



FOUNDATION STAGE UNIT

LANTERN LANE

PRIMARY AND NURSERY

SCHOOL

Lantern Lane, East Leake, Loughborough, Leics LE12 6QN

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www.lanternlane.notts.sch.uk

Welcome to Lantern Lane Foundation Stage Unit

We are confident that your time with us will be both enjoyable and rewarding.

This booklet is designed to give you some useful information about the Unit. Please do not hesitate to ask for further details.

We consider our Unit to be a "family place", and we have an "open door" policy towards our families. This means that parents or carers are welcome to come whenever they wish. No prior arrangement is necessary - just come in and see what is happening"

The Foundation Stage Unit provides part-time education for approximately 40 children in the morning session and approximately 40 children in the afternoon session between the ages of 3 and 5 years, and full-time education for 60 children of school age.

Children may join our Foundation Stage Unit at the beginning of the term after their 3rd birthday, and remain with us until the end of the Reception Year.

This organisation has the great advantage of continuity and familiarity. Children know and feel secure with the early year's practitioners and we equally understand the needs of each of our children.

Children's learning is carefully planned throughout the Unit, their achievements assessed and their progress monitored. There is no anxiety or feeling of insecurity which may accompany the "moving on to the next stage". We aim for our children to benefit from a stable, yet challenging and exciting environment!

Staff

Head Teacher	Mrs Jane Butler
Deputy Headteacher	Mrs Nuala Thompson
Assistant Headteacher	Mrs Paula Hancock
Foundation Stage Teachers	Mrs Sophia Thorne (Co-ordinator) Mrs Michelle Jones Mrs Fiona Beharall Miss Jennifer Brumpton
Early Years Practitioners	Mrs Lucy Keeley Miss Rosalie Nisan Mrs Lisa Price Miss Mandy Starbuck Mrs Kellie Tate
School Business Manager	Mrs Donna Griggs
School Administrator	Mrs Suzanne Hopkin
School Administrator	Mrs Sheila Mountain

All of the Early Years staff have specialised in the education of young children and have a thorough knowledge of child development and the way in which young children learn. While in the Unit, you may also meet Teaching Assistants who have come from Key Stage 1 or 2 to work with us, as well as students and work experience pupils.

Our Values

At Lantern Lane we will 'C.A.R.E' for everyone and everything in our school and the wider community now and in the future.

C-Confidence

Aim-To enable all pupils, staff, governors and parents to have the confidence in themselves to achieve their best in school and in the wider community both now and in the future.

A-Achievement

Aim-To enable all pupils, staff, governors and parents to achieve by developing an interest and love of learning across all areas of life.

R-Respect

Aim-For everyone to respect and value each other, both in school and within the wider community, and to respect the environment in which we live and work.

E-Enthusiasm

Aim-To engage and be enthusiastic to try everything. To be prepared to take risks and to openly face challenge.

Aims of the Foundation Stage Unit

- To provide an environment which is happy, bright and stimulating, secure, warm and welcoming to both the child and his/her family - an environment which supports independent, active learning.
- To encourage each child in the development of a positive self image - to be independent, confident, happy, curious and caring, to feel valued and proud of his/her achievements.
- To develop the full potential of the whole child socially, intellectually, emotionally and physically, through the provision of a broad, balanced and relevant curriculum, planning programmes of learning which progress through the stepping stones to achieve the early learning goals.
- To meet the needs of each individual child at his/her own stage of development and to help them make maximum progress in line with their abilities.
- To work in partnership with parents in the education of their child, valuing the learning which has taken place at home during the child's first three years, and continuing to build upon these foundations with parents while the child is in the Foundation Stage Unit.
- To facilitate a happy and smooth transition from home to our Unit and from our Unit to Year 1.
- To liaise closely with Key Stage 1 staff, enabling children to develop knowledge, skills, concepts, values and attitudes that prepare them for continuing education.
- To promote equal opportunities irrespective of gender, ethnic or social background or special educational needs.
- To consult outside agencies when needed e.g. Speech Therapist, Educational Psychologist, etc.
- To be a part of the local community

Evaluating practical outcomes and achievements against stated aims.

