

Sacred Heart Catholic Primary School



Sacred Heart Catholic Primary School

Foundation Stage Policy

Sacred Heart Catholic Primary School

Foundation Stage- Reception Class Introduction

Your child's first experience of school is very important. Settling into school is a big step for your child and we endeavour to make it a happy transition. Our aim is to make school a happy, stimulating and rewarding environment for your child to discover, learn and play. It is very important that home and school work together in developing an effective partnership. This booklet is designed to be the first step towards building a successful relationship. It contains information about some of the learning opportunities and experiences that the children will have and reference to it will ensure that your child makes a settled start at our school. If you have, any further queries not answered by this booklet, or by the school prospectus, please ask your child's class teacher, Miss Manning, or the Head teacher Mrs. Fusi.

Main office email: admin@sacredheart312.herts.sch.u

Reception class email: Rechw@sacredheart312.herts.sch.uk

Please also regularly check the Reception class webpage on the school website as the Reception class teacher will post photos of the children's learning.

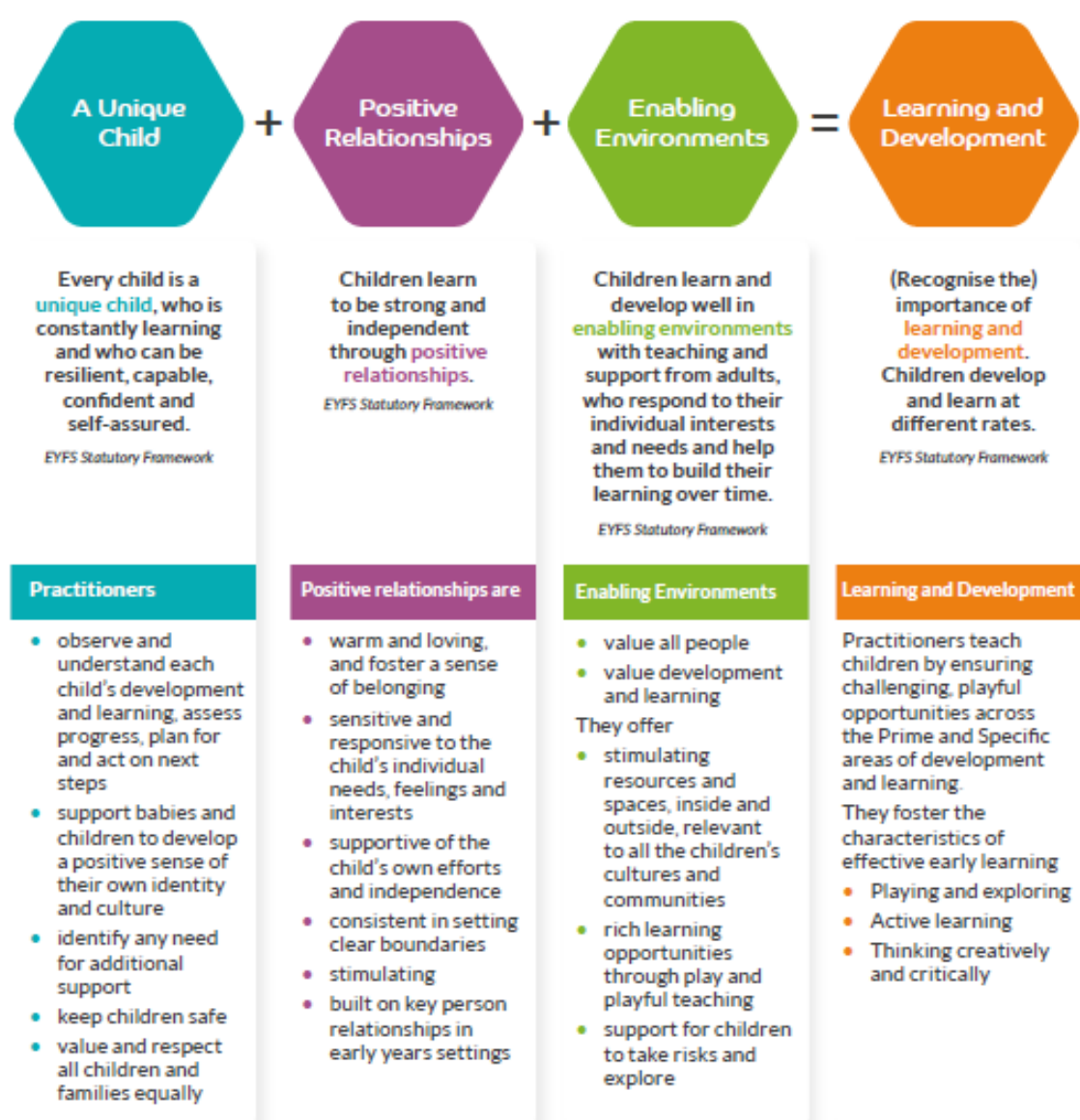
We aim to ensure that every child:

