



# Woodrow First School

## Foundation Stage Policy

<b>Signed by:</b>	
<b>Reviewed by</b>	Ilse Williams
<b>Head Teacher</b>	Richard Kieran
<b>Chair of Governors</b>	Reg Moore <i>R. J. Moore.</i>
<b>Date Adopted</b>	10 <sup>th</sup> December 2024
<b>Date of Review</b>	September 2025

## Foundation Stage Policy Statement

### DEFINITION

In school, the Early Years Foundation Stage begins when children reach the age of three (or the term they are 3 if eligible for 2-year-old funding) and enter Nursery and concludes at the end of the Reception year.

The Foundation Stage Unit at Woodrow First School provides a child-centred education to extend and enrich each individual child's needs and experiences. The introduction, in September 2000, of a Foundation Stage gives Early Years education a distinct identity and Early Years is now viewed as being critical in children's early development and learning.

Our policy statement is influenced by the principles of education, the Statutory Framework for the Early Years Foundation Stage document (January 2024) and our own philosophies. We aim to develop an appropriate curriculum for children aged two to five, valuing each child as an individual and recognising that learning is more than just subject knowledge.

*"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."*  
Statutory Framework 2024.

Attitudes and behaviour patterns established during the early years provide the foundation for future educational and social development. It is important to provide appropriate and enjoyable experiences to foster positive attitudes to learning and encourage the child's natural curiosity, self-esteem and intrinsic motivation. Children retain things more readily if learning is connected with positive, enjoyable experiences.

### STAFFING

Foundation Stage Manager/Teacher

Teacher

Teacher

Teacher

Teaching Assistant Level 3 (Nursery)

Teaching Assistant Level 2/3 (Nursery)

Teaching Assistant Level 3

Teaching Assistant

Teaching Assistant

Teaching Assistant

Teaching Assistant

Teaching Assistant

Mrs Ilse Williams

Mrs Helen Bailey

Mrs Emma Heynes

Miss Imogen Palmer (ECT)

Mrs Tracy Liles (Part-Time)

Miss Kerry O'Mahoney (Part-Time)

Mrs Shelbi Crumpton

Mrs Nicola Griffiths

Miss Susie Preson

Mrs Sarah Simon

Mrs Michelle Robinson

Mrs Karen Griffin

## HOME/SCHOOL LIAISON

*“The education of all children lies in the partnership between parents and teachers, home and school.”*

### *“Learning Together”*

We realise the children entering school have had many and varied experiences. Parents are valued as their child's first educators and their involvement in school and their child's education is encouraged from the start. Before children start school, parents are provided with information explaining the nature and organisation of the school and its aims. Meetings are held to enable parents and children to meet with staff and to visit our unit. Essential information is subsequently disseminated through weekly newsletters, our school web site and Facebook.

The Nursery can accommodate fifty-six children, divided between morning and afternoon sessions. The children start Nursery the term after their third birthday. The Nursery have 8 spaces available for children using the 2-year old funding for children who are turning 3 in that term. There are also 12 30-hour funded spaces for eligible children. Nursery will accommodate a maximum of 30 children either the am or pm session. This is assessed throughout the year to ensure individual needs can be met and ratios maintained. A phased induction programme facilitates the smooth transition from home to school.

Home visits are made to enable children and parents to meet staff in their own familiar environment. Induction meetings over the phone, teams or at school are arranged if social restrictions do not allow staff to visit the children's homes. The children and parents are then invited to a shared Family Time in the Nursery. They are encouraged to explore some of the activities and develop an understanding of nursery education before starting their regular sessions.

Woodrow admits children into mainstream school in the September of the school year in which they are five. Reception staff visit the homes of children who are starting Reception but have not been to our Nursery. Induction meetings over the phone, teams or at school are arranged if social restrictions do not allow staff to visit the children's homes. In June and July the children may visit several times for 'Stay and Play' sessions before starting school. This allows them to become familiar with their new environment and meet some of their peers. Meetings or virtual presentations are organised to acquaint them with school procedures before their children start.

