



Sacred Heart School

EARLY YEARS FOUNDATION STAGE POLICY

'At Sacred Heart School we all aspire to provide a happy, safe and secure environment in which every child is encouraged to achieve their full potential within an inclusive community....' (School Mission Statement)

1. INTRODUCTION

This Policy informs practice in the Nursery and Reception classes within the School.

The Early Years are a critical stage of development for every child. During this time children develop rapidly physically, socially, intellectually and emotionally. The Early Years Foundation Stage aims to build on what children already know and develop key skills such as listening, speaking, concentration, persistence, learning to work together and to co-operate with others. It is also about developing early communication, literacy and numeracy skills and forming a secure foundation for learning, as preparation for the next stage in their education.

At Sacred Heart our Early Years Foundation Stage Department consists of a Nursery and Reception class, each led by qualified and experienced Teachers and supported by qualified and experienced Foundation Stage practitioners.

Safeguarding is a high priority for all our staff who will abide by the terms of the school's policy on the use of Mobile Phone and Photographic Devices (Appendix 1). Parents and visitors are requested to adhere to this protocol also.

2. ADMISSION

In Nursery admission takes place following the child's 2nd Birthday for a minimum of 2 sessions per week. Parents are encouraged to build up sessions when the child starts receiving their Early Years funding.

The school welcomes children into Reception from other settings and at any stage during the Early Years Foundation Stage. Children joining at the start of Reception year are invited to visit for taster days and encouraged to attend a regular session(s) in the Summer Term prior to joining to ensure a smooth transition. If children start during the Reception year they also attend taster sessions.

3. AIMS FOR THE EARLY YEARS FOUNDATION STAGE

The most important element of any school is the people, whether they are pupils, staff, parents or visitors. A welcoming atmosphere is offered to all, in the firm belief that happiness, satisfaction and contentment in any environment leads to improved performance. Importance of the role played by parents as educators of their children is recognised. Every endeavour is made to work closely with parents, informing and involving them in every aspect of their child's education both academic and emotional.

At Sacred Heart we believe that childhood is a time of play, and through play we discover the excitement of learning, the rewards of achievement, and acquire our life skills. The Foundation Stage setting is purpose built, with its bright, colourful, well-planned and busy environment. It encourages children in the development of skills, attitudes and understanding that will help them to become confident, useful, active members of a diverse, constantly-changing society. It is through this process that children will work towards, achieve and in many cases exceed the Early Learning Goals.

Children need to be guided to become independent learners, to think wisely, be confident, balanced and compassionate while developing their own particular talents and abilities to the full. Such ideas are best achieved in an environment that is stable, secure and safe but at the same

time, one which is exciting, stimulating, rewarding and fun. At Sacred Heart there is firm commitment to these principles and the Early Years Foundation Stage underpins all future learning by supporting, fostering and promoting investigation, exploration and experimentation.

4. LEARNING AND DEVELOPING

The EYFS Curriculum

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum.

There are seven areas of learning and development that shapes educational provision in all Early Years settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of the Reception Year. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

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

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

Specific Areas;

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

5. CHARACTERISTICS OF EFFECTIVE LEARNING

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring – children will have opportunities to investigate and experience things, and have a go.
- Active learning – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically – we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

6. PLAY IN THE EARLY YEARS FOUNDATION STAGE

We acknowledge and firmly believe that play and exploration is the most important role in the network of learning and this should be cross curricular.

Opportunities within our setting are numerous:

- Well-equipped classrooms which are appropriate to age groups.
- Indoor and outdoor play areas
- A varied curriculum offering a good balance between child initiated and teacher led activities

7. TEACHING AND LEARNING IN THE EARLY YEARS FOUNDATION STAGE

Teaching and learning:

- We have a team of highly qualified, dedicated, caring and professional Teachers and Practitioners in the EYFS who plan and work together to provide a high quality curriculum.
- Our 'Open Door' policy gives parents the opportunity to talk to teachers at the regular early morning drop off and pick up, or to make an appointment if further consultation is

necessary. This allows for continuous sharing of information about every child, and develops good partnerships between school and home.

- Class sizes are small: this enables us to meet the needs of each child academically and emotionally, and helps us to develop each child's confidence and independence.
- We provide a variety of academic, social, artistic, musical and sporting experiences, including visitors to the school and trips off site.

