St. Mary’s R.C. Pre-School and Primary School

Early Years Foundation Stage Policy

Our Early year’s policy describes the framework upon which the beliefs and practice of this school are based; this policy should be used in conjunction with the Teaching and Learning policy, Assessment policy and SEN policy.

Our philosophy

We believe that every child deserves the best possible start in life and the support that enables them to reach their full physical and academic potential. Children develop and learn in different ways and at different rates. In the Foundation Stage children learn best through play based activities and first hand experiences. Each child is unique and is valued as an individual; we aim to provide a secure foundation through learning and development opportunities based around the needs of each individual child.

Objectives

* To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
* To develop warm and secure relationships between children and adults.
* To provide a high quality curriculum in line with the Early Years Foundation Stage document.
* For the children to become aware of moral and social values.
* To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
* To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
* To foster positive home school links and share a common sense of purpose with parents. The key person is fundamentally the class teacher with a team of practitioners contributing towards the care and learning for the children and their parents.

The Foundation stage

The content of the curriculum within the early year’s unit is set out within the EYFS document. Guidance is given on effective learning and teaching through the seven areas:

Prime Areas

* Personal, Social and Emotional Development
* Physical development
* Communication and Language

Specific areas

* Literacy
* Mathematics
* Understanding the world
* Expressive Arts and Design

All areas of learning are important and interconnected. The prime areas are crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Organisation

Within the classroom, there is a mix of Pre-school, Reception and Year 1 children. Reception and year 1 children integrate for register and prayers whilst pre-school children self-register with the Early Years TA. Reception and Year 1 work together for some afternoon sessions. Reception children are taken out of the main classroom by the class teacher for phonics and number work during the morning. The TA and Early Years TA apprentice work with the pre-school children on continuous provision. The classroom is shared and has clearly identified areas for the Pre-school and Reception children to access continuous provision.

The style of teaching and organisation of the curriculum changes gradually over the year as the children develop incorporating more adult led activities to prepare the children for year 1. The TA and Class Teacher meet regularly to plan for the next coming week.

Transition from Pre -school to full time Education

Our aim is to establish a smooth and successful transition to school. This is facilitated by

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* Transition sessions are organised in the second half of the Summer Term once a week for children to come and experience school and make friends with their future class mates.
* Liaison with outside agencies.
* Transition documents sent from Pre-Schools providing information about the child, inclusive of parent comments.
* Parent meeting held by Class Teacher towards the end of the Summer Term to provide all necessary information.
* Children start in the Summer Term by coming in for half a day and then progress to full days.

Role of the Coordinator

It is the role of the Early Years Coordinator, under the guidance of the Head Teacher: -

* To organise the delivery of Early Years Curriculum and to ensure progression and development.
* To monitor planning and quality of delivery within the curriculum.
* To keep abreast of developments within early Years and carry out INSET when required.
* To monitor and update resources and draw up a budget.
* To liaise with and support Pre-school establishments within the Partnership link.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs.

Assessment

It is statutory to complete the Foundation Profile for each pupil, it is completed in partnership with parents.

Children’s progress and development are monitored using guidance from the Development matters document.

Assessment and observations inform our planning enabling us to complete the profiles and to deliver a curriculum that is specific to the children’s needs.

September 2018

Review September 2019