

Holy Souls Catholic Primary School

Early Years Foundation Stage Policy.

Mission & Aims

Holy Souls Catholic Primary School is an educational community with a committed staff providing teaching and learning opportunities in a welcoming environment for all children to acquire the knowledge, skills and attitudes necessary to achieve their full potential and to become confident, respectful and active members of society. Our early years foundation stage adhere to all our school policies rooted in our school mission and vision statements as a voluntary aided Catholic primary School. The teaching of Religious Education and the fostering of the Catholic life of our school community is at the heart and core of our learning activities.

At Holy Souls we believe every child deserves the best possible start in life and we will support them to fulfil 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.

We aim to meet the learning and developmental needs of the children in the Foundation Stage by providing a broad, balanced and creative curriculum.

We seek to ensure that the children in our school are part of a stimulating, happy and caring community in which each child can:

- Develop a spiritual awareness of, and respect for, personal and Christian religious and ways of life.
- Develop a lively, enquiring mind through an environment that fosters curiosity and the ability to observe, question and discuss.
- Acquire and apply the skills of language in order to communicate effectively, write with in-creasing independence and read for enjoyment and knowledge. The development of these skills is essential to facilitate learning in all curriculum areas.
- Acquire the early mathematical concepts and processes so that they can be understood and applied in a variety of situations.
- Acquire and develop physical skills, applying them effectively in all areas of the curriculum.
- Increase their awareness of artistic and creative aspects of life within their own and other cultural environments.

- Develop an awareness of moral values and social skills and share concern for other people, whilst developing self-discipline and acceptable behaviour.
- Acquire knowledge of and develop sensitivity towards their immediate, local and wider environment.
- Acquire, through enquiry, a sense of chronology and an understanding of the present, in the light of the past.
- Develop confidence, interest and skills in the use of Information and Communications Technology (ICT), to support and enhance learning across the curriculum.

Introduction

This document is a description of our current practice and procedures in the teaching of the Early Years Foundation Stage. The characteristics of effective learning are the ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support a child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. Prime areas of work together and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development.

The specific areas include essential skills and knowledge. They grow out the prime areas, and provide important contexts for learning. Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

Our practice of cross curricular teaching and learning encourages children to make links and practise skills in relevant and interesting ways.

Our belief is that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

The following policy reflects the consensus of opinion of the teaching staff and has the support of the governing body.

Subject Philosophy

Every child deserves the best possible start in life and support to fulfil their 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.

The overarching aim of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- Setting the standards for the learning, development and care young children should experience which they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- Creating the framework for partnership working between parents and professional, and between all the settings that the child attends;
- Laying a secure foundation for future learning through and development that is planned around the individual needs and interests of the child, and informed by the use of on-going observational assessment.

The EYFS principles which guide the work for all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development.

Entitlement

Teaching and learning of all subject areas begins in the Foundation Stage and has its basis in play and discovery.

Every child, regardless of ability, experience and background will be supported to be successful within this area of learning. Those children identified as requiring extra assistance are afforded opportunities through time spent with staff members as well as the support entitlement of their Individual Teaching Plans (ITPs).

Curricular Delivery

The learning and teaching of the different curriculum areas within the Early Years Foundation Stage varies within the timetable according to the interests and needs of the children. In the Foundation Stage, much of the learning takes place through play which is important for children's all round physical, emotional, intellectual and social development. Links are made to the seven areas of learning in the Early Years Foundation Stage Framework.

Learning and Teaching

Foundation Stage teachers follow their specific curriculum, with subjects being taught a part of themed work. Each week, there is literacy and Maths focus and phonics is taught in differentiated groups, rigorously each day.

Priorities for the Early Years Foundation Stage are identified as children being happy, safe and secure within their learning environment which will promote a lifelong love of learning throughout the rest of the school. We want children to achieve their full potential and become confident individuals through the relationships they make. All work is differentiated for ability or outcome, based on the needs and skills of the children in the class.

Resources

The quality of resources offered to our children, as a vehicle for their learning, is seen as crucial to the overall success of learning and teaching within the school. These are chosen in order to provide a context for learning which will motivate, inform and enrich the lives of our children.

Health and Safety

Class teachers will carry out individual risk assessment based on activities, substances or equipment used. These will take into account age of children and level of supervision and will identify measures to reduce risk.

Assessment, Recording and Reporting

The most important and productive assessment is the on-going, formative teacher assessment of learning made by staff during their daily teaching. Evaluation outcomes are shared and immediate feedback and next steps for the children can be discussed. Peer and self-assessment occurs daily as children work together. Reception are made using Development Matters and tracked using Learning Journals and School Pupil Tracker. The final Foundation Stage assessments are made in the Summer Term against the Early Learning Goals and moderated internally as well as with support from the LA and cluster group partner schools.

Monitoring

Teaching and learning, curriculum coverage and standards are monitored by senior leaders and the governors' School Improvement Group. Evidence is collected and monitored e.g. photographs, planning, lesson observations, book scrutiny where applicable and examples of work/outcomes.

Special Needs/Inclusion

Every child in school has access to their full entitlement as outlined in the SEN Policy and Local Offer. Differentiation extends to planning and preparation for individual children as deemed appropriate. This includes more able children.

A Partnership between Home and School

We recognise that learning begins at home and therefore we value the contributions of parents in teaching and learning. Parents are informed on a termly basis of the topics covered, and encouraged to support the school's homework policy. Parents are invited into school for INSPIRE Workshops and we maintain our open door policy.

Equal Opportunities

We monitor both the delivery and coverage of the curriculum to ensure that all children have equal access. We attend to, and acknowledge differences positively. Our belief in individualised, differentiated teaching pays regard to gender, culture, ethnicity, children who speak additional languages and those who are differently able. Resources are chosen and monitored in relation not only to quality, but also to the positive representation of gender and cultural differences.

Phones & Cameras in EYFS

Holy Souls Catholic Primary School allows staff to bring in personal mobile telephones for their own use.

Users bringing personal mobile telephones into School must ensure that their mobile telephones are stored securely, in a separate area (that is not used for teaching - staff have designated lockers in the staff room), throughout their contract time with children.

Mobile phone calls may only be taken during staff breaks or in staff members' own time and should only be taken in an area not accessed by children. If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile in non-contact time with children.

If a member of staff is waiting for an emergency personal call then their phone may be left with the office staff, who with permission will answer and then notify the member of staff.

Staff will need to ensure that the office has up to date contact information and that staff make their families, children's schools etc. are aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

Parents, visitors and volunteers

All parent helpers or visitors are asked to store their phones securely in an area that is not accessed by the children. It is the responsibility of all members to be vigilant and report any concerns to the headteacher. Concerns will be taken seriously, logged and investigated appropriately in line with our safeguarding policy.

Contractors

Mobile phones are turned to silent and not used in school. If it is necessary for contractors to have their mobile phones to implement their role effectively, then this needs to be in an area away from any children.

Cameras

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression. They may also be used on our website and/or by the local press with permission from the parents.

However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Holy Soul's cameras or tablet computers are to be used to take any photos within school or on outings.

Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the cameras; which should be placed within the teacher's desk or cupboard at the end of the day.

Images and recordings taken and stored on school cameras and tablets must be downloaded onto a school desktop computer as soon as possible. Photographs and recordings should not be transferred to staff laptops.

Linked Policies:

- **Safeguarding Policy**
- **Child Protection Policy**
- **Mobile Phones Policy**
- **Equalities Policy**
- **SEND Policy**
- **School Local Offer for SEND**
- **Behaviour Policy**
- **Anti-bullying Policy**