Nursery and Reception staff liaise closely at all times to support the planning and organisation of the unit and positively impact on the children's learning.

Parents are kept informed about their child's progress on a daily informal basis and during whole school parents evenings, which are organised every term. A written report is sent home in the Summer Term.

Information is provided about activities undertaken by the children in the form of wall displays, letters, photographs, website updates and work that is sent home.

Parents will be made aware of the key person responsible for their child, who in Reception will be the class teacher. However, they may speak to any member of staff as everyone is involved in ensuring the welfare of the children. There will always be someone available to talk to parents.

## AIMS FOR THE FOUNDATION STAGE

- We endeavour to provide a well-planned and resourced curriculum, promoting learning within an environment that offers children security, respect and support. We are committed to the development of each child's self-esteem and self-confidence and aim to give a sense of achievement.
- We aim to work with parents for the good of the children and their education.
- Starting from what the children can already do, we aim to ensure that progress is maintained and that specific needs are identified and addressed to ensure that each child achieves their own potential, working towards achieving the 'expected levels of development.'
- Learning should be an active process and the children are encouraged to plan, make choices and be decision makers, thus fostering independent, child-initiated learning. We encourage positive attitudes towards learning.
- Play should be valued as an essential vehicle for learning, providing enjoyment and challenge.
- We aim to provide equal right of access to the curriculum and learning so that all children can reach their full potential.
- We work as a team to provide a pleasurable and valuable learning environment for our pupils and staff.

Childhood is seen as valid in itself and not only as a preparation time for the future.

*"The four guiding principles should shape practice in the Early Years. These are: every child is a **unique child**...learning to be strong through **positive relationships**...learning to develop well in **enabling environments** with teaching and support from adults and the importance of **learning and development**."*

*Statutory Framework 2024*

## WORK AND PLAY IN THE EARLY YEARS

Throughout the Early Years the children will be given every opportunity to be active in their own learning and to develop self-esteem. We also encourage the children to be independent and to learn self-discipline.

The children will follow a day of integrated activities with some formal sessions being introduced. There will be a balance of adult led and child initiated activities. The children will be encouraged to take an active part in learning and in maintaining their environment.

We realise that children need concrete experiences to develop understanding and skills necessary for future development. Play and practical activities underpin all learning for young children.

*"There is nothing trivial or casual about play. Through play we develop an understanding of the world around us. It is a complex process which is often misunderstood and undervalued."*

*(Derbyshire 1990)*

The development of outside play is a priority and the children will be able to access the outside area every day.

## EARLY LEARNING GOALS AND THE FOUNDATION STAGE

The Foundation Stage is a distinctive stage and the Early Learning Goals establish expectations for children to work towards. It is important to plan a curriculum that helps children make good progress

The introduction of the Early Years Foundation Stage does not change the point at which attendance at school is compulsory, which is the beginning of the term after a child's fifth birthday.

The children will develop their potential through a well-planned, broad and balanced curriculum of activities. The curriculum will be accessible to all children, giving them equal opportunity. Any special needs will be carefully assessed and work will be planned appropriately. All children will be given full curriculum entitlement, working towards the Early Learning Goals. They will be constantly encouraged and helped to develop a positive attitude to learning.

The Foundation Stage curriculum is organised into seven educational programmes, three 'Prime Areas' and four 'Specific Areas.'

These *Prime Areas* are particularly crucial '*for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive,*'

Communication and Language has been highlighted as a particular need in our school as it underpins so much of the curriculum. Speaking and listening skills will be developed through the "Little Wandle Letters and Sounds" Foundations scheme, the Write Stuff literacy approach, drama, role play and storytelling activities, allowing the children to experience many real and imaginary situations. Mantle of the Expert provides a valuable tool to develop these skills. The children will be encouraged to share their own experiences and ideas. They will learn to follow instructions and respond to what they hear with relevant comments, questions and actions.

Physical Development. Gross and fine motor skills will be improved to allow individuals to achieve their movement potential and master skills such as using tools and equipment effectively, cutting and writing. This will be supported by the use of 'Kinetic Letters' throughout school.

