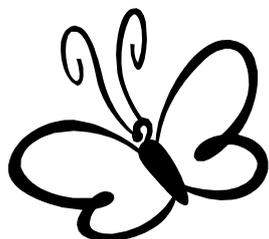


# SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL (Little Learners and Kids' Club)

## Foundation Stage Policy



### Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

At SS Peter and Paul Primary school each child deserves the best possible start in life to fulfil their full potential. A child's experience in the early years has a major impact on their future life chances.

A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage at SS Peter and Paul School is the framework that provides that assurance.

Staff and Governors at this school are committed to giving every member of the school community the opportunity to achieve to the highest standards, and achieve their God given potential, as created in the image and likeness of God.

In our school the Early Years Foundation Stage applies to children who join after their second birthday to the end of their reception year. The philosophy for the Foundation Stage Curriculum emphasises learning through play both independently and with skilled adults with activities centred around child interest and enjoyment. The curriculum offered will be based around the EYFS offering a secure foundation for learning and based on the four main principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing

This policy explains how our practice is underpinned by these four themes.

### **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion**

We value the diversity of individuals within the school. All children in our setting are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

## **Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. At SS Peter and Pauls Primary School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that all adult to child ratios are met.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **Positive Relationships**

At SS Peter and Paul Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **Parents as Partners**

- We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Inviting all parents to an induction meeting during the term before their child starts Reception and Nursery.
- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Arranging for home visits to establish strong relationships with parents and school.
- Operating an open door policy for parents with any queries.
- Access to the Tapestry platform for parents and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher consultation evenings per year (for three and four year olds)
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents:

All staff involved with the EYFS aim to develop good relationships with all children and parents, interacting positively with them and taking time to listen to them.

We have very strong links with various feeder Pre-schools and Childminders and take a lead role in the local preschool network.

### **Enabling Environments**

At SS Peter and Paul Primary School we recognise that the environment plays a key role in supporting and extending the children's development. We see our environment as an opportunity to provide children with a rich and stimulating learning experience.

The Foundation Stage setting is organised to allow children to explore and learn securely and safely. We have a vast area both indoors and outdoors where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor area with large canopies providing all weather access. The free flow between the inside and the outside areas has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and use extended their play opportunities to reinforce skills.

### **Learning and Development**

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a

foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. As a Catholic School, Religious Education is taught for two hours in the week to the Reception children and permeates all areas of learning.

### **Observation, Assessment and Planning**

We start by observing the children upon entry to the Foundation Stage Unit within their own self-selected activities. We assess their interests, development and learning, before planning challenging but achievable activities and experiences. All observations are recorded on Tapestry.

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning. Parents are kept regularly informed by any assessment or observation data.

The Planning objectives within the Foundation Stage are from the Early Years Foundation statutory framework. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Formative assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their Reception year, the children's progress is recorded and they are assessed against Early learning goals, the assessment is shared with parents in the end of year report. The on-going assessments collected throughout the year allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Each child's level of development is recorded against the Early Learning Goals within the seven areas of learning. These are recorded within two bands; whether a child has met or has not met the expected level of attainment for their age.

### **Transition:**

When the children move from the Two's unit to Nursery to Reception, transition is a natural and effective process, as the unit provides all children with the stability and familiarity both with room, routine and staff. Parents of Nursery children are kept up to date with the expectations of Reception during the summer term of their Nursery year. Many of the Nursery children are already working with the Reception teacher resulting in more efficient start to Reception in the Autumn term.

Before the children move up to Year One, where possible, children have the opportunity to visit the Year One classroom and spend time with the staff. As part of their Summer term in Reception, activities are tailor made to ensure smooth transition into a more formal classroom. As many of the children are still working within the Early Years goals, principles of Early Years education are continued within the first Autumn term. As far as possible, children will learn through practical activity with an emphasis on choice and independence. Recorded work is introduced gradually and children are well supported. The location of the classrooms means that all Early Years staff are closely available to support should they be needed.

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