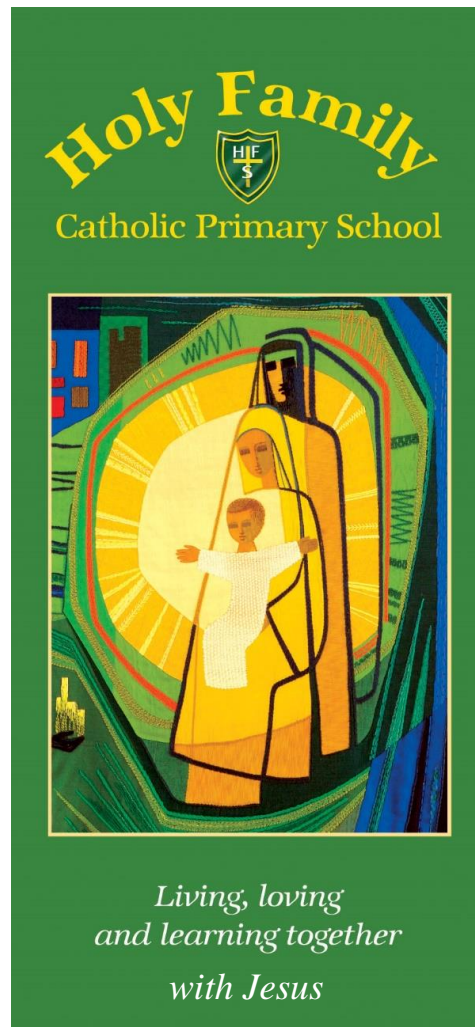


Holy Family Catholic Primary School

The Rosary Trust



Early Years Policy



EARLY YEARS 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, SEN policy and our School Mission Statement.

'In our Catholic School, with God at the centre of our lives, we offer every child a high standard of education. We meet individual needs, in a caring and loving community, which celebrates our faith'.

Our philosophy

We believe that every child deserves the best possible start in life and the support that enables them to reach their full 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. Whatever prior experience they have enjoyed we aim to extend and enhance their Cultural Capital by developing their curiosity to explore the world around them. 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, This is supported by a focus child system and an 'in the moment' approach to continuous provision with structured teaching remaining at transition times during the day to ensure children have an opportunity to become absorbed in their play.

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 and follow the EYFS Guidance updated 2023.
- 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 value the cultural diversity within our school and community.
- 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 Early Years area there is a double base indoor classroom, which is equipped with a purpose, built child-sized sink area plus there are also two toilet blocks and an outside play area.

The outdoor play area has a sandpit, gardening boxes, a small climbing frame with slide, plus a variety of outdoor buildings to use for role play.

The teaching team consists of an experienced Early Years teacher and trained Early Years Classroom Assistants.

There is an intake of 30 children in September.

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 team meet regularly to assess progress and to update provision maps and tracking grids.

Story and song are embedded into daily routines to immerse and expose the children to a rich vocabulary and to develop the key listening skills needed to be successful in the acquisition of phonics. From day one we use Phase 1 activities to hone the necessary skills to differentiate sounds and quickly identify those who may need support to make rapid progress as phonemes from Phase 2 are introduced in the Autumn term using Essential Letters and Sounds.

Transition from Pre -school to full time Education

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

- Visits to partnership pre-school establishments.
- Play sessions that are held at the school in the summer for all children prior to starting Reception class.
- Liaison with outside agencies.
- Individual visits to the class in September and play sessions with their designated group within the week prior to entry.
- A staggered intake for the first week. Children attend in groups of 15 and build up to all being together and staying for lunch by the end of the week.
- If parents wish, then Summer born children can begin school life on a part time basis
- Through the use of visual assessment the children are given a Baseline assessment to aid staff to know how to help them make rapid progress.

Role of the Early Years Lead

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

- To organise the delivery of Early Year's Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.
- To carry out and review risk assessments for equipment and supervision of pupils in line with our main school policies in particular Child Protection and Safeguarding.
- To ensure staff members have an up to date Pediatric First Aid Certificate.

- To keep abreast of developments within early Years and carry out INSET with support staff 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 through termly consultations and via their online individual learning journals.

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.

This policy was reviewed in Autumn 2023.

It will next be reviewed in Summer 2026 or sooner if required.