- Is in a safe, secure, stimulating learning environment, which meets the individual needs and interests of all our children.
- That every child is given generous care and attention, because of our ratio of qualified staff to children.
- That each child joins with other children and adults to live, play, work and learn together, to develop emotionally, socially, intellectually and physically.
- That every child is unique and is helped to take forward his/her learning and development by being helped to build on what she/he already knows and can do, by broadening their range of learning experiences and stimulating their curiosity and imagination..
- That our setting develops excellent relationships with parents, carers, and sees parents as partners in helping each child to learn and develop; and enable children as early learners.
- Enable each child to develop as a happy, confident and independent learner with a well-developed sense of self-worth, responsibility and community.
- Is included and has their individual needs identified, understood and their barriers broken down so all can participate and belong.

Sacred Heart Catholic Primary School

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. However, we recognise development is not an automatic process; it depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage and recognise their individual abilities and strengths.

To ensure this is achieved our environment and delivery of the curriculum is underlined by the four main principles of the EYFS.



Sacred Heart Catholic Primary School

Areas of learning and development

The provision for children's development and learning is guided by the Revised Early Years Foundation Stage framework (2024), which consists of seven areas of learning and development that shape all early years settings. This consists of the three prime areas **communication and language, physical development and personal, social and emotional development**. These Prime areas are then strengthened and applied through the four specific areas: literacy, mathematics, understanding of the world and expressive art and design. All seven areas of learning are equally as important and interconnected.

If a child's progress in any of the areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how best to support the child. Reception pupils also participate in a daily phonics sessions, following the guidance in the "Letters & Sounds" document and in line with school policy.

How we provide for development and learning (Planning)

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with a variety of rich and stimulating experience that are appropriate for their age and stage of development. The level of development children should be expected to have attained by the end of the Reception is defined by the Early Learning Goals (ELGs) as set out below. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.



Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals. Planning is based upon themes with adult directed

Sacred Heart Catholic Primary School

phonics, maths and reading sessions. Alongside this we follow the children's identified interests and use it as a vehicle to deliver and plan for each child's individual next step and need by providing a stimulating and enriched environment. Subject leaders in KS1 and KS2 work alongside the EYFS staff to ensure that the key skills needed in the following years are taught and embedded.

Daily Routine

8:45 - Busy Fingers and Self – Registration

9:00 – 9:30 Maths teaching and groups

9:30 – 10:30 Child initiated Learning and snack (outside / inside)

10:30 – 10:50 Phonics

10:50 – 11:45 Child initiated Learning (outside / inside)

12:00 – 1:15 Lunch (continuous provision with inside/ outside play)

1:15 – 1:30 Meditation and registration

1:30 – 1:50 Story time

1:50 – 2:50 Child initiated learning (outside / inside)

2:50 – 3:15 Story time then getting ready to go home

Early Learning Goals: Three Prime Areas

Communication and Language

ELG: listening, Attention and understanding

Children at the expected level of development will

- Listen attentively and respond to what they hear with relevant questions, comments, actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back – and – forth exchanges with their teacher and peers.