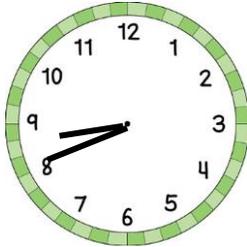
We feel it is important that the stated aims of the Foundation Stage Unit are an accurate reflection of our beliefs and our practice, and that we evaluate the practical outcomes and achievements against these goals. We do this through:

- Observation of organised activities
- Observation of interaction between staff and families
- Discussion with families
- Discussion with staff - Foundation Stage Unit and Main School staff
- Formal assessments of children, routine records eg Foundation Stage Profiles
- Planning documents, policy statements etc.
- Review of quality and quantity of resources
- Review of displays.

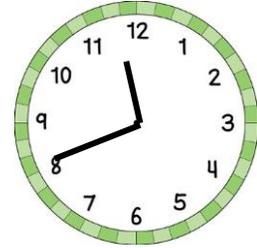
Foundation Stage Unit Times

Part-Time children

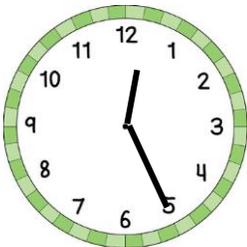
Morning
8.40 a.m.



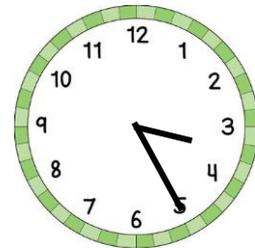
11.40 a.m.



Afternoon
12.25 a.m.

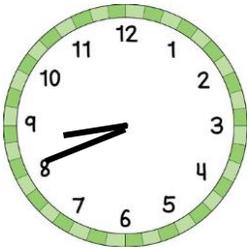


3.25 p.m.

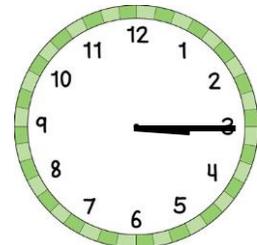


Full Time Children

Starting Time
8.40 a.m.



Finishing Time
3.15 p.m.



Joining our Foundation Stage Unit

Joining our Unit will be your child's first introduction to school and we aim to make it a happy experience. It is important that your child gets use to the bustle of his/her new surroundings, knowing that you are there if he/she needs you. We ask you, therefore, to stay for his/her first few visits, until he/she feels secure.

Both you and your child will have met one of the early years' practitioners prior to starting, and that familiar person will greet you on your first day. So that the entrance of the Unit is quiet and the member of staff is free to give your child her undivided attention, we ask you to arrive a little later on their first day. This is normally about 15 minutes after the start of the session, but will be confirmed with you prior to your child starting with us.

Grouping at the Beginning and End of Sessions.

In the Foundation Unit our groups are called Owls, Hedgehogs and Squirrels. We begin each session with a meet and greet activity followed by a whole group registration session. We will explain to you where to take your child at this time. A member of staff talks about the activities planned for the session, and children choose where they would like to work. Staff will have already planned to work with some children initially, others will be targeted later.

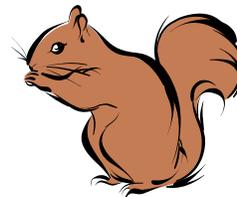
During the session, the children will have a piece of fruit and a carton of milk. At the end of the session there is a whole group story or song time.



Hedgehogs



Owls



Squirrels

Collection of Children

You may collect your child from the area in which he/she started the session. Parents/ carers usually arrive to collect their children during the last 10 minutes of the session. Please have a word with your child's family group Teaching Assistant about your child's day.

You will have received a 'collection Letter' in your welcome pack. Please complete and return this to us, and ask us for it when you wish to make additions or alterations to the listed 'collectors' of your child. We will not allow any unlisted person to collect your child.

In the event of a child not being collected at the end of the session, we will keep him/her in school and use the contact details you have given us to call you (or one of your nominated contacts) to discuss arrangements for getting your child home.

Security in the Foundation Unit

Safety is a high priority and the grounds and school building itself are built to a high standard of safety and security. The Foundation Unit is an integral part of the school. Foundation has its own play areas which are securely fenced off from the main building.

In the unlikely event that a child was to go missing from the Unit, a search will be made of the whole school, grounds and local area. The headteacher, or another senior member of staff, will decide when to call the Police and family, if this becomes necessary.

How Children Learn in the Foundation Stage Unit.

Young children learn best through play in an appropriately challenging, yet secure, situation; it is the child's natural way of learning and enjoyment is a powerful motivator. Learning objectives are carefully planned, and the adult role is vital in asking questions and encouraging thought so that the children may acquire the desired knowledge, skills and concepts.

