

Mission Statement

We live, love and learn together joyfully in Jesus' name



St. Jude's Catholic Primary School

EARLY YEARS FOUNDATION STAGE POLICY

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INTRODUCTION

The Governors and staff at St. Jude's Catholic Primary School recognise the importance of Early Years Education as the foundation upon which children build the rest of their lives.

Early Years Education is concerned with the physical, social, emotional, aesthetic and cognitive development of the individual, with no one area standing in isolation from the others. The Foundation Stage is like a jigsaw; each piece is equally important to complete the picture.

OUR SCHOOL AIMS

At St. Jude's Catholic Primary School it is our primary aim to ensure that children feel happy, safe and secure.

We aim to provide an interesting and creative environment through practical activities, enquiry and purposeful play. We provide a learning environment where the children are given the time to listen, talk and reflect. We use our outdoor learning area to provide the children with rich and varied learning opportunities which are planned to reinforce and extend the learning in the classroom.

At St. Jude's Catholic Primary School it is the responsibility of the EYFS staff in conjunction with the Head Teacher to provide a curriculum that takes into account the ability of every child and has an impact on their learning and development. We have high expectations of all children in our setting. Staff meet, discuss and plan to ensure that all children reach their full potential and make progress.

We strive to establish and foster good home school links and support parents and children throughout their time in our setting.

LEARNING AND DEVELOPMENT

The Foundation Stage Curriculum comprises of seven areas of learning which are grouped into two parts;

- Prime areas of learning and development
- Specific areas of learning development

The Prime Areas include:

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development

The Specific Areas include:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

The Prime and Specific areas are further sub divided into the following:

Personal, Social and Emotional Development

- Self-regulation
- Managing Self
- Building Relationships

Communication and Language

- Listening, Attention and Understanding
- Speaking

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Mathematics

- Number
- Numerical Pattern

Literacy

- Comprehension
- Reading
- Writing

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with materials
- Being Imaginative and Expressive

The Prime and Specific areas shape the educational programmes in early years; they are overlapping and interconnected so that one activity will often cover several areas simultaneously.

Staff plan and deliver a range of teaching and learning activities and experiences through a balance of child initiated, adult initiated and adult led activities. The document Development Matters is used to support the teaching, learning and assessment in all seven areas of learning.

PHONICS

In line with Key Stage 1, EYFS staff use 'Rocket Phonics' for the teaching and learning of phonics and early reading.

The teacher plans a daily session of high quality systematic phonics. It is the expectation that children work through Phases 2, 3, and 4 during the Reception year. Children identified as SEN or off track have extra support through post tutoring/boosting to ensure they have equal access to the teaching of synthetic phonics.

OUTDOOR LEARNING

The children have access to the outdoor learning environment throughout the day. The activities and tasks available in the outdoor classroom reflect the planned teaching and learning within the classroom and adult initiated activities may have a Maths or Literacy focus. Children are also encouraged to use the outdoor area as an opportunity to explore their own interests.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning during the Foundation Stage will be planned for and used appropriately. Children have the opportunity to use school equipment (laptops, i-pads and the Interactive Whiteboard, for example) to support their teaching.

ASSESSMENT

All children will complete the Reception Baseline Assessment (RBA) within the first 6 weeks of starting school which allow the Early Years staff to make informed judgements about individual children's starting points. These judgements are based on observations, small group work and 1:1 practical and recorded activities. The children are identified as working within ranges 1-6, taken from the Birth to 5 document. Within these ranges we assess the children as emerging in

competency, developing in competency or secure in competency. Judgements will be recorded on our school tracking system, Sonar.

Staff are constantly interacting with pupils, listening to their responses and observing their actions. Children are observed during teacher initiated learning activities and child initiated learning activities and this observation is used to inform planning and the next steps in learning. Recorded work in books is assessed by the adult and verbal feedback is given to the child. Ongoing teacher assessments are undertaken throughout the year and inform the Foundation Stage Development Matters Profile in the summer term, where children are recognised as having achieved the ELG's or be working towards. This forms the basis for the end of year report to parents.

Progress is tracked on Sonar every half term and Pupil Progress meetings between the Class Teacher and the Headteacher are held to discuss general progress as well as specific groups and individuals who may be working below or exceeding age related expectations. EYFS staff also regularly liaise with the SENDCo to ensure all possible support is being given to individuals with Special Educational Needs through interventions and guidance of outside agencies such as SALT.

TRANSITION

It is our aim to promote a smooth transition for the children who enter our EYFS classes. Our pupils may have come from a range of local nurseries or a home setting.

We aim to:

- Offer the social and emotional support necessary for both the child and the family to help them adjust to their new learning environment.
- Develop early independence, self discipline and confidence.
- Provide a happy safe and secure environment to meet individual needs.

In order to achieve this:

- We visit or contact all nurseries in June/ July (if applicable) and speak to the pupils Key Worker. We use this as an opportunity to find out about children's needs and interests in order to be able to plan activities during our induction weeks which the children will enjoy and be familiar with.
- We hold an induction sessions in July for all parents and their children. This is an opportunity for new children and parents to explore the classroom, to meet the staff and to experience the outdoor learning environment. Reception parents are also invited to attend a welcome meeting in the hall led by the Head Teacher.

INDUCTION

Home visits for new families with the class teacher take place before the children start school in September. This gives the children and parents an additional opportunity to familiarise themselves with the school routines, expectations and staff. Staff discuss with parents their child's likes/dislikes, needs and strengths. Before starting at St. Jude's, we also complete the pupils Welfare Record which covers all medical and dietary needs or any other information relevant to the pupils' well-being etc.

Pupils' induction is staggered at the beginning of the school year to allow children to settle and become familiar with the environment, staff and routines.

PARENTAL INVOLVEMENT

There is regular informal contact between the parents and EYFS staff. Staff are always available to listen to any concerns or share any relevant information with parents before or after school.

There is a parents evening during the Autumn Term providing parents with an opportunity to see how their child is settling at school. There is another further parent evenings during the Spring Term; there is a written report to parents at the end of the Summer Term with the option to meet the teacher if required.

In order to guide parents in supporting early reading, writing and maths parents are invited to workshops and open mornings during the school year. These sessions are designed to include, support and inform parents. Parents are also invited to join their child for lunch during the Autumn Term.

EQUAL OPPORTUNITIES

At St. Jude's Catholic Primary School we aim to provide suitable learning opportunities regardless of ability, gender, ethnicity or home background. We are committed to providing a teaching and learning environment that promotes equal opportunity for all our children.

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