ELG – Speaking

- Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher.
- Explains why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary

We support children to develop this by:

- • Conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- • Their vocabulary by learning the meaning of - and being able to use - new words;
- • Their ability to use words to describe their experiences;

Personal, Social and Emotional development ELG:

ELG- Self-Regulation

- Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions
- Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate
- Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly

ELG-Managing Self

- Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge.
- Can explain the reasons for rules, knows right from wrong and tries to behave accordingly.
- Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices.

ELG – Building Relationships

- Forms positive attachments to adults and friendships with peers.
- Shows sensitivity to his/her own and to others' needs.
- Works and plays cooperatively and takes turns with others.
-

We support children to develop this by:

- Positive approaches to learning and finding out about the world around them;

- Confidence in themselves and their ability to do things, and valuing their own achievements.
- Their ability to get on, work and make friendships with other people, both children and adults.
- Their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment.
- Their ability to dress and undress themselves, and look after their personal hygiene needs.
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Physical Development

ELG – Gross Motor Skills

- Demonstrates strength, balance and coordination when playing.
- Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Is able to negotiate space and obstacles safely, with consideration for himself/herself and others.

ELG – Fine Motor Skills

- Is beginning to show accuracy and care when drawing.
- Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Uses a range of small tools, including scissors, paintbrushes and cutlery.

We support children to develop this by:

- Increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- Increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials;
- Their understanding about the importance of, and how to look after, their bodies.

Specific Areas

Literacy:

ELG – Comprehension

- Anticipates, where appropriate, key events in stories.
- Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary.
- Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



ELG-Word Reading

- Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words.
- Can read words consistent with his/her phonic knowledge by sound-blending.
- Is able to say a sound for each letter in the alphabet and at least 10 digraphs.

ELG –Writing

- Spells words by identifying sounds in them and representing the sounds with a letter or letters.
- Writes recognisable letters, most of which are correctly formed.
- Writes simple phrases and sentences that can be read by others.

We support children to develop this by:

- Their knowledge of the sounds and letters that make up the words we use;
Their ability to listen to, and talk about, stories;
- Knowledge of how to handle books and that they can be a source of stories and information
- Making their own attempt at writing.

Mathematics

ELG-Number



- Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Is able to subitise (recognise quantities without counting) up to 5.
- Has a deep understanding of number to 10, including the composition of each number

ELG – Numerical Patterns

- Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Verbally counts beyond 20, recognising the pattern of the counting system.

We support children to develop this by:

- Daily WhiteRose lessons.
- Understanding and ideas about how many, how much, how far and how big;
- Understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- Understanding that numbers help us to answer questions about how many, how much, how far and how big; Understanding and ideas about how to use counting to find out how many;
- Early ideas about the result of adding more or taking away from the amount we already have.

Understanding of the World

ELG – People, Culture and communities

- Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class.
- Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

ELG –The Natural World

- Explores the natural world around him/her, making observations and drawing pictures of animals and plants.
- Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class.
- Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter.

ELG – Past and Present

- Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class.
- Talks about the lives of the people around him/her and their roles in society.
- Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling.

ELG-People, Culture and Communities

- Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class
- Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.



ELG – The Natural World

- Explores the natural world around him/her, making observations and drawing pictures of animals and plants
- Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class
- Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter.
-

We support children to develop this by:

- Knowledge about the natural world and how it works
- Knowledge about the world and how it works
- Their learning about their locality and its special features
- Their learning about their own and other cultures

- Their learning about computers, how to use them and what they can help us to do; their skills on how to put together ideas about past and present and the links between them;

Expressive Art and Design

ELG-Creating with Materials



- Makes use of props and materials when role-playing characters in narratives and stories.
- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Shares his/her creations, explaining the process he/she has used.

ELG – Being Imaginative and Expressive

- Invents, adapts and recounts narratives and stories with peers and his/her teacher.
- Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music.
- Sings a range of well-known nursery rhymes and songs.

