- Information Notice Board – Copies of newsletters, suggestions for how parents can become involved in their child's learning, etc.
- Weekly curriculum letters
- Individual Personalised Learning Journeys for each child
- Open door policy – shared dialogue – share concerns early
- parents accompany their child into the classroom at the start of the day
- parent and child induction programmes
- star of the week meetings / observing teaching sessions / curriculum workshops
- Parental involvement – observations/photos/comments from home
- parents encouraged to help in the classroom
- Parent Teacher Association called Supporters of Northwood.

The Foundation Stage Curriculum

The Foundation Stage curriculum is for children aged three to the end of the foundation year. It is organised into three prime areas and four specific areas of learning:

PRIME AREAS

- personal, social and emotional development
- communication and language
- physical development

SPECIFIC AREAS

- mathematical development
- knowledge and understanding of the world
- literacy development
- creative development

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. The British Association for Early Childhood Education have set out in the document *Development Matters* a framework for observing what children are learning, how to support them and what adults can provide in the learning environment for children to successfully develop as learners.

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’

(QCA/DfES2007 Learning and Development - Play and Exploration Principles into Practice Cards)

‘A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.’

(QCA/DfES2007 Enabling Environments - The Learning Environment Principles into Practice Cards)

The emotional environment:

- The emotional environment is created by all the people in the setting, but adults have to ensure that it is warm and accepting of everyone.
- Adults need to empathise with children and support their emotions.
- When children feel confident in the environment they are willing to try things out, knowing that effort is valued.
- When children know that their feelings are accepted they learn to express them, confident that adults will help them with how they are feeling.

The indoor environment

- The indoor environment provides a safe, secure yet challenging space for children.
- For some children, the indoor environment is like a second ‘home’, providing a place for activity, rest, eating and sleeping.
- The indoor environment contains resources which are appropriate, well maintained and accessible for all children.
- Indoor spaces are planned so that they can be used flexibly and an appropriate range of activities is provided.

The outdoor environment

- Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.

Children need opportunities for fresh air and exercise in a secure environment, in order to promote their physical development, health and general well-being.

The outdoor environment allows for children to learn by working on a larger, more active scale, and can provide for a wide range of different experiences.

Short term planning will show how teachers' plan for children to spend time outdoors actively engaged in purposeful activities.

- the range of opportunities that are provided e.g.
 - role play (building site, Three Bears' Cottage, Garden Centre, etc)
 - clipboards to support observational drawing and emergent writing
 - story telling area/quiet area for looking at books
 - circle games/parachute games
 - maths/keyword trails
 - growing plants, investigating minibeasts, observing the weather
 - sand and water play
 - large construction
 - large scale art work
 - climbing/balancing equipment
 - bikes and wheelies
 - small apparatus such as bean bags, hoops, skittles, wheelies
 - conservation areas for environmental education
 - opportunities to follow maps or plans

THE EARLY LEARNING GOALS

SFEY (1.13) – The level of progress should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

THE PRIME AREAS

Personal, Social and Emotional Development

Aspects of PSED:

- Managing Feelings and Behaviour – is about how children control their emotions and behaviour towards others, recognising the boundaries of the setting and when their behaviour is un-acceptable.
- Self-confidence and Self-Awareness – is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.
- Making Relationships – is about the importance of children forming good relationships with others and working alongside others companionably

We promote this through:

- establishing warm, caring relationships
- nurturing self esteem and confidence
- promoting self respect and respect for others
- promoting awareness and appreciation of different cultures
- encouraging self-discipline
- encouraging independent learning

For example through:

- praising achievement
- circle time
- resources promoting positive images of differences
- multicultural resources
- puppets
- providing positive role models
- secure routines and a safe environment
- labelling resources clearly and making them accessible
- self registration
- ensuring there is time and space for children to focus on activities and experiences that develop their own interests
- planning for children to work independently, and also in collaborative groups where they need to share and co-operate
- Chatting Chums

Communication and Language

Aspects of Communication and Language:

- Listening and attention – children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding – children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Speaking – children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop in their own narratives and explanations by connecting ideas or events.

Children need lots of opportunities and encouragement to use their skills in a range of situations and for a variety of purposes, and be supported in developing the confidence and dispositions to do so.

We do this in various ways including:

- valuing children's talk in 1-1, group or whole class situations
- quality role-play and small world areas that provide a rich language experience
- providing opportunities for children to communicate their thoughts ideas and feelings, and to develop conversation with children and adults
- incorporating communication and listening development in planned activities in each area of learning
- giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- encouraging careful listening through games, stories, circle time, music etc.,
- using open ended questioning to stimulate thought and encourage the children to express their own thoughts
- displays that encourage children to talk about previous learning and experiences
- workshop and art activities that support children to verbalise the steps they are taking to complete a model/picture and what they would do to change or improve their completed project.