### Personal, Social and Emotional Development

Each child is valued as an individual and a member of the group. They will develop a strong self-image and high self-esteem, working towards simple goals and begin to regulate their behaviour accordingly. As social and emotional skills develop, children will be able to self-manage and benefit from interaction and co-operation with peers. We will sensitively develop an appreciation of other cultures and beliefs and build relationships to work and play cooperatively. They will also increase their understanding of how their bodies work and what they need to be healthy.

## Specific Areas

Literacy. We develop the reading and writing skills of individuals to allow them to record their own ideas and share the ideas and stories of others. Phonics is a key element in this development and due regard will be given to The Reading Framework. At Woodrow First School we follow the “Little Wandle Letters and Sounds” accredited phonics scheme. Children will explore a variety of different books and have support and opportunities to develop their decoding, prosody and comprehension. Books to read will always be successfully matched to their phonic level alongside multiple opportunities to explore books independently and with others for pleasure. Mark making and letter formation is developed throughout the Foundation Stage using the “Little Wandle Letter and Sounds” guidance. Reading and writing are fundamental skills for life. Foundation Stage will also adopt elements of ‘The Write Stuff’ approach to develop and support skills for writing as developed in the rest of the school.

Mathematics will primarily be explored practically and the emphasis will be placed on investigating numbers and numerical patterns. We use a variety of practical resources and methods to teach and reinforce concepts. The White Rose planning is used to inform the progression of maths teaching/learning and children also have four ‘NCTEM Mastery in Maths’ session to support depth of knowledge and mastery of number.

The children will improve their Understanding the World, starting from what they already know and using scientific, technological, geographical and historical skills to extend their understanding further. The children will develop their own ideas, make predictions and question their observations. They will find out about their own environment and learn about people and places that have significance in their lives, in the past and the present. We use the National Online Safety programme to develop children’s awareness of online presence and safety. We also take inspiration from Barefoot Computing to develop Children’s technological skills.

Expressive Arts and Design will involve the children in using a variety of materials, tools and techniques. They will express their ideas and feelings through role-play, music, dance, craft and drama, developing their imagination and creativity. We use the Access Art Early Years and DT Kapow schemes of work to support our planning and ensure a range of opportunities and progression of skills is planned for.

*“All of those areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That’s because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally and become better communicators.”*

*Development Matters September 2020*

## PLANNING

The curriculum areas help staff plan the learning environment, activities and experiences children receive. When planning, reference is made to the suggested statements or skills in Development Matters, Educational Programmes and Early Learning Goals where most appropriate.

Progression is shown within the Foundation Stage Venn Diagrams, using the Development Matters age bands. These are birth to three, 3 &4 year-olds and children in reception. Progression can also be seen in the EYFS Early Support Tracking Documents

for some children, children's book and through notes and discussion with class teachers and teaching assistants.

*"Good planning is the key to making children's learning effective, exciting, varied and progressive."* EYFS Practice Guidance

The principles which guide the work of all Early Years practitioners are grouped into four themes

- **A Unique Child**  
Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive relationships**  
Children learn to be strong and independent through positive relationships.
- **Enabling Environments**  
Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents or carers.
- **Importance of learning and development.** Children develop and learn at different rates.

Statutory Framework 2024

We should ensure that:

- there is provision for the different starting points from which children develop their learning, building on what they already know.
- the content of the curriculum is appropriate and relevant, matching the different levels of young children's needs.
- there are opportunities for children to engage in activities planned by adults and also those planned or initiated by themselves.
- activities are planned and purposeful, providing teaching and learning both indoors and outdoors.
- neither adults nor children draw distinctions between play and work.
- well-planned, purposeful activity and appropriate interventions by practitioners engage children in the learning process and help them make progress in their learning.

To ensure continuity and progression, Nursery and Reception liaise about planning together. Mantle of the Expert is used across school to encourage the children to access the curriculum in a creative and imaginative way and this complements the ethos of the Foundation Stage.