Children are developing fine manipulative control, extending their linguistic abilities, acquiring mathematical, scientific and technological skills and concepts, and very importantly learning to co-operate, to share, to take turns and to care for one another.

We plan for all children at different stages of development, as well as for individual needs.

We are firm believers in 'equal opportunities for all'.

Our aim in the Unit is to provide a secure, yet stimulating, environment which encourages a child to explore, to experiment, to solve problems, to persevere, to fulfil goals and to feel good about himself/herself.

Through our planning, we consider the three characteristics of effective teaching and learning as outlined in the Early Years Foundation Stage Framework. These are:

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

The Curriculum

Children in our Foundation Unit are working towards the early learning goals, which establish expectations for most children to reach by the end of the foundation stage i.e. by the end of the reception year.

These goals are organised into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language Development
- Physical Development
- Literacy Development
- Mathematical Development
- Understanding of the World
- Expressive Arts and Design

Please look at the "Early Years Foundation Stage" curriculum in the Parents' area for details. It outlines the developmental stages that each child goes through from birth to 5 years, when working towards these early learning goals. These provide secure foundations for future learning. The Parents' notice board gives details of our topic and the learning objectives we are covering. Children who have achieved the early learning goals will move onto the exceeding elements of the early learning goals.

All of the activities in the Unit have a wide range of learning potential, creating links between all areas of learning.

As an example, our learning objective may be 'identifying shapes'. An activity planned to deliver this learning objective may be 'baking shaped biscuits using square, triangular and circular cutters'. During the activity, identifying shapes will be the main focus. There will be other learning possibilities too! One experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning. In the early years, the child's knowledge is not naturally separated into areas of learning, and while baking, the child will be encouraged to:

- Read the recipe book and talk about the ingredients, extend vocabulary and develop language skills (Communication, Language and Literacy)
- Weigh ingredients, count the number of biscuits (Mathematics)

- Use his/her senses to investigate smell, look, feel and later taste! (Understanding of the World)
- Note what changes occur when solids and liquids are mixed (Understanding of the World)
- Note the effect of heat as the biscuits are cooked (Understanding of the World)
- Work co-operatively, share resources and help one another (PSED)
- Wash his/her hands and wear a 'food' apron (PSED)
- Enjoy the activity and the end product! (PSED)

Our planning is always available in the Parents Area and our current weekly plan is put on the Owl's room window. You will find our half termly topic plan on the shelves in the Parents Area. Our planning is there for you to read, so please do help yourself. We welcome any suggestions or contributions you would like to make to our plans.

We also plan for phonics (letter sounds) sessions and phonics plans are displayed in the relevant areas. Please ask if you would like to be directed to your child's phonics planning.

We also work as a whole school in developing policies which ensure continuity from 3 years to 11 years. Copies of these policies are available from the school office.

Transfer to Year 1 Classes

We aim to make this transition a happy experience. We have now developed transition even further by working closely with our Year 1 team, thus creating an early year's team who work closely together. The Foundation Stage Unit is very much a part of the whole school and children regularly join in PE, dancing, assembly times and visit the Year 1 classes before their transfer. In this way, the school becomes a familiar environment.

Working in Partnership with Parents

Working in partnership with parents to us means valuing the learning which has taken place at home during the child's first three years and continuing to build upon these foundations with parents while the child is in the Unit. This is one of our main aims and it is, therefore, essential that we provide opportunities for parents and staff to talk about a child's progress and to make plans for future development and achievements.

Parent progress meetings are held in the Autumn and Spring terms, when you will be invited to come and discuss your child's progress. Foundation 2 children also receive a written report in the Summer term.

Assessing Your Child's Progress

While working with your child in our Unit, we are assessing his/her progress in all areas of development and entering it into our records. We use assessment to plan the next step of your child's learning.

We keep two kinds of records:-

1. Our own personal tracking sheets and records, eg reading records, photographs, which inform daily planning.
2. A Foundation Stage Developmental Record in which your child's achievements are recorded throughout the Foundation Stage. We complete an entry assessment during your child's first few weeks in the Unit. His/her progress is then chartered throughout the Foundation Stage. This document is very comprehensive, and is based on achieving the steps whilst working towards the early learning goals in all seven areas of learning. This leads onto the completion of the Foundation Stage Profile at the end of the Foundation Stage.