Physical development

Aspects of Physical Development

- Moving and handling – children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal al needs successfully, including dressing and going to the toilet independently.

This area of learning is about improving children's skills of coordination, control, manipulation and movement. Making progress in physical development gives children confidence and enables them to feel the benefits of being healthy and active.

We do this in various ways including:

- developing and improving gross co-ordination, control, manipulation and movement
- helping children gain confidence in what they can do independently
- offering appropriate physical challenges, enough space and time, and a range of resources both inside and outside to develop skills such as climbing, balancing, throwing, catching, manoeuvring wheeled toys
- encouraging a variety of movement through dance
- developing fine motor skills and hand-eye co-ordination through drawing, cutting, painting, manipulating clay and dough, pouring sand and water, threading beads, construction kits, tools
- healthy eating, exercise, hygiene and self-care experiences with a spotlight focus on Our Bodies during the spring term that develops knowledge and learning with regard to all round physical well-being.
- developing children's awareness of safety both as individuals and when working with others.

THE SPECIFIC AREAS

Literacy Development

Aspects of Literacy:

- Reading – children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Writing – children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

We do this in various ways including:

- providing an environment which promotes the written language: signs, labels, notices, a cosy book corner, poetry and rhymes, environmental print e.g. telephone directory, magazines, menus, eye charts in the role play area
- promoting children's emergent writing through role play (e.g. writing orders in the café) and in the writing area – using a variety of writing materials and responding to stimuli such as postcards, greeting cards, flap books, letters
- providing opportunities for children to see adults writing for a purpose e.g. writing the shopping list for the cookery ingredients the class needs
- encouraging children to retell stories, by using story sacks, small world play, puppets
- encouraging children's imaginative story telling through role play, small world play, sand and water play
- talking about the features of books
- encouraging children to use a variety of cues when reading – manual, contextual, phonological
- encouraging a good grasp of phonics through visual aids, active games, Letters and Sounds, Jolly Phonics etc.
- encouraging handwriting skills by supporting fine motor control and hand-eye co-ordination through activities such as malleable play, bead threading, jigsaws, pegs and pegboards, finger paints, drawing in sand trays
- encouraging children to value books
- encouraging children to share and enjoy books together
- linking language with physical movement e.g. in action songs and rhymes, cookery and gardening.

Mathematical Development

Aspects of mathematical development:

- Numbers – children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- Shape, space and measures – children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

This area of learning includes developing mathematical understanding through stories, songs, games, everyday activities and imaginative play, so that children enjoy experimenting and become confident, comfortable and curious about numbers, shapes, patterns and measures.

We do this in various ways including:

- giving children a variety of experiences to count, sort, match and order real objects
- developing mathematical understanding through practical activities and first hand experiences
- providing a meaningful context for maths e.g. stories, role play, real problems such as planning a party, cooking
- making regular use of number rhymes and songs
- developing children's use and understanding of mathematical language
- providing opportunities to explore volume and capacity, for example, in sand and water play
- providing opportunities to investigate shape and size, for example, in building and construction
- looking for numbers, patterns, shapes in the environment
- using and experimenting with numbers
- talking about numbers, and using open ended questions to encourage children's, mathematical thinking
- developing a sense of time through daily routines – know the days of the week, months of the year and seasons
- developing positional language through small world play, e.g. positioning furniture in the dolls house or animals on the farm
- developing mathematical language for shape, distinguishing 2D/3D shape names and their properties
- recognising coins and their value and using money confidently in role-play situations
- be able to calculate practically and use mathematical terms for the process they are carrying out for example, add, take-away, equals.

Understanding the World

Aspects of Understanding the world

- People and communities – children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world – children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Technology – children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

We do this in various ways including:

- providing first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think, use all their senses
- providing a wide range of activities indoors and outdoors that stimulate children's interest and curiosity
- promoting children's thought and investigation by asking open ended questions
- encouraging the children to explore the immediate environment
- developing geographical concepts, features and language through small world play e.g. road mats, model villages, making landscapes in the sand tray
- introducing children to different environments through the outside environment and when appropriate school visits
- recreating and exploring different aspects of their environment and the wider world through role play e.g. shops, hospitals, the post office, the travel agent
- using water play to investigate floating and sinking, absorption, water power bubbles, ice, etc.
- using sand play to compare the qualities of dry and wet sand
- using paints, malleable materials and cooking to explore materials and observe changes
- using construction kits, blocks and 'found' resources to develop design and technology skills
- using tape recorders, programmable toys and computers to develop ICT
- discussing the weather
- developing an understanding of a sense of time through daily routines
- developing a sense of the past, present and future through discussion about events e.g. today we are doing this ..., yesterday we..., tomorrow we will ...,
- using photographs to compare, contrast, notice changes and sequence in chronological order e.g. photos of the children now, as toddlers, and as babies
- using stories and role play to recreate life in a different time e.g. Cinderella's kitchen, castle
- using artefacts e.g. traditional toys, their baby toys, their parents' toys to get a sense of the past, to compare and contrast
- to show interest in the lives of people they know and be able to talk about family members.

