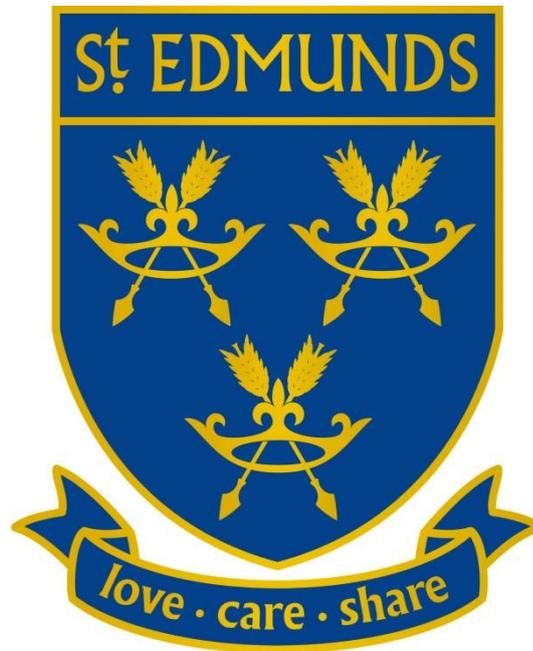


St Edmund's Catholic Primary School



Foundation Stage Policy

March 2019

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Mission statement

To Love, To Care, To Share

St. Edmund's Catholic Primary School is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Our Mission Statement encapsulated in "To Love, Care, Share", along with our Catholic values and the teaching of the Catholic Church, underpin the values of this policy.

Rationale

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up." (The EYFS Statutory Framework, 2012)

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, all children enter Reception, after an induction period, from the September of the academic year in which they will turn five years old. These children are in the final year of the EYFS.

This policy outlines the purpose, nature and management of the EYFS at St Edmund's Catholic Primary School.

Aims of the EYFS

In the EYFS we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special in God's eyes, and build on the foundations laid by the family and the parish communities.
- Providing a safe, secure and caring environment where children feel happy and know they are valued by the staff looking after them,
- Understanding that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally,
- Nurturing children's self-esteem and self-confidence,
- Teaching them to express and communicate their needs and feelings in appropriate ways,
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes,
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously,
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own,
- Understand the importance of play in children's learning and development,
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn,
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development,
- Providing effective learning opportunities in a range of stimulating environments, inside and outside.
- Providing a well-resourced environment that meets the needs of all children

Induction Procedure to EYFS

We aim to provide an induction programme that enables every child's first experiences of school to be happy, positive and fun. We will provide children with opportunities to become familiar with their classroom, its routines and expectations so that they feel confident about starting school.

- Visits to the school are welcomed and encouraged prior to application. Dates for parental visits and tours of the school will be published each year in the school newsletter and on the school's website
- We hold an Information Meeting for Parents in the June before the children start school. As part of this evening Parents will be informed about school expectations, have an opportunity to visit the Foundation Unit and meet their child's class teacher. They can buy some of the items of uniform and have opportunities to ask questions.
- We offer two 'Play and Stay' sessions for the children and their parents which gives the children the opportunity to meet with other children in their class and the staff who will be working with them.
- The Reception Staff and FS Leader visit a number of children in their pre-school settings before starting school.
- The Reception Staff visit all children for a 'Home Visit' during the first two week of September before the child starts school. This enables the staff to become familiar with the child, build a trusting relationship with the parent, and enable the teacher pass on school information to the parent.
- Children will be organised into two groups based on age and will start school within their group attending morning or afternoon sessions initially.

We operate a staggered part-time intake in September/October:

Week 1: First group of Summer/spring born children stay 8.55-11.25 (no lunch)
Second group of Summer/spring born children stay 12.40-3.10 (no lunch)

Week 2: Third group of Spring/ Autumn born children join first group and stay 8.55-11.25 (no lunch)
Last group of Spring/Autumn born children join second group and stay 12.40- 3.10 (no lunch)

Week 3: All children attend school full time.

- For some children it may be appropriate for them to continue to attend school for half days even after the induction period is over. Teachers liaise carefully with feeder settings and parents to establish how to cater most successfully for such children.
- A gradual, well supported introduction to the various aspects of school life is catered for.

The children are introduced to the routines of school which require more conforming, socialisation and directed learning situations than will have been experienced before.

- The routine of the school day is introduced slowly, especially those aspects which take the children away from their normal EYFS environment, for example, PE and Assembly.

Organisation of the EYFS at St Edmund's Catholic Primary School

At St Edmund's we take in 60 Reception children, which are split into two classes. The Reception classes are located within the Foundation Stage Unit, where there is indoor and outdoor provision.

