

# St Joseph's Catholic Primary School

## Foundation Policy



To be Updated



This policy was written after discussion within the Foundation department and outlines the purposes, nature and management of Early Years education at St. Joseph's Catholic Primary School

Within this document, the term Early Years is used to describe:

- children who are in the Foundation 1 and Foundation 2 classes.

This policy contains the following sections:

1 The principles which underpin our work with under fives and our aims for children's development

2 How our work is organised and planned

- admission, induction and entry arrangements
- session times
- location
- organisation of classes
- outdoor play
- whole school activities
- information for parents and opportunities to join our
- activities

3 Curriculum, planning and assessment.

*"Play is indeed the child's work, and the means whereby she grows and develops. Through play the child adds to his knowledge of the world."*

Susan Isaacs, *The Nursery Years* (April 1929)

*"Practitioners need to plan learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them make progress. Well planned play is a key way in which children learn with enjoyment and challenge during the foundation stage."*

Curriculum Guidance for the Foundation Stage, QCA/DfEE 2000.

*"We now have the scientific evidence, from brain studies and child development work, to know that three to six year olds learn by doing."*

Wendy Scott (British Association for Early Childhood Education)



## **Policy Section 1: Our aims and principles**

Our whole school aim is to teach and lead the children, within the school community, to a knowledge and practice of the love of God and neighbour, in their development within our Catholic community, and to become integrated into parish life.

Other aims are:

1. The development of the child; intellectually, physically, emotionally and aesthetically.
2. To develop "self awareness" and "self esteem", leading to self confidence and motivation.
3. To encourage the ability to function as a contributing member of co-operative groups and the local community.
4. To fulfil its role in the partnership of school, parents and parish, in the education of every child.
5. To provide for every child a broad and balanced curriculum according to his/her needs and abilities.

Aims for the children in the Early Years.

We have agreed to adopt the principles from the Foundation Stage Guidance from QCA:

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements
- Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially
- Practitioners should ensure that all children feel included, secure and valued
- Early years experience should build on what children already know and can do
- No child should be excluded or disadvantaged
- Parents and practitioners should work together in an atmosphere of mutual respect
- To be effective, an early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need; indoors and outdoors)
- There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves. Practitioners must be able to observe and respond appropriately to children informed by a knowledge of how children develop and learn
- Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process
- For children to have rich and stimulating experiences, the learning environment should be well planned and well organised
- Above all, effective learning and development for young children requires high quality care and education by practitioners



## **Policy Section 2: How our work is organised and planned**

### Organisation

#### i) Admission, induction and entry arrangements, including the age of admission and transfer

St. Joseph's is a catholic Primary School under the trusteeship of the Diocese of Shrewsbury. It is maintained by Wirral Authority as a Voluntary Aided School. The Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements for Foundation Two is undertaken by the Local Authority. All preferences listed on the LA preference form will be considered on an equal basis with the following set of ADMISSIONS CRITERIA forming a priority order where there are more applications for admissions than the school has places available.

- 1) Children who are in the care of the Local Authority (Looked after children)
- 2) Children who have a sibling in the school at the time of admission
- 3) Baptised Catholic children resident in the parishes of Holy Name and St Joseph's
- 4) Baptised Catholic children from other parishes
- 5) Children currently attending Foundation One at St. Joseph's Catholic Primary
- 6) Non Catholic children whose parents wish them to have a Catholic education.

Admission to F1 does not necessarily secure admission to the mainstream primary school (Foundation 2).

Parents need to make a separate written application for this. Entry into F1 will be on a part time basis. In addition to the above criteria, children should reach their 4th birthday in the coming academic year for entry into F1. In the event of places still being available after the September start date has passed, places will be offered to children in the term following their 3rd birthday.

#### ii) Session times.

In Foundation 1 the morning session begins at 8.40am and finishes at 11.40am. The afternoon sessions begins at 12.40pm and finishes at 3.40pm.

In Foundation 2, the day begins at 9.00am. Lunchtime is from 12.00 to 1.15. The day ends at 3.30pm. Children may enter School from 8.50am. They are supervised by a member of staff. Children are only released at the end of the day to a relative/carer or named adult.