- Forest School sessions

Expressive Arts and Design

Aspects of Expressive arts and design:

- Exploring and using media and materials – children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative – children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

This area of learning includes art, music, dance, drama and imaginative play opportunities for children to try new experiences and express themselves in a variety of ways. Creativity is an important part of successful learning; it enables children to make connections between experiences, helps them to solve problems and be inventive.

We do this in various ways including:

- Providing a stimulating environment
- Valuing children's creativity and original ideas
- Encouraging children to express themselves through art, music, dance, role play and imaginative play
- Encouraging imaginative play in a range of contexts e.g. role play, small world play, construction, malleable materials, sand and water play, puppets, storytelling
- Providing a balance of adult initiated and child-initiated activities
- Providing multi-sensory experiences
- Providing opportunities for children to explore, colour, shape, texture and space
- Providing opportunities for children to enjoy and respond to music
- Providing a wide range of good quality materials with which children can explore and experiment
- Allowing sufficient time for children to explore and experiment, develop and refine ideas
- Helping children develop confidence in their own ideas and abilities
- Helping children become more independent in making choices, selecting resources and techniques, responding to stimuli.

Role of a Key Person

SFEY (1.11) - (3.26) *'Every child must be assigned a key person'*

On entry to Apple Tree Class each child is placed into a group of children with whom they have at least one friend to help them to confidently settle. A key person is allocated to each group for a term to oversee that each child is cared for, gains confidence and feels individually valued. The children remain within their group – it is the key person who moves each term. This enables the class teacher to monitor the children's progress both emotionally and academically. It ensures that the children's profiles are closely supervised both in terms of evidence gathering and progress made.

Key persons develop a good relationship with the families of the children in their care.

This role is carefully explained to parents in a letter (appendix 1) at the beginning of the year to ensure that they are confident in their understanding of the role.

Planning

SFEY (1.9) *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child initiated activity.'*

Planning will set out how the Principles of the EYFS will be put into practice.

- Long term planning: Yearly cycle of six topics.
- Medium term planning: Half termly topics based on three prime and four specific areas of learning and the characteristics of learning.
- Short term planning: Weekly/daily plans incorporating the seven areas of learning taught through teacher directed tasks, child initiated tasks and continuous play provision based on objectives from Development Matters reference document. All planning follows a pattern – observe, analyse, and use what you have found out about the children to plan for the next steps in their learning. Children's individual interests are planned for on a daily basis.
- Individual Learning Plans – set out next steps for each child. Parents are supported through pupil progress meetings on how to support their child at home and what to focus on. 'Star of the Week' assessment cycle programme uses a spotlight focus that enables key persons to directly observe and assess individual children in their group and then arrange a meeting with parents each term to discuss the child's progress and next steps.

Characteristics of Learning

SFEY (1.10) *'In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.'*

- Playing and exploring – children investigated 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.

All adult-led/child initiated activities are carefully planned to ensure children's skills and knowledge are developed to their individual needs. We enable children to take risks with their learning in a safe supporting environment that says 'It is ok to make mistakes.'

Assessment

SFEY (2.1) *'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understanding their needs, and to plan activities and support.'*

SFEY (2.2) *Assessment always starts from the child and should not entail prolonged breaks from interaction, nor require excessive paperwork.*

- Careful observations carried out while children are engaged in normal classroom activities, in order to gain an insight into children's interests and what they can do
- Careful observations carried out during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts
- Discussions with children about their interests and their learning
- Electronic Foundation Stage Profile called TAPESTRY shared with children – parents encouraged to share replies, photos, videos and observations from home.
- All observations, assessments and recording are an integral part of teaching, as they inform future planning for children's needs
- Exchange of information with parents e.g. Pupil progress meetings – two way process where teachers and parents give their views of child
- Parents are given an opportunity to see their child's electronic profile at school if they do not have access to the internet at home.

Assessment at the end of EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term in which a child reaches age five, and no later than the 30th June in that term, the EYFSP is completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. Each child's level of development will be assessed against the early learning goals. An indication of progress is defined by:

- Meeting 'expected' levels
- 'Exceeding' expected levels
- Or not yet reaching expected levels ('emerging')

Year 1 teachers will receive a copy of the profile report together with a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning. As part of the transition procedure each child's stage of development and learning needs will be discussed with the Year 1 teacher(s), in a pre-arranged transition meeting.

