



Foundation Stage (Prep School) Policy

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Description: This policy outlines the Prep School's approach to Foundation Stage provision.

OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

1.0 AN INTRODUCTION TO EARLY YEARS (EYFS)

- 1.1 Early Years education is important for all children. The period from the age of two to the end of the Reception Year is the Foundation Stage in our school. Early Learning Goals set the expectations for the end of the Foundation Stage and lay the foundations on which future learning is built. All children will have their own personal Learning Journey which will stay with them throughout the Foundation Stage.
- 1.2 Since September 2012 the amended *Development Matters* in the Early Years Foundation Stage (EYFS) framework covers children's education in all childcare settings. The amended framework incorporates three previous documents: *National Standards for Day Care, Birth to Three Matters* framework and *Curriculum Guidance for the Foundation Stage*.

2.0 EYFS PRINCIPLES

The EYFS is important in its own right and also in preparing children for later schooling. The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development



3.0 THE AREAS OF LEARNING

3.1 The Foundation Stage curriculum is organised into three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

3.2 In addition there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

3.3 These areas help us to plan the learning environment, activities and experiences and provide a framework for the early years' curriculum although this does not mean that all young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of skills and concepts across several areas of learning. All of these areas are delivered through purposeful play, with a balance of adult and child led activities.

3.4 More information about the EYFS can be found on www.gov.uk/early-years-foundation-stage

3.5 In addition to the EYFS framework we offer our children lots of different learning opportunities. They have weekly PE, French and Music lessons as well as weekly forest school sessions, in addition to this reception have drama lessons. The children have daily group times where they learn early writing skills, take part in numeracy, writing and phonics activities according to their level of development. All children have buddy year groups who they regularly have play and reading time with. We believe our community is important and hold monthly Lingfield Senior sessions where senior citizens from our local community come in to play. We also have grandparent's day where the children's grandparents are invited in to play.

4.0 'DEVELOPMENT MATTERS' AND EARLY LEARNING GOALS

The 'Development Matters' document sets out what is expected of most children within different age bands and provides the basis for planning throughout the Foundation Stage. These Development Matters are stepping stones which identify developing knowledge, skills, understanding and attitudes that children need if they are to achieve these early learning goals by the end of the Foundation Stage.

5.0 PRINCIPLES AND AIMS

5.1 We aim to provide a welcoming and happy learning environment which is safe and secure where children can play, explore, experiment, develop confidence, be curious and learn. We believe that early learning should be fun, meaningful and accessible to all children. We practice equality of opportunity and care for all children regardless of their race, ability, culture or gender.

5.2 The children's health, safety and wellbeing are paramount at all times. Procedures are in place to ensure this and high staff: child ratios are maintained at all times. Any guidelines or procedures in place are reviewed on a regular basis.



- 5.3 We aim to make the transition from home to school an enjoyable and stimulating experience, setting the foundations for a positive attitude to a more formal education in later years. A happy and nurturing atmosphere is essential and to promote this all staff are responsible, conscientious and caring.
- 5.4 Children joining our school have already learnt a great deal. Many have been to other settings, playgroups or attended clubs and activities that exist in our community. The early years' education we offer our children is based on the following principles:
- It builds on what our children already know and can do;
 - It ensures that all children feel included, secure and valued;
 - It ensures that no child is excluded or disadvantaged;
 - It provides opportunities for children to engage in activities planned by adults and those they plan or initiate themselves;
 - It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
 - It provides rich and stimulating experiences through a well-planned and organised learning environment;
 - It builds a partnership with parents and facilitates multi-agency working.

5.5 Our Objectives

- To provide continuity of approach throughout the Foundation Stage using an individual learning journey for each child. This is used to record each child's development steps and achievements.
- To provide creative, challenging and fun learning experiences which will enable children to:
 - Achieve their best;
 - Develop their independence and confidence;
 - Feel safe and secure;
 - Feel valued and included;
 - Develop their social skills, attention skills and persistence;
 - Foster positive attitudes and dispositions towards their learning.

6.0 ADMISSION TO THE EARLY YEARS FOUNDATION STAGE (NURSERY AND RECEPTION)

6.1 Nursery Admissions

- Where possible the Foundation Stage Leader will visit Nursery children in their existing Nursery and meet their key worker. This will happen the term before children are due to start with us.
- Where possible the Head of the Prep School meets all new parents whose children are joining Early Years.