8. KEY PERSON

Each child is assigned a key person. In the Nursery this is one of the practitioners and in Reception this is the class teachers. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Nursery parents are told their child's key person and Reception parents are given this information in the meeting in June before the start of school in September. All staff information is also on the school website and in the school handbooks. The class teacher ensures that every child's learning and care is tailored to meet their individual needs. They seek to engage and support parents in guiding their child's development at home and will also help families engage with more specialist support if appropriate.

9. PARENTAL INVOLVEMENT AND COMMUNITY LINKS

We provide a happy and supportive environment, forging strong partnerships between home and school.

- Parents/carers have contact with teachers on a daily basis.
- Parent consultations are held termly.
- Pete the penguin is displayed in both rooms to highlight aspects of the children's learning each week.
- Parents' expertise is used to enhance curriculum work when applicable. (e.g. People who help us; Around the World topics)
- Home/school books are used to communicate with parents.
- Term dates are issued termly to inform parents of all forthcoming events.
- Weekly newsletter captures the previous weeks activities and highlights future events.
- The PTA of Sacred Heart School works to enhance the life of the school and fund educational resources and experiences for the children. They arrange many events throughout the year for parents and children alike and keep in touch via their termly newsletter.
- Sacred Heart supports charities, both locally and abroad, through different events throughout the year, involving all children.

10. TRANSITION

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle quickly and happily.

In both Nursery and Reception children are invited to a taster session before their official start date. Teachers are on hand to meet and greet parents with their children and answer any questions they might have. In Nursery, parents are encouraged to come in and settle their children at the beginning of the sessions.

We also try and visit any settings that are sending children to us.

The transition between Nursery and Reception is calm and happy, well managed and organised.

11. SAFEGUARDING AND WELFARE

'Children learn best when they are healthy, safe and secure when their individual needs are met, and when they have positive relationships with the adults caring for them.' (Statutory Framework for EYFS 2018)

- The setting is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;

- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Healthy Eating

All children in Nursery are provided with a healthy snack each day as well as being given a choice of a drink – milk and water. They have access to water at all times. The snack menu is displayed in the Nursery. Reception bring in their own healthy snack. A hot lunch is available at lunchtime for all children.

Personal Care

Please see Personal Care Policy Appendix 2

12. EQUAL OPPORTUNITIES, INCLUSION AND SPECIAL NEEDS

We promote inclusive practice.

We aim to make 'reasonable adjustments' for any child with learning difficulties and disabilities:

- Ramps and disabled toilet are available within the school to cater for children with physical disabilities
- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child. Opportunities are planned within circle time and assemblies, festivals, stories, indoor and outdoor activities. We are a Catholic School but in order to teach tolerance, understanding and respect; we learn about, value and celebrate differences.
- We have a SENCO on our staff, who assesses and devises individual setting based support plans as necessary and advises teachers/practitioners. We communicate with parents if we have any concerns and, with consent, will seek the support of outside agencies where appropriate.
- It is the responsibility of the school to ensure that we identify and help those children with special educational needs, including gifted children.

13. TEACHING AND LEARNING STYLES

Children are individuals and we plan to build on the children's prior experiences and interests, their skills and knowledge

We recognise that children have different learning styles:

- Teachers need to observe and recognise that these opportunities must be created to match children's preferred styles of learning
- Diverse methods of teaching are therefore needed
- Activities may need to be adapted to extend/suit individual children.
- We observe, record and assess children's development in all areas.
- Some children will need skills/information presented in several ways before learning is secure.
- We aim for teaching which engages and involves children to interact and contribute positively.

14. INDEPENDENCE

We give a high priority to fostering a sense of self-worth, well-being, confidence and positive learning dispositions in all children.

We encourage self-esteem, making success possible by:

- Child friendly indoor and outdoor areas.
- Routines.
- Labelled lockers.
- Clearly labelled classrooms.
- Encouraging good table manners, correct use of knife and fork to make eating a successful and sociable experience.
- We value and praise independence.

- We encourage parents to help children achieve independence at home with dressing, sharing targets/next steps and celebrating achievements (WOWs).