Parents will be informed of the results of the profile and will be free to make an appointment to discuss progress with the class teacher. The Early Years Leader will report the results to the local authority and will abide by all moderation activities as specified.

THE SAFEGUARDING AND WELFARE REQUIREMENTS

SFEY (3.1) *'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.'*

The Early Years team are committed to providing a high quality experience for each child and their families. We endeavour to make the classroom welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence.

Child Protection

SFEY(3.6) *'Providers must train staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date know of safeguarding policy and procedures.'*

All staff in the school are regularly trained (2 yearly) in line with the guidance and procedures of the Local Safeguarding Children Board (LSCB). They have read the Child Protection Policy (and understand their role in child protection and what actions are required in the event of a child protection concern.

These may include:

- Significant changes in children's behaviour,
- Deterioration in children's general well-being,
- Unexplained bruising, marks or signs of possible abuse or neglect,
- Children's comments which give cause for concern,
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with children. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.

SFEY(3.7) *'Providers must have regard to the Governments statutory guidance 'Working together to Safeguard Children.'*

Suitable People

SFEY(3.9) *'Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.'*

The school has an effective system that monitors all people who have regular contact with children. This ensures all staff, visitors, students and volunteers who directly work with children being CRB checked to establish their suitability. Mrs. Green in the office issues any new members of staff, volunteer or student with an Induction pack that contains guidelines for volunteers, relevant policies, and codes of conduct and emergency procedures. All staff have read and abide by the Mobile Phone and Use of Cameras Policy. Students, volunteers and visitors to the school are required to leave their mobile phone in a dedicated box in the office.

All policies are kept up to date on a regular review cycle and the latest statutory guidance is used to ensure they are relevant.

Health

SFEY(3.43) *'Providers must have and implement a policy and procedures.'*

At the beginning of each academic year a letter is sent to every child's parent asking them to complete a questionnaire that provides an up to date overview of their child's health, medical requirements e.g.allergies, medicine to be administered at school (if any), and dietary requirements.

Children who have been prescribed Epi-pens due to severe allergic reactions have Epi-pens kept in their classroom, school office and MSA First Aid Pouch. Staff who have been first aid trained have also had Epi-pen training.

All children with specific health requirements have photos and information about their conditions located outside the headteachers office. A copy of this information is held in each class, in the school kitchen and in a central file located in the office.

There is a school Medicines Policy that sets out procedures for administering medicine. Parents are required to complete a medicine permission form before any medicine can be given to their child. Only medicine prescribed by a doctor, dentist, nurse or pharmacist will be administered in school. All members of staff who administer medicine have another member of staff witness this process and a written record is kept in the First Aid File stating date, time, who administered and what dose was given.

There is a paediatric first aider in the school at all times.

Managing Behaviour

SFEY(3.50) *Providers must have and implement a behaviour management policy.*

Northwood Primary uses a positive behaviour management system that supports children to take responsibility for their actions and enables them to build skills that encourage children to be keep the 'golden rules' at all times. The expectations of behaviour are always consistent and children are taught the skills using quality circle times, class discussions, assemblies and individual discussions when necessary.

Role of the Early Years Co-ordinator

The role of the Foundation Stage co-ordinator is to:

- Take the lead in the policy development and the production of the scheme of work designed to ensure that the every child makes excellent progress
- Support colleagues in their professional development through training sessions, personal discussions to ensure high standards in the Foundation Stage
- Monitor and maintain condition and availability of resources within the school's budget restrictions
- Keep up to date with developments within the Foundation Stage and share information with colleagues

The Co-ordinator's professional development will include

- Attending relevant courses and cascading information to staff
- Acting as a link to outside specialists and advisory teachers

- Personal reading and keeping up to date with new developments

INCLUSION

Equal Opportunities

It is the responsibility of all teachers and teaching assistants to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

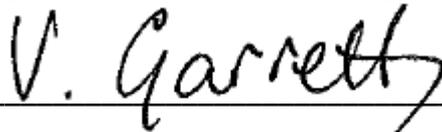
We ensure this in various ways including:

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children's learning needs
- Planning challenging opportunities for more able children
- Facilitating equal access to activities by all children
- Supporting children with special educational needs as appropriate (Early support – Knowing when and how to call in specialist help is one important element of inclusive practice) e.g.
 - providing additional support from adults
 - adapting activities or environments
 - using specialist aids and equipment
 - using multi-sensory materials and experiences
- Supporting children with English as an additional language as appropriate e.g.
 - valuing child's home language(s)
 - providing books, notices, tapes in child's home language(s)
 - providing a range of opportunities for child to engage in speaking and listening
 - activities in English with peers and adults

Evaluation

This policy for the Foundation Stage will be reviewed yearly.

Vice Chair of Governor's signature



Headteachers signature:



Date: _____ 25th November 2014 _____

Last updated: A. Strand November 2014