You may look at your child's records whenever you wish and we firmly believe that you, the parent/carer, are partners in our planning.

Parental Concerns

Please talk to us about your child if any concerns or problems arise. You may speak to us at the end of the session or, if you wish, make an appointment for a longer chat.

Behaviour in our Foundation Stage Unit

Personal, social and emotional development is an important area of learning in our Foundation Unit. Children come from home where they have their own toys, perhaps shared with one or two siblings, to an environment where they see lots of exciting activities and equipment which must be shared with lots of other children! Children are at different stages of development when they come to the Unit, yet with support we find they all quickly learn to share and take turns.

We feel that it is important that all staff approach 'behaviour in the same way with lots of praise for kindness and positive choices. It is important that the children find us 'fair'. Strategies such as the Computer List and the Double Bicycle List ensure that children see themselves having their turn.

Any undesirable behaviour which occurs is discussed with the child concerned, and he/she is encouraged to apologise for this behaviour. This may be to another child or a member of staff.

The Badgers group provides a bridge between the "behaviour" expected of the youngest children and the Key Stage 1 and 2 Code of Conduct. A "cloud system" encourages positive behaviour amongst this group!

We encourage the children at all times to be kind and considerate towards one another, to be kind to animals and living creatures, and to take care of equipment and property.

Attendance & Absences

Registers are taken at the beginning of the sessions to record attendance for each child.

If your child is absent for a day or two, for example due to a short illness, you should telephone the School Office with the reason, or you may notify the foundation staff on your child's return to the Unit.

In the case of prolonged absence, for example infectious diseases, please telephone the School Office, where staff will give us your message or transfer the call to us. The contact telephone number is 01509 820112.

When your child's absence is by prior arrangement, please notify staff of dates.

Safeguarding

It is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil and to report these in a proper fashion. The school has a safeguarding and child protection policy; parents may request a copy of this at any time.

Staff and volunteers in the school have a duty to report concerns about a child, whether this is because the child may be in need of additional support or help of some kind, or whether it is thought that a child may have been abused or be at risk of abuse. If you have concerns about a child, then you should speak to our Senior Designated Person for Child Protection, Mrs Butler.

Use of Photographs and Images

We occasionally take photographs of children in schools for inclusion in publications such as school newsletters, displays, school prospectus and for other purposes. Teachers may need to take photographs as evidence of pupils work and progress (for example, for OFSTED). Occasionally, there may be times when we would like to use a photograph of your child in school, on the school website or on social media feeds, such as Twitter. Parents also like to take photographs and have a record of their child taking part in events in school such as concerts and plays.

To comply with the Data Protection Act, we need your permission before we use any photographs we have taken. This permission will be valid until your child leaves the school. Photographs will be stored securely in school, and we will follow our guidelines as detailed in our conditions of use document.

We will not assume we have permission to use your child's image for the time they are on roll at Lantern Lane Primary. You should confirm your consent by completing and returning the form on the reverse of the photo permission letter which was in your welcome pack. You can withdraw or change your consent at any time by completing and returning a new form. Otherwise, permission to use your child's image will be reviewed once, on entry into Year 3, in accordance with our GDPR policy.

The use of personal mobile phones, cameras and other recording equipment is not allowed in the foundation unit, classrooms or when working with children and is restricted to staff-only areas during the school day.

Birthdays

We celebrate a child's birthday in the Foundation Stage Unit by singing 'Happy Birthday' while he/she sits on the Birthday Cushion. The 'birthday boy/girl' chooses a favourite song for us to sing, tells us all about his/her special day, and of course Postman Pat delivers a birthday card.

Sometimes, parents may wish to send 'birthday treats' for their child to share. Please do not feel that this is expected of you.

We keep a list of children who cannot eat certain products, so in the event of treats containing such ingredients, we can provide an alternative.

Please let us know if you are coming to your child's birthday in the Unit and, where possible, we will choose a time to suit you.



Medication/First Aid

We have a number of children who need medication, such as asthma inhalers. If your child needs medication or an inhaler in the Foundation Unit, please bring it, named, to a member of staff and help us to fill in the paperwork describing your child's needs. This is then readily available for our reference. Medicines will only be administered to a child where written permission has been obtained from the child's parent or carer.