We plan for the short-term on a weekly and daily basis. Observations, discussions and evaluations inform future plans. General issues are discussed at Key Stage Meetings. The whole school picture is discussed at Senior Management Meetings and Staff Meetings.

## TEACHING AND LEARNING STYLES

We use a range of teaching and learning styles to educate our pupils, placing an emphasis on active learning by including the children in discussions, investigations and problem solving activities. The approach may be through whole-class teaching, small group/individual work or as part of an integrated day. Mantle of the Expert once again supports learning.

*“Children need adults who will - encourage, not interfere  
listen and hear what they have to say  
explain not dictate  
ask meaningful questions  
answer their questions  
understand their point of view.”*

*“Learning Together”*

Technology is integrated in planning and the children have the opportunity to work with CD players, cameras, programmable toys, talking books, I-Pads and interactive whiteboards. We update resources regularly to keep abreast of current technological advances to prepare the children for their life in today's society.

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (S.E.N.D)

Many children may have particular needs which we must recognise, consider, understand and cater for appropriately. The staff provide learning opportunities matched to the individual needs of children with learning difficulties and those with English as an additional language. This takes into account the targets set for the children on their Annual Individual Provision Map and/or Pupil Passport. Most needs can be addressed with carefully planned intervention. Other needs may require the advice and support of external agencies. Parents will be informed immediately of any concerns, so as to enlist their support.

Every effort should be made to ensure that children are presented with appropriately differentiated activities. “Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.” It allows all children access to the curriculum.

Our planning for a child's special needs may involve

- providing different resources
- setting appropriate tasks
- providing additional adult support,
- setting a common task which has a variety of possible responses and outcome or,
- Providing additional learning spaces and activities adapted to their needs.

It is not ideal for a child with special educational needs always to work on individual tasks, away from the class group. Integration and exchange of ideas between children is essential.

Work is planned to ensure both progression and consolidation.

### ACCESS AND EQUAL OPPORTUNITIES

Having ensured that a task is appropriate, it is essential to give the children equal access to enable them to be successful.

Children with physical needs or those having difficulty reading or writing may need technological aids to communicate. Children with hearing impairment may need more pictorial clues and simpler language. Children with reading difficulties may need work presented in a simpler form or orally. Additional adult support for individuals or small groups can also ensure that pupils can complete tasks. Only if there is full access to all areas of the curriculum can a child make appropriate progress.

## ASSESSMENT AND RECORDING

*“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children’s progress and observations that parents and carers share.”*  
*EYFS Statutory Framework 2024*

As well as listening to the information provided by parents and taking into account information sent from previous settings, the staff observe the children during their day to day activities and may also undertake focus tasks with individuals to assess their skills and requirements.

Photograph and information about the children’s work is regularly updated and shared with parents on the school website, alongside planned lines of development for each term.

In Reception children also have their own individual writing and phonics books. Informal notes such as details on the children’s understanding of phonics, are also kept to support further planning and assessment.

Moderation through discussion happens on a regular basis with at least one formal moderation meeting between all Foundation stage teachers, happening once a term. Opportunities for moderation with different schools are always pursued and county curriculum discussion meetings are always attended.

A record of a child’s current level of development, in line with the Development Matters document, is discussed and recorded on the Woodrow Foundation Stage Venn diagrams four times a year. This is recorded, as a baseline in Autumn 1, at the end of Autumn 2, at the end of Spring 2 and as a final assessment at the end of the school year. In Reception this also records if the children have achieved the Early Learning Goal.

For our children who enter Nursery as rising 3, a 2 year old progress report is shared with parents by the end of the their first term at Nursery.

On-going dialogue with parents is an essential feature of assessment. The children are also involved in evaluating their progress and setting targets for themselves where appropriate.

From September 2021 children in Reception will all take part in the statutory Reception Baseline Assessment. This is administered within the first 6 weeks of a child starting their Reception year.

In the final term in which a child reaches five, the EYFS profile must be completed for each child. Their level of development is assessed against the Early Learning Goals and practitioners must indicate whether children are meeting expected levels of development or have not yet reached expected levels of development (emerging).