- The school runs a Parent and Toddler group, which is called 'Lingfield Littlies'. This is open term time only, on a Friday morning. The sessions have carefully planned activities to suit the children's age and stage of development that will engage and excite them.
 - All new children and their parents /carers are invited to spend time in the Nursery in the term before they start, for two separate hour sessions. They are also invited for a one hour session without their parents. More sessions are sometimes offered depending on the child's needs and will be discussed with the parent/carer.
 - A booklet has been prepared for new parents to share with their children telling them about their new school and the structure of the school day.
 - Where possible all Parents will be asked to provide an indication of what sessions they would require for the next academic year.
 - All Parents are invited to a curriculum afternoon in the Spring term. The structure of their child's day and the resources that are used are explained to parents giving them an opportunity to ask question on how they can support their child's learning at home.
- 6.2 Existing and new parents will receive a letter towards the end of each term, asking them to advise what sessions they require for the following term; existing sessions may be kept or added to, this depends on how many children we have registered that term and how many sessions are already being used. Allocation of new sessions will be given out on a first come first served basis. If a parent/carer does not receive the sessions they require they will be put on a waiting list and advised of a space as soon as one becomes available. Once the sessions have been agreed by the Foundation Stage Leader and the parents, they will stay in place until the following term. An ad hoc system is available to use providing there are spaces and the appropriate staff ratio is available.
- 6.3 Throughout the Nursery the parents are encouraged to gradually build up the sessions their child stays for. There is a minimum of 2 sessions for Ladybirds and Caterpillars and 3 sessions for Butterflies. It is anticipated that by the Summer Term, all Butterfly children will be staying for at least one full day.
- 6.4 All Butterfly children are required to attend for a least one afternoon each week in order to access the Early Years Funding.
- 6.5 Reception Admissions
- Children joining the Reception classes at 4+ usually start at the beginning of the September term. All children in Reception are expected to attend for a full week; there is no staggered entry or option for part time attendance. If there are any spaces available then children may start at the beginning of the spring and summer terms.
 - All Children that are due to start in our Reception for the start of September will be invited to attend two induction afternoons. One session with their parents /carers and the other session children are expected to stay by themselves. A member of the Reception staff will also visit the child and their key worker at their Nursery setting, this will happen in May before the inductions sessions.
 - To assist a smooth transition into Reception, we encourage pupils to attend:
 - **A first trial day** (mid June) all children and their parent/carers are invited to explore the Reception Classroom's and Play Grounds and to meet the Reception Staff and the Foundation Stage Leader. This session will usually take place in the afternoon and last for an hour and a half.



- **A second trial day** (end of June) all children are invited to attend for this session for an hour and a half without their parents /carers. Children will spend time in each Reception Classroom taking part in planned activities.
- **Whole School induction hour** (July) - where all children spend the hour in their new classrooms.

7.0 PLANNING AND ORGANISING THE CURRICULUM

- 7.1 For Foundation Stage planning we use the Early Years Foundation Stage Guidelines, Development Matters and the Letters and Sounds Document.
- 7.2 Reception Class Teachers and Nursery Leaders have an excellent understanding of how children develop and learn. They carefully plan the curriculum to ensure a good mix of Adult led/initiated activities, Child Initiated Play (CIP), and Child Initiated Play which is picked up and supported by adults; dependent on the individual needs of the children in their class. The range of approaches used provides first hand experiences, gives clear explanations, makes appropriate interventions and extends and develops play and talk or other means of communication.

7.3 Contexts for Learning

Young children do not differentiate between work and play. Their learning is holistic. They do not learn in subjects but learning takes place across all aspects of the daily routine and this learning will be a balance of child initiated and adult initiated activities. Child initiated learning is extremely important and we value it as a chance to learn about a child's needs, learning style, motivation and interests. Careful observation of child initiated learning informs our planning and helps us to extend their play as much as possible. We see the development of spoken language as vitally important and we take every opportunity to talk and listen to children as this extends their thinking and learning.

7.4 EAL children

We support children and families with EAL at Lingfield College. We have staff trained to ensure we are providing the best possible learning environment and opportunities for them as well as ensuring they have full access to the curriculum. We work closely with the families and carers to support the whole family.