We support children to develop this by:

- The use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings.
- Their learning about how to choose, and use, the right tool for a task.
- Their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Sacred Heart Catholic Primary School



Characteristics of effective learning

Underpinning learning and development across all areas and supporting each child to remain an effective and motivated learner are the characteristics of effective learning. These are the ways in which the child engages with other people and their

environment playing and exploring, active learning, and creating and thinking critically.

- **Playing and Exploring** is about being engaged through finding out and exploring, playing with what they know and being willing to 'have a go'.

- **Active Learning** is about being motivated through being involved and concentrating, keeping on trying and enjoying achieving what they set out to do.

Practitioners must reflect on the different ways that children learn and reflect these in their practice. Adults model and teach the children the schools learning behaviour characteristics, which include Risk taking Monkey and Aspirational Giraffe.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance

. It is our aim that children leave the EYFS with:

- a positive 'can do' attitude to learning
- a willingness to take risks and make mistakes
- high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- perseverance
- a love of learning
- ideas of their own, that they can plan and follow through
- an ability to express fears to relieve anxious experiences in controlled and safe situations

Our approach to learning, development and assessment is Learning through Play. Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provides a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it



Assessment

During the first term in Reception, the teacher assesses the ability of each child using the baseline assessment. This is an online assessment tool created by the government and became statutory for all children in 2021. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence, written summaries of interactions with the children and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. All observations are stored on Target Tracker and a weekly observation with your child's progress and next steps will be uploaded onto the app, which you can access from home.



The teacher will also keep a learning journal and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting. At the end of the final term in Reception, we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report

How parents take part in Sacred Heart

We recognise parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making school a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Sharing their own special interests with the children. We welcome any parents that would like to talk to the class about their job, interests or religion.
- Helping to provide, make and look after the equipment and materials used in the children's play activities;
- Being part of the 'Friends of Sacred Heart' (PTA) parents automatically become Friends of the school and are invited to join meeting and help in many 'FOSH' events;
- Taking part in events and informal discussions about the activities and curriculum provided by the setting
- Joining in community activities in which the school takes part
- Building friendships with other parents in the setting;
- Becoming a volunteer.
- Stay and Play-There will be two opportunities a week for parents/ carers stay in the classroom to share for 'Busy Fingers' activities up until 9.15am. The days will change termly.

Lunches

The lunch break for Reception pupils is from 12.00 to 1.15 pm. All children in Reception Class, Year 1 and Year 2 are entitled to a Universal Free school meal. There is always a meat and vegetarian option as well as a school packed lunch option. If you would still prefer your child to have a packed lunch please ensure the food to be brought in a named box/bag with an ice pack enclosed in hot weather. If you do not expect your child to eat all the enclosed food please add a note to this effect inside the lunchbox. Please **do not include** any peanut products in your child's packed lunch as several children in school suffer from severe peanut allergies. Children can choose their lunches each day during self-registration and a new menu will be given to you each term.

Drinks

Your child may bring water in a named refillable flask or plastic bottle, preferably with a sports top, to have throughout the day. They will have free access to this during all sessions.

Snacks

As part of the Government's Healthy Eating Initiative, all Reception and Key Stage 1 children are provided with a piece of fruit each school day. The children may eat this with their milk and water at their chosen snack time. The school operates a 'healthy eating' policy, so please do not send in sweets to school for any reason (including birthdays).

Milk

All children in Reception Class are entitled to free milk each day. We are that the permission filled is completed before each term.



What to bring to School Clothing Uniform

All clothing must be clearly named, including socks and shoes, which can very easily get muddled when changing for P.E. lessons. Sewn in labels are preferable. Please practise doing up shoes, buttons and zips with your child at home, so that they can become independent at dressing/undressing in school. Velcro fastenings on shoes aid independence. Physical Education – Your child will need a school PE t-shirt, a pair of shorts and trainers in a named draw-string bag. In the Summer term. Outside Learning Area in the EYFS children's learning happens both inside and outside classroom. A free flow happens whatever the weather, therefore your child will need:



- a warm coat
- a pair of Wellington boots (named and kept in school all year)
- a waterproof coat to be kept at school
- a sun-hat in the summer.