Early Years providers must report EYFS profile results to local authorities upon request.

## BEHAVIOUR

*“Providers are responsible for managing children’s behaviour in an appropriate way.”*

### EYFS Statutory Framework 2024

We expect high standards of behaviour from all children and promote a Positive Behaviour Policy. The children will behave in a controlled and considerate manner. Developing respect for the classrooms and equipment, its staff and the other children will be a priority.

We will promote a positive attitude towards good behaviour, encouraging self-discipline and thoughtfulness through praise and acknowledgement. The Head Teacher may celebrate children’s achievements in assemblies. Class target boards can be a visual reminder of good behaviour and effort.

The rules for inside and outside will be made with the children in the Autumn term and discussed on a regular basis. These will include sharing and caring for each other, talking quietly and politely, respecting someone’s personal space and their feelings, looking after other children, resources and their work.

When a class rule has been broken or an action has caused someone else upset the child will be approached, first to point out the problem and then to discuss it. We will use the school script to highlight the impact of the behaviour and give the child the opportunity to reflect. He or she will be asked to apologise and will be encouraged to make amends i.e. caring for the injured child, sweeping up sand etc. The use of the school script maintains high expectations and ensures continuity throughout school.

In a situation when a child is hurt by another child, the priority and attention will be given to the injured party. If a child persistently disturbs others they may be withdrawn from that activity i.e. throwing the sand persistently, means no sand for the rest of the session. There should be no continuation of sanctions from day to day. Fairness is essential.

It is important afterwards, when the child is calm, to talk through the situation and to make sure that they understand that it is their actions that are unacceptable and not themselves. If appropriate to a child’s developmental age visual resources may be used to support this.

*“Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child’s well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention<sup>57</sup> was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.”*

The principal consideration with regards to behaviour is to provide a safe and happy environment in which all children feel secure and valued.

## HEALTH AND SAFETY

At all times the health and safety, both physical and mental, of the children should be considered and a sensitive approach is essential. All staff are trained in safeguarding and child protection.

The gates giving access to the Nursery must be locked once a session has begun and only opened to allow parents to collect their children. Reception lunchtime assistants are vigilant during the lunch hour when the Nursery gate is open for children to leave and enter the Nursery. A barrier across the playground is used to signal the end of the Reception playground. All classroom doors which lead to the outside are alarmed so that staff are alerted if a child opens the doors. Safeguarding is a high priority for us. Children may only be collected by a named and recognised adult and lists are available in the class to ensure this is adhered to.

## FIRST AID

All staff have undertaken a basic first aid course. Mrs Emma Heynes, Mrs Ilse Williams are trained in paediatric First Aid. At least one of these people is on the premises whenever the children are present. Mrs McPartland, the office administrator, is responsible for checking the contents of the first aid boxes. First aid boxes are kept in large class cupboards in the Nursery kitchen. Each class has an orange medical box containing inhalers and other medication which may be needed on a regular basis, e.g. prescribed cream for after swimming. Relevant information about dosage and administration are also kept in this box. Any other medication is kept in the locked first aid cabinet in the Nursery kitchen, school office or fridge and is administered by staff from where it is kept. Medicines given must have been prescribed for that child and must be clearly labelled with the child's name. Consent forms and information related to the dose to be administered must be signed by a parent.

Accidents must be recorded in the Accident Book kept in the unit and if appropriate, the main office. A child who bumps their head will receive a cold compress. A letter will go home informing parents and advising them to seek medical attention if necessary. This note must be signed by a teacher or qualified first aider.

Minor cuts and grazes will be cleaned with antiseptic wipes. (disposable gloves must be worn). If necessary, a plaster will be applied (unless otherwise notified).

Contact numbers are held on Scholar Pack. Parents will be contacted or emergency procedures will be followed as is appropriate for each situation.

A display board in the unit "Do you know me?" provides information about children who have medical conditions, allergies or special dietary needs.

