



Head Teacher
Sara Harris BSc (Hons), QTS

Principal
Rabbi Zvi H. Lieberman

Foundation Stage (Nursery and Reception)

Care, Learning and Play Policy

(see also curriculum policies for the six Foundation Stage areas of Learning)

Rationale

At Edgware Jewish Primary School we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play.

All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development within an Orthodox Jewish, warm, caring and secure environment.

Through carefully-planned activities, play opportunities and interactions, staff promote children's self esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for.

Implementation of the policy.

The Headteacher and Governing Body must ensure that:

- All members of staff, including volunteers and students, who look after the children, are suitable to do so.
- All adults have appropriate qualifications and experience to support the care and learning needs of the children, including the appropriate delivery of an integrated kodesh/chol Early Years curriculum.
- Adequate supervision is provided for students, other inexperienced staff, and volunteers.
- Parents and carers are kept fully informed about the provision of care, learning and play for their child/ren.
- Parents and carers are fully aware of the arrangements for delivering and collecting their child/ren.
- A wide range of experiences and activities are provided so that children can learn through first-hand experiences and play.
- There are established systems for planning children's experiences which reflect their individual needs.
- The progress of individual children is monitored and recorded regularly and the information is shared with parents and carers.
- Children in the Nursery and Reception classes, make progress towards the Early Learning Goals, as described in *The Curriculum Guidance for the Foundation Stage*.
- All teaching and learning is within the framework of the 6 Foundation Stage areas of areas of learning (Personal, Social and Emotional Development; Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical Development; and Creative Development).

Helping children to build relationships and develop self-esteem

- We respect and value all the children, whatever their background, and we encourage staff and children to treat others with respect.
- We encourage children in their activities and provide support and reassurance for new experiences. We give appropriate praise to support their efforts and achievements.
- We allocate each child a key worker during the first few settling in weeks. During those weeks, the key worker is responsible for greeting his/her allocated children every day and being the first point of contact to those children's parents and carers. Where possible, during the initial weeks of the settling in, the key worker will be the first point of contact for a child in a situation of injury, discipline or conflict.

Learning about right and wrong (please also see the Behaviour Policy)

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations.

- We encourage and praise children for behaving appropriately.
- We always treat children with respect and show, by example, appropriate ways to behave with others.
- We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise.
- We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.
- When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child who is bad.
- We plan activities which allow children to explore right and wrong in a non-threatening context.
- We teach children about right and wrong through middos and mitzvos.
- We model appropriate behaviour to the children by the staff behaving respectfully towards each other.

Learning and play (see also individual curriculum policies for the six Foundation Stage areas of Learning for a list of activities)

- We offer the children a broad and balanced integrated Kodesh and Chol curriculum which follows *The Curriculum Guidance for the Foundation Stage*.
- We also offer the children active opportunities to learn and use conversational Ivrit.
- We offer a variety of activities, both planned and free choice, which provide opportunities to learn through play.
- We run a carefully-planned programme of themes/topics throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These themes/topics are chosen to reflect the children's interests as well as their links with the Jewish year. They include visits in and around the locality.
- We offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities.
- We take every opportunity to further individual children's communication skills in speaking and listening.
- We encourage the children to look at books and seek opportunities to read stories to, and with, them.

- We develop early mathematical skills through everyday routines, as well as through planned experiences and games.
- We provide activities which engage the children in problem solving and investigation.
- We stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments.
- We encourage the children to make choices and decisions during free play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

Organisation of resources

- We make resources accessible to the children, wherever possible, so that they can choose their activities independently.
- We label all resources so that children can find and return resources and equipment safely and easily.
- We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

Planning and record-keeping

a) Curriculum and Activity Planning

- We have identified topics and themes that are used throughout the year.
- Planning documentation includes:
 - the **long-term** plan for the year (the school curriculum map)
 - **medium-term** plans outlining each half term topic/theme. This ensures breadth and balance of the curriculum, as well as a variety of planned and free choice activities
 - detailed **short term** weekly/daily plans for activities
 - weekly and daily timetables.

Class teacher's planning records are handed in every week and are checked for curriculum and FS coverage, differentiation, progression, assessment and general completeness.

b) Pupil Assessment and Record Keeping

- Within the first four to six weeks of starting, for each pupil we complete the **Stepping Stones Entry Record** with the child's parents.
- We will ask 'feeder' nurseries to pass onto us any assessment information they have on children transferring to our setting. Where appropriate, this information will be included in the children's individual Foundation Stage pupil records.
- All staff make on-going daily observations on pupil progress and **significant achievement**. These observations are recorded on white address label stickers and are transferred into the children's individual Foundation Stage pupil records (green files) on a daily basis. Copies of these stickers are kept in the planning folder in order to aid future planning. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning. Work samples and photographic evidence are also stored in the green Foundation Stage pupil record files.

- Key workers are responsible for making sure that these records are updated regularly, and that, in conjunction with the class teacher, the information is shared with parents and carers on a regular basis.
- The class teacher in both the Nursery and Reception classes, in liaison with the other Nursery Practitioners, will complete a whole class Foundation Stage profile towards the end of each summer term.
- The results of each individual pupil's Foundation Stage Profile will be transferred to the **Individual Yearly Pupil Progress Record**.
- At the end of Reception, the class teacher will also use teacher assessment to assign for each pupil, National Curriculum and/or P levels for Speaking and Listening, Reading, Writing and Numeracy.
- At the end of each academic year, each class teacher will produce a written Foundation Stage school report for parents detailing achievement in all of the six learning areas. There will be an opportunity for parents to discuss this report with their child's class teacher before the end of term.

Signed:

Headteacher: **Sara J. Harris**

Chairperson: **Eddy Breuer-Weil**

Date: June 2007