7.5 Child Initiated Play (CIP)

In the Foundation Stage, the adults give good quality support for children's play by:

- Supporting children's learning through play activities;
- Being able to extend and support children's spontaneous play through intervention and careful observation;
- Extending and developing children's language and communication skills in their play;
- Observation and assessment of children's interests, achievements and difficulties informs our planning;
- Careful use of the indoor and outdoor areas;
- Helping children achieve the Early Learning Goals by the end of the Foundation Stage;
- Encouraging independence and self-management;
- Providing activities for children that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.



7.6 The importance of the outdoor area

We are fully committed to providing a safe, stimulating outdoor area in which children can play, explore and learn. Without the ability or desire to explore our environment we would not develop intellectually. The Foundation Stage has its own outside learning area and access to the adjoining larger playground, where the children play at morning break and lunchtimes. Younger children stay in the smaller outside area. We have an additional outside area for children to grow plants and to give them opportunities to observe growth and changes over time. Each Reception class, Ladybirds, Caterpillars and Butterflies take part in a Forest School lesson for one morning a week. In addition, the Orchard and the rest of the school grounds provide opportunities for learning in all areas of development. We ensure that there is equality of access for all children and we encourage all children to play together and expect the adults to act as role models.

8.0 ORGANISATION OF THE FOUNDATION STAGE

The Nursery and Reception classes are accommodated in the purpose built Foundation Stage block, adjoining the Prep School's office. There is an enclosed outside learning area, which is partly covered and has access through gates to a larger Foundation Stage playground.

9.0 ORGANISATION OF CLASSES

9.1 Nursery

- The children in the Nursery are organised into two classes. Children are able to start from the age of 2 as 'Ladybirds'. 'Caterpillars' are children from the age of 2.5 years and 'Butterflies' are - the pre-Reception year.
- The Nursery children can arrive from 8.30 -8.50am for the morning session and self-register.
Nursery children are encouraged to participate in all planned activities offered and CIP times are incorporated throughout the day. Each day they participate in "Group Time". These groups are ability based and encompass writing, numeracy and phonics according to the individual child's stage of development. When each child is judged to be ready, phonic sounds followed by words and then eventually books are sent home for further reinforcement. These are checked in class by an adult in a one to one session on a weekly basis. Once a week the children are taught by a Music specialist and they also have a designated PE session in the Sports Hall, as well as a French lesson taken by a specialist languages Teacher.
- Children attending for lunch and afternoon sessions arrive at 11.30 am, while children attending afternoon sessions arrive after lunch at 12.30pm and join the other children for lunchtime playtime.
- At the end of their Caterpillar time in Nursery, some children will remain with the same class leader for their Butterfly year and some will transfer to the other class leader, depending on each child's needs.

9.2 Reception

There are two classes in Reception: Rainbows and Sunbeams, each with approximately twenty children. The children have opportunities to explore all areas of learning throughout the day. Like the Nursery children, Reception children can arrive from 8.30 -8.50am and self-register. They are also taught through whole class carpet sessions, including daily phonics sessions and group activities. CIP times are incorporated throughout each morning and afternoon. The children are taught Drama, Music, French and PE by subject specialists each week. Once a week the children are taught in the



ICT suite and have a session in the school library. All classrooms have at least one computer for pupils to use, as well as an interactive white board.

10.0 START AND END OF DAY- (SEE ATTENDANCE POLICY) & EXTENDED DAYCARE

10.1 In addition to self-registration, children are signed in by their parent or carer at the start of the day, and when they leave they are signed out and handed over to their parent or carer. If a person other than the parent or carer is picking up they must be able to give the password to staff. Visitors to the school are required to sign in at the office and wear a visitor's badge.