- If a child is liable to have an anaphylactic reaction to foods etc., medicine or an epi-pen will be requested from the parents, for use in case of an emergency.
- If a child is prone to seizures this is noted and a protocol is in place. The adult who is with the child will raise the alarm and put the child in the recovery position, ensuring the area is clear. An ambulance will be called and parents notified immediately.
- Children with asthma are asked to keep an inhaler in school with a form giving details of dose and application. These are kept in the class medical box.

All staff have regular and up to date safeguarding training and have access to and knowledge of 'Keeping Children safe in Education' Each adult is required to ensure the physical and emotional well-being of the children in our care. If anyone has any concerns about a child they should discuss the matter with Mrs Marshall, Mrs Taylor or Mr Kieran when the school's Child Protection procedure will be followed.

### GUIDELINES IN THE EVENT OF FIRE.

On hearing the continuous bell signifying a need to leave the building, we follow the school fire safety requirements and routines, evacuating to the field near to the small playground. The fire door opening onto the small playground is the main exit point for Reception. Nursery pupils will use the door leading to the undercover area. The gate from the outside area to the school playground will automatically open with the fire alarm. Doors should be closed when you leave the building. The registers should be taken as soon as your class is assembled on the field.

Fire extinguishers are easily accessible and clearly marked. Fire doors must be unlocked but closed. Care must be taken to keep fire exits clear at all times. Staff will be aware of fire alarms and procedures (See Staff Information)  
We will educate our children in the fire procedures and precautions through play, discussions and visits by relevant people.

### PHYSICAL EDUCATION ACTIVITIES

In Reception children will change into shorts and T-shirt to do P.E. The nursery children stay in pants/shorts and vests. Pumps will be used for outside lessons and bare feet indoors.

All children should remove jewellery for swimming and P.E, although earrings may be covered with tape for P.E. Long hair should be tied back. Children should warm up before any exercise and cool down afterwards.

Children will bring their own named costume and towel in a bag for their swimming lesson. Flotation aids are provided by school. Goggles are not worn in swimming sessions. Parents may discuss this with Mrs Williams or Mr Kieran.  
General health and safety issues will be reinforced throughout the school day and in our everyday work.

Parents must see staff or send in a letter if children are to be excused from any lesson, as this is part of our designated physical education programme. This will then be reviewed in line with the school PE policy.

### OUTDOOR PLAY

At Woodrow we believe that outdoor learning provision should complement and enhance the curriculum offered indoors. Across the Foundation Stage, children have regular access to a stimulating outdoor environment. It is our aim to provide for all areas of the curriculum and areas of development, using resource boxes and large apparatus.

Equipment will be stored in the outside shed and will be regularly checked and cleaned. Adults will lift bikes and climbing apparatus. Children will help to return equipment by pushing, pulling and carrying small apparatus. The children will be supervised by an adult when outside.

Careful planned outdoor play will give children the opportunities to:

- experience a wider range of activities and experiences which may be bigger/ noisier/ messier than available indoors
- experience an alternative environment that is safe, exciting and stimulating
- socialise and talk
- develop spatial awareness and come to terms with space and speed
- be able to develop physically
- develop gross motor skills
- explore the natural environment
- learn skills of co-operation and negotiation
- develop confidence
- practise what they have been learning in different contexts
- learn to become independent
- HAVE FUN!

### GENERAL SAFETY GUIDELINES

At all times, sensible measures will be taken to ensure the safety of both children and staff. Any potentially hazardous situations in the environment will be reported to the Site Manager or Head Teacher. Minor incidents will be dealt with immediately. All staff should use ladders when climbing and they should encourage safe use of the guillotine and scissors. Other sharp implements should be stored out of the reach of children.

All cleaning materials will be stored in a secure cupboard.

The Site Manager carries out regular checks of electrical items and arranges an annual check of PE equipment in the hall.

Risk Assessments are completed as required. The Health and Safety Representative on the Governing Body also makes an annual report.

Road safety issues will be covered in learning through role-play, stories and by visitors to the school.