The school has a Medical Conditions policy, a Medicines in School policy and an accident/incident reporting procedure, which we adhere to. Copies of these documents are available from the School Office if you need to refer to them.

In line with the statutory framework for Early Years Foundation Stage, the Foundation Unit has at least one member of staff who has a paediatric first aid qualification.

Milk and Fruit

Lantern Lane has the Healthy Schools Gold Award and encourages the provision of healthy, balanced, and nutritious meals, snacks and drinks.

Milk is free in the Foundation Stage Unit for every child until the term of the child's 5th birthday. Please let us know if your child does not drink milk, so we avoid any waste.

All children are also provided with a free piece of fruit, sponsored by the Government. The fruit generally consists of apples, pears, satsumas, or bananas.

Our staff have undertaken basic food hygiene training.

Foundation Stage Unit Fund

This is a voluntary contribution of £5.00 per term. It is used to pay for baking ingredients and tactile necessities, such as dough, spaghetti, or cornflour, etc.

Foundation Stage Clothing

School Uniform is available from our supplier. An order form is enclosed with this pack giving details of the items provided.



(A selection of some of our uniform)

Part-time children should come to our Foundation Stage Unit in clothing suitable for play. The children wear aprons but sometimes paint or clay gets onto clothing and it is impossible to prevent all accidents.

On Fridays, please do not send girls in tights, as we have PE and tights make our lives very difficult!

Please label your child's clothes with his/her name, especially coats and footwear. Problems arise when more than one child has the same coat, shoes or wellingtons! Please also make sure that your child's coat has a large loop in it so that it may be hung on a peg without difficulty.

We encourage children in the Unit to be independent in putting on coats and shoes. Showing your child how to fasten zips and buttons is a tremendous help. However, do not let your child's inability to succeed immediately be a source of anxiety to him/her. We always give help and lots of encouragement until skills are mastered.

All full-time children, of course, wear school uniform. PE kit, consisting of shorts and T-shirt, is kept in a bag on your child's peg, ready for action!

House System

When children join us in Foundation 2 (Badgers) they will be allocated a house team. We have 4 houses named after historical local figures. Our houses are DeFerrers (green), Bley (blue), Mills (yellow) and Roulstone (red). Siblings will all be in the same house. The children can earn house points for their house which are counted each week and the house with the most earns a house ball. The house with the most balls each term earns a privilege day with the overall house winner for the academic year earning a treat day out.

Children entering Foundation 2 will need a house T-shirt in their house colour to wear on event days. You will be given notice that these are happening throughout the year.

Help in the Foundation Stage Unit

We always need, and enjoy having, help in the Unit from parents and carers. If you have any spare time, even just half an hour, please come in and choose in what way you would like to help.

Here are some suggestions!

- Reading stories or sharing a book
- Playing a game
- Sewing
- Baking or investigating food
- Computer activities
- Painting activities
- Counting and sorting activities
- Helping with displays
- Mounting pictures
- Story writing
- Gardening

.....And much more!

Please inform a member of staff you would like to help.

Wanted in Foundation Stage Unit

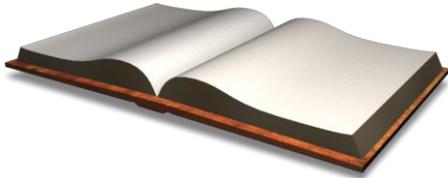
Yoghurt pots, cotton reels, plastic bottles, wool, lace, buttons, old radios, telephones and lots more!



Parents' Room and Parents' Notice Board

Here you will find detailed information about everything mentioned in this booklet. Please look! You do not need to ask!

Please read any books or policies in this area,



and our plans for the half term.

Please check that you have received all the letters that we send home.



'Spare' are to be found on the table.



Please sit here and enjoy a cup of tea or coffee. Help yourself!

Toddlers

This group runs every Thursday morning, 9.30 am to 11.00 am in the school hall. All pre-school children and parents/carers are welcome to attend.

For further details, please contact Mrs Butt at school or simply arrive and enjoy our well-equipped and welcoming group. Our office staff will happily show you through to the hall if you are unsure of where to go.



We hope that this booklet has been useful to you. Your child's education has already had a good start at home with you. Please help us to work together in building upon these early experiences and making his/her time in our Foundation Stage Unit both enjoyable and valuable years.

We look forward to seeing you soon.

Copies of all our school policies are available from the School Office, or some can be found on our website at www.lanternlane.notts.sch.uk.