10.2 Sessions & Times

The Nursery is open Monday to Friday and operates a mixture of different sessions. There are a minimum of 2 sessions for Ladybirds and Caterpillars and 3 sessions for Butterflies. At least one of the Butterfly sessions must be an afternoon session. It is anticipated that by the last term (Summer Term of Butterflies year group) all children will be staying for at least one full day to help prepare them for reception. Sessions are as follows:

Session 1 Breakfast 7.30am - 8.30am

Session 2 Morning session 8.30am - 11.30am

Session 3 Morning inc. lunch 8.30am - 12.30pm

Session 4 All day 8.30am - 3.30pm

Session 5 Afternoon session 12.30pm - 3.30pm

Session 6 After school session 3.30pm - 5.30pm

Session 7 Extended after school 5.30pm - 6.30pm

Session 8 Wrap around care 7.30am - 6.30pm

Reception session times are: Full day 8.35am-8.50am until 3.20pm

10.3 A late room is available for children with siblings in Year 3 and above. Children should be collected by 3.40pm from the late room. If a child is not collected we would action the Failure to Collect Policy which can be found on our website. The Nursery runs for 50 weeks a year and offers a Holiday Club for Reception children as well that operates during school holidays.

10.4 Caterpillars, Butterflies and Reception children are able to attend Breakfast Club and TeaRex Club. Breakfast Club runs from 7.45 am in the Dining Hall, while TeaRex Club runs after school until 6.30 pm. Please see the appropriate policies for up-to-date information. In addition Holiday Club operates during school holidays.

10.5 Our daily **nursery** routine;

7.30 Optional breakfast

8.30 Doors open – children self register

8.50 Circle Time- a chance to say good morning, talk about the days plans, a chance for the children to share their news. A helper of the day is appointed. There will be free flow play time indoors and out as well as adult led activities, group learning time and individual book time to focus on each child's stage of individual learning.

10.00 Outdoor Playtime

10.20 Snack time – the children are offered water, milk and a variety of fruit, a chance to develop their social skills while sharing with their friends.

Free flow play and adult led activities

11.30 Some children go home, some arrive, others have a story and get ready for lunch. (children will have an option of the main meal, vegetarian or an alternative. All dietary requirements can be catered for and menus found on our website)



11.45 Lunch in the dining room at small tables followed by outdoor play.

1.10 Afternoon circle time with stories and singing or rest time for those that sleep. Followed by freeflow play and adult led activities.

3..30 Home time or Tea Rex (after school care) for those staying until 5.30 or 6.30

10.6 Our daily **reception** routine;

7.30 Optional breakfast

8.30 Doors open –free play.

8.50 Circle Time- talk about the days plans using the visual timetable. A leader of the week is appointed.

Phonics lesson followed by literacy activities

9.45 Snack time – the children bring in their own snack.

10.00 Outdoor Playtime

Free flow play and adult led literacy activities

11.45 Lunch in the dining room at small tables followed by outdoor play. (children will have an option of the main meal, vegetarian or an alternative. All dietary requirements can be catered for and menus found on our website)

1.10 Afternoon circle time

1.20 Maths lessons and activities

3.30 Home time or Tea Rex for those staying until 5.30 or 6.30

10.7 PE, Music, French and Forest School are also in the time table as well as drama for reception.

11.0 STAFFING, EQUIPMENT AND RESOURCES - STAFFING

11.1 All staff have been employed according to our staff recruitment policy. They all receive training in Child Protection at the start of their appointment and First Aid training is also given to all staff; ongoing training is then provided as appropriate. Expectations regarding duties, dress, behaviour and staff development and support may be found in the staff handbook and in the Staff Code of Conduct.

11.2 All Foundation Stage staff members are expected to attend a meeting on Thursdays at 8.15am.

11.3 There is regular identification of training needs of all adults working within the Foundation Stage and opportunities for staff development through Performance Management / Appraisals.

11.4 Staff to pupil ratios:

1:4 for Ladybirds

1:4 for Caterpillars

1:8 for Butterflies

1:10 in Reception

Both nursery rooms have a Room Leader, Deputy Room Lead as well as nursery practitioners.

Reception classes have a teacher and TA

Please see website for information on all staff



All children in the Early Years Foundation Stage are allocated a keyworker who will work with the room leader to support the settling in process, keep observations and records up to date and form a close, secure relationship with the child from which that child can then thrive. The key worker will gather in depth knowledge of their key child to inform planning around the child's interests to enhance learning. Your child's allocated keyworker's name can be found on a list in the classroom.