### FOOD AND DRINK

Children will be provided with a carton of milk or a cup of water with a selection of fruit and/or vegetables once every session. If children are thirsty at any point in the session they will be provided with water to drink.

Children in Reception have access to either a hot dinner or a packed lunch provided by parents. Parents use their ParentPay Account to order lunches for their child daily by 9.15am. All Reception children have access to a free lunch under the Universal Infant Free School Meal scheme. Reception children sit at tables in the blue room to eat their food. Lunchtime supervisors support the children to make choices and use cutlery successfully. The children have 30 minutes to eat their food and 30 minutes of play on the Foundation Stage playground.

Nursery children who are accessing the 30-hour funding are in school all day. They will need a packed lunch provided by parents. This will be eaten in Blue Room with Reception children. Nursery have a dedicated lunchtime supervisor.

## PERSONAL HYGIENE

We encourage parents to help their children to use the toilet before they start school but, if children are still wearing nappies when they start Nursery and Reception, the staff will work with parents to help them to toilet train their children.

Children will be encouraged to be as independent as is possible. To begin with, some supervision might be necessary when going to the toilet, especially to reinforce the need to wash hands.

Children who have had an accident will be supervised but encouraged to change their own clothes. Please notify another member of staff when changing a child and record in the book provided. Refer to the school 'Intimate care policy'. In an emergency, parents will be contacted.

## CHILDREN'S PERSONAL SAFETY

At the end of the session, the collection of children will be supervised. The children will only be allowed to go home with a known adult. School must be notified if anyone else is to collect a child.

In the event that a child is distressed, it may be necessary to reassure and comfort the child. Limited physical contact may be appropriate but only in response to the demands of that child.

*"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."  
Practice Guidance for the Early Years Foundation Stage*

All who work in the F.S strive to achieve this and to care for the children in our care.

The prime consideration for all rules and policies is for the well-being of the children and other school personnel.

## SCHOOL AND COMMUNITY LINKS

Wherever possible, members of the community are invited to support activities and theme work. We have good links with external agencies and may have some of them working alongside us, including speech and language support, doctor and school nurse, health visitor and Social Services. The Library, local church, the Fire and Police Services also support activities and visit as friends to the school.

Family Learning Groups are an important part of school and each year parents are welcomed into school to learn how to support their children and their learning.

We are aware that our Nursery children receive education and care in other settings and we strive to link with these providers. This also involves liaison for transition into our Foundation Stage.

Each year we focus on a positive transition for children into Year 1 to ensure that each child's social, emotional and educational needs are addressed. This includes visiting their new classrooms and working with TA's and staff from Year 1. Circle Time activities help children address any concerns

Parents are regularly invited into school for assemblies, Christmas and Easter celebrations. Sports Days are well attended. Parental opportunities are guided by any social restrictions at any given time. If opportunities for face to face communication are limited, technology is used to ensure parents are as involved in the school community as much as possible.

Woodrow First School is very much a part of the community and the Foundation Stage strives to be involved with all mainstream school activities.

### **Background Documentation**

Statutory Framework for the Early Years Foundation Stage (September 2024)  
Keeping Children Safe in Education (September 2024)  
The Reading Framework (July 2023)  
Development Matters (September 2021)  
Birth to Five Matters (2021)

### **Woodrow First School Policy Statements**

The policy was most recently updated September 2024 and was originally written by the Foundation Stage Manager in consultation with all Foundation Stage Staff (2004)  
It draws on practice developed in school and will be reviewed annually.  
To be presented to Governors 2024/25

### **Covid-19**

During the Covid-19 pandemic some elements of our daily provision needed to be altered to comply with the government guidance. School practice will always be reviewed appropriately and in line with government guidance and policy if needed. As always, our priority is the safety and development of our children at Woodrow First School and Nursery.

### **STATUTORY CURRICULUM GUIDANCE**

The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals.  
There are three Prime Areas

### **Communication and Language**

#### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their

understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Personal, Social and Emotional Development**

#### ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **Physical Development**

#### ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Literacy**

### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### **ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Expressive Arts and Design**

#### ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

#### ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
  - Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.