Some useful links to buying the school uniform:

<http://www.kidsconnection.co.uk>



Attendance and Punctuality

If your child is ill, or absent for any other reason, please inform the school as early as possible on a daily basis. Parents must report any absence using 'study bugs'. This is an online portal linked to the NHS to report absences. The link can be found on the school website home page.

In the case of vomiting and diarrhea children must not attend school for 48 hours.

The school is unable to authorise absence for holidays, except under exceptional circumstances, to be agreed by the Head teacher. Punctuality and attendance are important to both your child's education and social wellbeing.

Travel to School

The school is keen to promote sustainable ways of travelling to and from school. Children are encouraged to walk to school as often as possible. If you bring your child to school by car, you may wish to 'park and stride', i.e. park 10 minutes' walk away from the school. When parking near the school gates, please be considerate towards our neighbours. Please note that there are parking restrictions near the school.

Our Induction Programme

Although your child may have attended a pre-school playgroup or nursery, there will be many changes for them to cope with when they start school, including:

- Becoming familiar with a new, large environment

- Mixing with large numbers of children at lunchtime and in the playground
- Having to share their teacher with a large number of children
- Meeting and recognising many new adults, including teachers, teaching assistants and midday supervisors, as well as many new children
- Following a more structured timetable with constraints on their movements and choice of activities
- Coping with new experiences and routines and getting used to a longer, more tiring day.

To ease the children into these new changes we have planned a gradual introduction to the full school day.

Pre-school Visits

Your child will have three pre-school visits in the term prior to starting school, as follows:

1st Visit – Stay and play and meet the Teacher. During this visit parents must stay.

2nd Visit – Children will stay in the Reception environment whilst parents have an induction talk. Parents are then welcomed to stay and enjoy exploring the environment with their child.

. 3rd Visit – Children will stay on their own for a session in the morning.

-You will also be invited to have a TEAMs call with the EYFS leader and class teacher. This is a perfect opportunity for you tell us all about your child.

-The Reception staff will also contact nurseries during this time to speak to your child's key worker.

Transition to Reception in September.

Transition Our School Induction Programme will be phased over two weeks in order to settle the children.

Week 1 –

Week 2- All children will be in school every day from 9.00- 3.15 pm.

Week 3 - Normal school day. Children stay all day from 8:45am to 3:15pm.

Safeguarding and Child Protection

(See school Child Protection, Complaints and Medicines policies)

Training

All staff within the Early Years are aware of, and follow the school policies for child protection and safeguarding. All staff receive Level 1 training and annual updates on safeguarding and being alert to the signs of abuse. It is the responsibility of the Governing Body and the Head Teacher to ensure that all employees are aware of their responsibility to report any allegation or possible concern of a child protection nature. Failure to report may (a) put a child at risk and (b) imply a breach of the employee's contractual duty. Staff must be aware of this procedure, understand their responsibilities and know where in the school a copy of the procedure is to be found.

First Aid

Within the EYFS there are designated members of staff with Paediatric First Aid and Food Safety Certificates. These are reviewed annually to ensure that a minimum of one member of staff per class holds these qualifications.

Administering Medicines

School has a policy for administering medicines in school for managing health conditions. Staff within the Early Years are aware of, and follow this policy.

Equal Opportunities and Inclusion

(See school Equality, Inclusion and SEND policies)

We aim to provide a safe and supportive learning environment where the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged. We use a wide range of teaching strategies, we differentiate the curriculum to meet children's individual needs and we carefully monitor children's progress.

We will do our best to ensure that your child has a happy and positive start to school life. If he/she does appear to be unhappy about anything to do with school please discuss this with the class teacher, or with another relevant member of staff, so that problems can be sorted out quickly. We look forward to your child joining us at Sacred Heart Catholic Primary School.