12.0 RESOURCES AND DISPLAYS

We plan a learning environment, both indoor and outdoor, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. The Nursery rooms and Reception classrooms have displays which reflect the seven areas of learning of the Foundation Stage Curriculum, the current topic and children's interests. The displays contain key vocabulary, a range of questions, photographs showing the children learning, examples of children's work and the comments the children have made during their activities. They stimulate interest and celebrate children's achievements. We encourage children's interests by using a 'chatterbox' (this is a decorated small box into which the child places objects, photographs etc. which reflect their interests. Children may change these as often as they wish.)

13.0 SNACK AND LUNCH TIME ARRANGEMENTS

- 13.1 We support the school's efforts to achieve Healthy School Status and follow the school's policy of healthy eating. Children bring in their own water bottles which are available to them all day.
- 13.2 In the Nursery, during the morning snack time, the children may choose from a selection of pieces of fruit and vegetables with milk or water to drink. Children help prepare the fruit and pour their own water or milk under supervision.
- 13.3 In Reception, children bring in snacks from home. They may bring bite size pieces of either dried or fresh fruit, vegetables or cheese.
- 13.4 Nursery and the Reception children go to the Dining Hall for lunch at 11.45am. They eat their lunch at appropriately sized tables and chairs.
- 13.5 Children are encouraged to eat the main dish of the day or the vegetarian option. If a child really does not like the dish, then they are offered an alternative. Parents are requested to check the weekly menu online or the menu on display in each classroom and advise the class teacher if they would like their child to have an alternative lunch. The children may choose their dessert from the fruit, yogurts and pudding on offer. Jugs of water are provided. All allergies are catered for.

14.0 INCLUSION IN THE FOUNDATION STAGE – SEE EQUAL OPPORTUNITIES POLICY

- 14.1 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.
- 14.2 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 Reception. We achieve this by planning to meet the needs of all children, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.



14.3 We meet the needs of 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 specialist support if necessary.

14.4 We recognise that change can be difficult for some young children, therefore to aid the transition for all children between Nursery and Reception and Reception and Year 1, the following arrangements have been put in place:

14.5 We support children with additional needs, working closely with the family and any professionals that may be involved. We assist the family with referrals and advise them of available support. Please see our disability policy for more information. [https://www.lingfieldcollege.co.uk/lingfield-live/assets/File/Disability%20\(LP-PVV-009\)%20v2_4%20w.pdf](https://www.lingfieldcollege.co.uk/lingfield-live/assets/File/Disability%20(LP-PVV-009)%20v2_4%20w.pdf)

15.0 EXISTING NURSERY CHILDREN TO RECEPTION

15.1 Reception staff read stories to Nursery children during the summer term.

15.2 Other subject staff visit the Nursery i.e. PE and Drama.

15.3 Nursery staff will meet with Reception teachers before the end of the Summer Term to share information from the Foundation Stage learning journeys.

15.4 In the summer term and when existing Reception children are at PE or Music and Drama, Nursery staff will take Nursery children to play in the Reception rooms.

15.5 In mid-June or July, existing Nursery children and new children entering Reception in the September term will attend 2 activity sessions together in the Reception classes. On the third trial session, children will be in their new classrooms.

15.6 A Transition evening presentation is given to parents in the summer term. This provides information about the structure of the new class including homework nights and expectations and any information about timetable changes from the previous year.

16.0 AT THE START OF RECEPTION

In addition to the transition evening, parents are invited to a curriculum afternoon near the start of the Autumn Term. During this session, all teachers and TAs are present, and parents are given the time to understand how phonics, handwriting, Maths and English are taught in Reception.



