

Early Years Foundation Stage Policy

St Ann's Catholic Primary School A Voluntary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

In order to ensure the safety and welfare of our children in all aspects of the curriculum, the school will:

- Ensure appropriate risk assessments are completed for all trips and visits inside and outside school.
- Ensure all curriculum resources are ordered from preferred suppliers and any substances used are COSHH assessed.
- Ensure that all parent helpers and visitors to the school have undergone the DBS process and that staff and regular helpers have undergone the school's induction process.

Introduction.

We have an Early Years Policy at St Ann's to explain our practice in the Foundation Stage to parents, Governors and teachers. The policy enables us to ensure that our approach in this area is consistent, aiding continuity and progression. This document is written to help teachers with planning and with the organisation of appropriate learning experiences. Our Early Years Policy provides us with a framework for monitoring and evaluating progress within the Foundation Stage in our school.

Objectives.

Our main objectives outline how we aim to deliver the Foundation Stage curriculum in our school by:

- Providing a broad and active curriculum for all our pupils.
- Providing appropriate and relevant activities that build upon and extend pupils' knowledge and interests.
- Providing an environment that values children's ideas and individuality and promotes respect and tolerance.
- Ensuring that children work safely and with due consideration for others in the classroom.

The Foundation Stage curriculum is taught in an active and holistic way. Our school is a place where we have a clear, structured approach to our teaching and learning. We ensure that:

- All lessons are thoroughly planned, taking into account different learning styles (visual, auditory and kinaesthetic).
- All resources are ready well in advance of lessons.
- All equipment is clearly labelled, easily accessible and organised to encourage independent learning.
- Wherever appropriate, lessons are cross-curricular and part of a creative curriculum.
- Key questions are carefully considered and differentiated in order to extend and reinforce learning.

- Frequent opportunities are provided for the use of ICT and Speaking and Listening.
- Assessment for Learning is integral to the teaching within the EYFS.
- All recorded work is dated by the class teacher or teaching assistant.
- Good behaviour is encouraged, and the school's Behaviour Policy is always followed.
- Teaching assistants have a clear role to support learning. Tasks are appropriately differentiated.

Developing Skills.

The Foundation Stage curriculum is based on the revised framework for the EYFS (published in 2012) and uses Development Matters to support in planning, tracking and assessing children. It is divided into seven areas for learning, within which are the Early Learning goals which encourage cross curricular, holistic learning. The curriculum is well planned and developmentally appropriate, delivered using a variety of approaches which meet young children's learning needs. The children's ideas and interests are included in the planning.

There are three prime areas and four specific areas of Learning:

Prime Areas

Communications and Language
Physical Development
Personal, Social and Emotional Development

Specific Areas

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Developing Attitudes.

At St Ann's, we seek to ensure that each child is valued as an individual. We promote an inclusive ethos. We will encourage confidence, independence and self-esteem, together with developing an enthusiasm for learning and confidence in their growing abilities. We will celebrate individual success and achievement as part of our aim to develop the whole child.

We will nurture a respect for others, building positive and supportive relationships between children and adults and children and their peers. By providing broad and balanced experiences appropriate to the way children learn, we will broaden their knowledge and understanding of the world around them.

Resources.

The Reception class has its own class base and a shared outside learning environment. The classroom is bright and welcoming, with attractive and meaningful displays. Our resources are of good quality and appropriate and accessible for children. Within the learning environment, there are also specific areas designated to quiet work and play, art, sand/water, construction and role play.

The outside learning environment provides a rich, dynamic and natural space for the learning and development of all children. Being outdoors helps all aspects of children's development and offers opportunities for doing things in different ways and on a different scale from indoor provision.

The outdoors also provides children with firsthand experience of the weather, the seasons and the natural world, as well as offering children the freedom to explore, use their senses and be physically active.

Assessment.

On admission to school, we receive information from parents and pre-school providers. This information is usually in the form of a Summative Assessment Record. Children's progress is tracked throughout the year and is used to inform our planning. This process is regular and continual.

A national Summative Assessment takes place at the end of June. We ensure that parents are kept informed of their child's individual progress through regular consultation meetings and an end of year report.

Liaison with Year One.

Reception and Year 1 teachers work closely together and hold regular meetings together throughout the year. At the end of Reception year, information about each child is passed to parents and the Year 1 teacher. During the Summer term, the children have various opportunities to spend time in their new classroom with their new teacher. This helps to ensure transition is a smooth, happy process for the children.

Partnership with Parents.

The Reception year of a child's life is special. Our aim is to make the transition for parents and children into our school positive and supported. We do this by visiting the children in their pre-school setting and own homes and by inviting the children to spend time at our school during the Summer term. We also invite children and their parents to an individual meeting during the first week of the Autumn term – the 'Parent Interview'.

We recognise and understand that every child is different and that, for some children, additional support is required to ensure a smooth, transition to school. We are therefore highly flexible in our arrangements. For example, some children will have additional visits to our school during the Summer term, we hold meetings for parents and other agencies involved with children with our Inclusion Manager, we stagger dates for starters and we visit children in their own homes. Our priority is to ensure that all children start school happily.

At St Ann's, we encourage parents and carers to become involved in school life. Parents are invited to come into the classroom to support small groups and individuals, to play in the role play areas and to listen to children reading. Their support is invaluable. Each term, a booklet is sent home to inform parents of current topics and, every week, a Literacy or Numeracy lunchbox is also sent home for parents to engage in learning opportunities with their child. Any other information about anything we are learning is posted at the entrance to the classrooms. The link between children's home and school learning is vital.

In order for parents to understand the way in which their children are learning, children's individual learning journeys (portfolios) are available and accessible to parents at all times. Termly parents' evenings are held throughout the year. These meetings provide opportunities for discussion about children's early reading, writing and numeracy skills – as well as invaluable time to discuss their personal, social and emotional development. During the Autumn term, these meetings are held every week as an 'open session' when parents can come into school and see what their children have been learning and talk about any concerns they may have. We have an open door policy in our school – we encourage parents to come to us if they have any concerns at all and will always do our best to be available to talk to parents.

Safeguarding.

Safeguarding Early Years training completed by Mrs Brotherton May 2023 (renewed every 3 years)

Paediatric First Aid Course completed by Mrs Brotherton, Mrs Smith, Mrs Cawthorne September 2023 (renewed every 3 years)

Health and Safety.

Health and Safety is paramount when planning indoor and outdoor activities. Teachers ensure that all support staff are aware of safety issues. Risk assessments for outdoor equipment are completed termly.

Equal Opportunities. Our aim is to provide equal opportunities for children that will not exclude because of race, culture, religion, family background, disability, gender or special needs.

Supporting children with Additional Needs.

Our curriculum is planned to ensure that support and challenge is provided for all children. Teachers carefully plan the use of resources to support children with special educational needs, English as an additional language or children identified on the gifted and talented register. Teachers refer to the relevant policies for guidance.

Monitoring and Review.

The policy is reviewed by the Foundation Stage leader and ratified by staff and Governors. The senior leadership team, Foundation Stage leader and other members of staff will monitor this policy and practice in different ways as reflected in the School Improvement Plan.

Date policy agreed by Governing Body: June 2024

Date for next review: September 2026