15. CONTINUITY AND PROGRESSION

Through team discussion and planning we continually monitor continuity and progression. We track children's achievements and progress through planned and spontaneous observation, focused assessment, listening and talking to the children, work produced and the Early Years Foundation Stage Profile. A combination of summative and formative assessment informs planning and teaching to take each child forward in their learning.

Our Early Years Foundation Stage Unit has been designed to give the children an environment which is secure, happy and stimulating.

Children are taught through topics which incorporate their interests.

The curriculum is delivered through a combination of child/teacher led activities.

16. ASSESSMENT, RECORDING AND REPORTING

The role of observation is to inform planning and so facilitate learning. At Sacred Heart in the Foundation Stage we assess, record and report in the following ways:

- Daily communication between teachers, EYFS practitioners and parents
- Termly parent consultations where next steps and Learning Journeys are shared with parents.
- A 27 month check which is done jointly between school and the Health Visitor.
- Summative assessment/report as children move from Nursery to Reception.
- Reporting to parents takes place twice yearly in Reception.

17. FUNDING

We offer the universal offer of 15 hours of free childcare to all parents of children in the term following their 3rd Birthday through to the term following their 5th Birthday.

For eligible parents the opportunity to access a further 15 hours is available. To check whether you are eligible for the additional childcare funding please visit www.childcarechoices.gov.uk

18. CONCLUSION

We are a reflective staff and evaluate our practice. This policy should be read in conjunction with Admissions, Equal Opportunities, Behaviour and Discipline and Anti Bullying policies. Further details on the organisation and daily practice of the setting can be found in the EYFS booklets and new parents' information pack.

Updated November 2019



Sacred Heart School

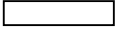
MOBILE PHONE AND PHOTOGRAPHIC DEVICES POLICY

'At Sacred Heart School we all aspire to provide a happy, safe and secure environment...'

The following rules apply for the use of personal mobile phones:

- Children are **not** permitted to bring mobile phones to school
- The school accepts that employees will bring their mobile phones to work
- Employees are not permitted to make/receive calls/texts during work time (excluding break times)
- Staff mobile phones must be switched off during teaching times, including during staff meetings. Devices must be kept in a locker or bag and not be left on display. In the Foundation Stage building personal mobile phones may only be used in the staff room.
- In the event that an employee has a particular reason, for a specified period of time, they may request via the Head that they leave their phone on during working hours. In such instances the phone should be left in the school office to receive calls, alternatively the caller should be asked to use the office number
- Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take photographs or videos of children; or to use personal cameras or recording equipment; or to store images of children on their personal computers
- Staff mobile phones should not be used in a space where children are present (eg. Classroom, playground) and may only be used during rest periods.
- Visitors to the school are advised that mobile phones and other photographic devices must be switched off whilst on the school premises. Visitors to the school are not authorised to take photographs of our children. Visitors who wish to photograph their own children (eg at sporting fixtures) must similarly have agreed at their own schools that the publication of such material on social media sites is not authorised.
- Parents who take photos of their child at school events (assemblies, sporting events) must agree that such materials will not be displayed on social media, such as Facebook. This undertaking is included in the Photo Permission Form which parents are requested to sign when they join the school.

Reviewed January 2020



Sacred Heart School

PERSONAL CARE POLICY

AIMS

To provide guidelines for nappy changing, assisting a toilet trained child who asks for help, to ensure the needs of the child are met whilst maintaining their dignity and right to privacy and ensuring high standards of hygiene.

IMPLEMENTATION

Intimate care routines happen throughout the day to meet children's basic needs promptly.

Children will be assisted by a member of staff in the children's toilet area. Disposable gloves are provided and may be worn. Aprons are provided but are optional. In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible. A second member of staff will always be present in the foundation stage building.

A changing station is available in the toilet area and is cleaned with antibacterial cleanser after each use. A record book is maintained for the date, time and names of pupil and attendant staff for

- Nappy changing
- Changing wet or soiled clothing
- Any assistance in using the toilet

Used wipes and nappies are disposed of in the nappy bin. This is emptied daily into the outdoor nappy bin.

After changing a child the soiled clothes, if any, will be sent home in a plastic bag for laundering.

The attending member of staff and the child will wash hands thoroughly before returning to their activity.

*HCB/AHT
Reviewed January 2020*