17.0 RECEPTION CLASSES TO YEAR 1

- 17.1 Reception and Year 1 teachers meet during the summer term to share information about reception pupils moving forward into Year 1 to consider and reflect upon each child's academic and personal progress.
- 17.2 During the Spring and Summer Term, teachers/teaching assistants from Year 1 visit the Sunbeams and Rainbows classrooms to meet the children, read them a story, or work with a group so that they become familiar to the children.
- 17.3 Opportunities for Reception to join Year 1 pupils and visit Year 1 classrooms are organised during the summer term. This could be a picnic or other joint activity.
- 17.4 During the first part of the Autumn Term Year 1 teachers will provide opportunities for active, independent learning and play-based activities.
- 17.5 Reception teachers will meet with Year 1 teachers before the end of the Summer Term to share information from the Foundation Stage Profiles.
- 17.6 From September 2013, observations and activities during the first few weeks of term, will take into account any learning goals carried forward from Reception.
- 17.7 Daily classroom practices such as having register monitors and a visual timetable will be common in both year groups as is the presence of full-time Teaching Assistants.
- 17.8 Parents are welcome into both Reception and Year 1 classrooms at the beginning of the school day in the Autumn term to help children settle where necessary and liaise with the class teacher.
- 17.9 The Reception children start to attend more assemblies as the year progresses.
- 17.10 Reception pupils will be introduced gradually to playtimes with Key Stage 1 and 2 as the year progresses, for example joining in with some playtimes in the Summer Term, including those held on the orchard.
- 17.11 They spend an induction afternoon with their new class at the end of the Summer Term.

18.0 BEHAVIOUR - SEE BEHAVIOUR POLICY

- 18.1 We accept that young children are constantly learning about acceptable boundaries to their social behaviour. We reinforce children's positive behaviour and attitudes, and with explanation, divert and remove children from unacceptable situations. No physically punitive sanctions are practiced.
- 18.2 Our goals for behaviour expectation are:
 - We look after ourselves;
 - We have gentle hands;
 - We care for others, avoiding actions that might hurt either physically or emotionally;
 - We all recognise our responsibility in relation to the world around us;
 - We have quiet voices and 'walking feet' when indoors;
 - We respect other people's property and the activities they are involved in;
 - We always try to be kind to others.
- 18.3 The children are made aware of these goals in their everyday routine and by positive reinforcement of acceptable behaviour. When a child transgresses, it is the behaviour we condemn, not the child.



19.0 ASSESSMENT AND RECORD KEEPING

- 19.1 Lingfield College Prep ensures that all children attending the Foundation Stage have a personal Online Learning Journey which records photographs, videos, observations and comments in line with the 'Early Years Foundation Stage' (EYFS) requirements. The program is called 'Interactive Learning Diary' (ILD) and is used to build up a record of each child's achievements during these years and to illustrate children's personal development and progress through the different age bands of the EYFS. All practitioners assess and review each child's learning on a continuous basis which, in turn, informs planning and individual records. During the first few weeks of a child starting, observations are made to ascertain each child's starting point and stage of development within the areas of learning. This is recorded on a class tracker. This class tracker is then updated termly which is then used to analyse the progress and achievements of each class and groups within it. During the Reception year each child's profile scores are updated termly and at the end of the year a score is given to each child. This is sent electronically to Surrey LEA for analysis. The profile is also shared with the child's Year 1 teacher. Each child's learning journey is taken home by parents at the end of the Foundation Stage. For more information on children's Interactive Learning Diary', please see the Online Learning Journey policy.
- 19.2 Assessment in the Foundation Stage takes the form of observation and this involves the Teacher / Leaders and other adults as appropriate. Other methods used to gather evidence for the profiles include photographs, children's work and recorded comments made by the children, which are annotated with the date and an explanation of the achievement. Parents and family members are also invited to enter observations onto their child's online Learning Journey.
- 19.3 Parents receive termly planning and next steps for their child; parents with children under three receive an Under Three's Progress Report and are given an opportunity to discuss this report with their child's class Leader. At the end of the year all parents receive an end of year Report.
- 19.4 We formally share the progress and evidence of children's achievements with parents at the parental consultation meetings in the Autumn and Spring Terms. At the end of the Summer Term parents of children in Reception receive information on the scoring process. We complete these in June and send them to parents in early July each year, giving the parents an opportunity to discuss should they want to. Parents are encouraged to speak to members of staff regularly if they have any concerns.
- 19.5 At the beginning and end of the academic year, each Reception child will complete the Performance Indicators in Primary Schools (PIPS) assessment on a 1 to 1 basis with an adult. This helps ascertain starting points, provides a snapshot of each child's ability, identifies progress and predicts potential at KS1 SATS. Similarly, once Nursery children turn three, they will complete the ASPECTS assessment on a 1 to 1 basis with an adult. This assessment links to the PIPS assessment for Reception children.

20.0 PARTNERSHIP WITH PARENTS

It is important that there is a good partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.