- Reception children attend school between 8.55am and 3.10pm.
- They have sessions through the day, broken up by a lunch hour, choosing activities and snacks.
- In each session they receive a whole class input followed by adult led activities as well as child initiated play activities, where they can access resources freely and are allowed to move around the classrooms to extend their learning.
- Once a day the children participate in a 'Letters and Sounds' session.

Curriculum

In the Reception classes at St Edmund's Catholic Primary School we aim to provide a broad, balanced and differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Teaching is delivered in accordance with 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

The curriculum is centred on 3 prime areas of learning:

Communication and Language

Physical Development

Personal, Social and Emotional Development

We also support activities through four specific areas which strengthen the prime areas.

These are:

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

These seven Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. In addition, children experience aspects of the National Curriculum throughout the day e.g. mental and oral work, shared reading and writing, as well as phonics, using the letters and sounds materials as appropriate.

Planning, Monitoring and Assessment

- Teachers liaise with local nurseries and feeder settings with regard to each child's development before entry to St Edmund's. Reports and records are passed from feeder settings to Reception class teachers where available.
- Staff ensure an inclusive EYFS setting where all children have equal access to all parts of curriculum.
- Staff develop and maintain an effective partnership and positive relationship between parents and school that will have a positive impact on children's learning and development.
- Staff regularly share information about the children with parents through an open-doors ethos, letters home, reading records and Parents meetings.
- Each week three children are selected to have their 'Special Week.' Throughout their week children can choose to lead an activity of their choice. Focused observations take place during the week and staff plan observation and response activities based on these.
- Information gained through recording and assessment is shared with parents, other school staff and outside agencies as appropriate.
- Teachers encourage parents to support their child's learning at home.
- Staff encourage parental involvement helping with activities such as trips and other events.
- We use the EYFS Profile and the Development Matters age bands to support planning, monitoring and assessment of each child's development.
- Topics are planned so that children will experience activities within each topic as they progress through the EYFS. Topic planning takes place on a half-termly basis.
- Throughout the FS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.
- Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.
- On-going assessments help to monitor each child and take place through regular observations, snapshots, discussion, photographs, record keeping, star sheets, work completed in books and planned assessments.
- Samples of the children's work are kept in the child's book or Year Book. Every child has a Year Book which contains examples of their achievements and work throughout the year.
- We observe children in different teaching and learning contexts that include both adult focused activities and child-initiated play on a daily basis both formally and informally, indoors and outdoors.
- We use observation to support our knowledge of individual children and their abilities, needs, interests and learning styles, and evaluate children's progress and identify priorities and next steps in their learning and development.
- We carry out baseline assessment using the Development Matters Document during the child's first half term at school and track each child's progress throughout the year.
- Assessments are recorded on entry and at the end of each term on ScholarPack – the School's Management Information System.
- Reception teachers attend regular moderation standardisation training in order to standardise teacher assessment judgements with regard to the EYFS Profile.

- The EYFS Profile is used to summarise children's attainment at the end of the EYFS. The EYFS Profile outlines each child's attainment in relation to the 17 Early Learning Goals, as well as a short narrative describing the child's three learning characteristics.
- An end of year report summarising the achievements from the EYFS Profile is sent to parents.
- The profile data is discussed with the Year 1 teachers so that they can continue to help the children to achieve the Early Learning Goals if they have not already done so, before they can access the National Curriculum.

Outside agencies

Teachers liaise with the Special Educational Needs Co-ordinator (SENCo) to address the needs of specific children whose progress is not as expected or where children face particular problems. Where necessary, with parental consent, the expertise of outside agencies is called upon for extra assessment, support and advice.

We support new entrants into teaching through our long established links with Forest Independent Primary Collegiate (FIPC) and other universities.

Play

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and be challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support they will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Transition from Early Years Foundation Stage to Year 1

At St Edmund's Catholic Primary School the Staff in both EYFS and Year 1 work together to make the transition for the children as smooth as possible as we recognise that children will continue to make good progress from the outset if their transition is effective.

- During the summer term the Reception staff begin preparing the children for transition to Year 1 by gradually building up the time spent on adult initiated activities.
 - The children have the opportunity to visit their new Year 1 class in July in order to familiarise themselves with the setting, as well as the adults in the class.
- The children also join the other children in KS1 for playtimes and attend whole school assemblies.
- Once in Year 1 the children will have planned access to child initiated learning opportunities for the early part of the autumn term. It is recognised that some children may require a longer period as they make the transition to Year 1.
 - Class teachers in Reception and Year 1 will spend time in each other's settings to familiarise themselves with the children and routines, to further aid smooth transition.

Conclusion

By providing high quality provision in the Early Years classroom within the framework of the Early Years Foundation Stage curriculum, the needs of each child will be recognised and met so ensuring that they make the best possible progress in their learning and development.

March 2019

Review Date March 2021