21.0 PARENTS AS PARTNERS

We hope to make the transition from home to school as smooth as possible. To ensure effective partnership we:

- Show respect and understanding for the role of the parent in their child's education;
- Strive to create a welcoming atmosphere in which all parents/carers and staff can develop relationships which will support the child's learning;



- Allow time to welcome parents/carers and children at the beginning and end of each session;
- Make sure settling in arrangements are flexible enough to give time for children to become secure and for staff and parents to discuss each child's circumstances, interests, skills and needs;
- Recognise and respect the expertise of parents and other adults in the family and their knowledge of their child;
- Provide opportunities for the learning that is provided in school to be continued at home through reading and sharing books, and through other learning activities catered to the individual child. To discuss ideas of activities that will further support learning at home;
- Keep parents fully informed of their child's progress through formal and informal discussions;
- Hold parent meetings at times when single or working parents may attend;
- Have crèche arrangements for meetings where possible;
- Welcome the contribution made by parents to their child's records through admissions meetings, parent conferences and parent meetings;
- Invite parents to help in whatever way they are able, e.g. working in class, reading to children or helping on visits etc;
- Keep parents informed about the curriculum by giving them an overview each half term and displaying the overview in each classroom;
- Send weekly newsletters via ParentMail;
- Have regular opportunities for parents to come into school and walk about the rooms with their child;
- Hold an annual Open Day;
- Have parent class representatives;
- Encourage parents to join the Parents School Association (LNDA);
- Have weekly homelink books in Reception;
- Invite parents to contribute to the learning journeys;
- Allow parents to have access to developmental records (e.g. EYFS Profile). Written request must be made to have access to personal files.
- Invite parents and wider families to attend the children's nativity plays and Sports Day.
- Parents who have younger children are invited to attend our Lingfield Littlies group which is held every Friday morning during term time. This group is open to parents and carers.

22.0 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;
- Giving each child the opportunity to spend time with their teacher before starting school;



- Providing detailed information and a children's booklet in the term before a child starts;
- Offering parents regular opportunities to talk about their child's progress;
- Encouraging parents to talk to their child's teacher if there are any concerns. There is a formal meeting for parents bi-annually at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- Providing written curriculum information half-termly, to enable parents to discuss current topics at home;
- Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's reading diary in Nursery and through the home link book in Reception.

23.0 USE OF MOBILE PHONES ON THE SCHOOL SITE

- 23.1 Current Government regulations state that schools must ensure that mobile devices are not used in an Early Years setting (Nursery and Reception). This applies to all staff, governors, visitors, contractors and cleaners and also to our parents or those responsible for dropping off/collecting children. Mobile Phones should be switched off at all times where practical, and must not be used around children. Mobile devices can be phones or other electronic devices with a camera.
- 23.2 Please do not be offended if you are asked to put your phone away, as staff are following our Child Protection Policy to help safeguard our children. This applies at all times from 7.45am to 6.30pm throughout the school site.
- 23.3 Volunteers and those visiting the Nursery or Reception will be asked to hand their phone in and it will be locked in a secure place until you leave.

24.0 PREVENT

- 24.1 Lingfield College has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.
- 24.2 All Staff are trained to recognise radicalization and extremism as well as vulnerable people. We aim to stop extremist speakers and events and manage access to extremist material.
- 24.3 We aim to provide a safe environment for children and staff and will take appropriate action to the Police or Local Authority if this is challenged. Please see the Safeguarding tab on our website www.lingfieldcollege.co.uk.

25.0 FUNDAMENTAL BRITISH VALUES

- 25.1 Throughout the Foundation Stage we encourage children to have an awareness of different cultures and beliefs. We support children in developing their self-knowledge, self-esteem and self-confidence. Children are encouraged to be polite, kind and friendly to others. Through discussion and modelling positive behaviour staff help pupils to distinguish right from wrong and children are encouraged to make class rules.



- 25.2 The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded and actively promoted in the Early Years Foundation Stage.
- 25.3 All our policies and procedures are available on our website
<https://www.lingfieldcollege.co.uk/information/policies/>
A hard copy of our policies is available in our Foundation Stage department. Please ask staff for details.
- 25.4 The foundation stage department can be reached on 01342 778772 and the after school club on 01342 778773

Last reviewed March 2021

Next review due March 2022