A snack and drink is available throughout the day F1 and F2. A lunchtime meal is available for children with a full time place.

F2 children may bring a packed lunch.

#### iii) Location

F1 and both F2 classes are located at the Fairview Rd. end of the building. All Foundation classes have their own outdoor area.

#### iv) Organisation of classes:

The children are organised into two F1 classes and 2 F2 classes.



Once a child is admitted to a class, they remain in the same class throughout the different key stages unless there is a reason why they need to transfer to the other class in that year.

Children in F1 and F2 will self-register each day and then they are free to choose an activity from a learning area. They can then move from area to area within the setting.

There are sessions, such as RE, music, numeracy and literacy focus, when the children will come together as a class. Children are supervised at all times by a trained member of staff.

Small groups working with students or parent helpers are always supervised by members of staff. Staff ensure that all children experience a range of activities each day.

Outdoor play:

The outdoor play space is securely fenced and provides a safe area where children can also access the six areas of learning from the EYFS curriculum.

Outdoor play is offered to all children each day and every child is encouraged to participate in outdoor activities.

These activities are planned with as much care as those taking place within the building.

Whole school activities:

The children in F1 join the whole school for a selection of Christmas activities and then attend whole school assemblies as the year progresses.

The children in F2 participate in assemblies, masses, hymn practice and lead an assembly once a year, to which parents are invited.

v) Information for Parents and Carers, and Opportunities for them to join our activities.

The following information is provided for parents:

Before admission:

- A school prospectus is provided for parents who are interested in applying for a place at our school.
- The prospectus contains information about Early Years provision.
- Parents are encouraged to visit school before applying.
- All parents are invited to an F1 or F2 meeting in the summer term before their child is due to start.
- Welcoming booklets are provided as part of the pre admission package.
- Photos of all Foundation staff are located outside the F1 & F2 classes.
- Each child is invited to visit their new class with their parents.
- Information about emergency contacts and medical conditions is collected for each child and regularly updated.

After admission:

- Parents are invited to join the PTA.
- All parents are encouraged to share books with their children at home.
- After February half term parents are invited to join the rota of parent helpers for F1 activities and visits. This allows the children to be well settled in.
- Parents are encouraged to join trips and visits within the community.
- Parents are encouraged to share their skills and interests with the children. Newsletters are circulated to parents each term.
- Parents are involved in baseline procedures to identify the starting point for their child's learning.
- Parents are encouraged to join the Parents Group.



- Foundation 2 parents are invited to join the Family Works programme.
- The school nurse is in school once a week and is available if parents wish to meet with her.
- Parents are invited to join class assemblies.
- Curriculum information letters are sent out each term.
- Curriculum documents are displayed outside the Foundation classes for parents to view.
- Parents' evenings are held bi annually .
- Reports are sent home in July.
- Parents are invited to view their child's Year 1 class and meet the new teacher in July.

### **Policy Section 3: The curriculum**

The term curriculum is used to describe everything children do, see hear or feel in their setting both planned and unplanned.

#### The Early Years Curriculum

The curriculum for the early years forms the first stage of our whole school curriculum. It covers:

- Children in the Foundation Stage and those children in year 1 who are not ready to access the year 1 curriculum.

The Early Years Foundation Stage (EYFS) curriculum is delivered through a programme of continuous provision. There are six areas of learning and experience that give a framework for planning, teaching and assessing the early years curriculum. They also provide an essential link with the Key Stage 1 curriculum.

The six areas of learning and experience are: -

- **Language, communication and literacy development** - talking, listening and encouraging children to become readers and writers.
- **Mathematical development** - mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.
- **Knowledge and understanding of the world** - finding out about the world around them, other people and features of the natural and man-made world. These become a foundation for history, geography, technology, science.
- **Physical development** - physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Establishing positive attitudes towards a healthy and active way of life.
- **Personal and social development** - learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.
- **Creative development** - The development of imagination and the ability to communicate and to express ideas and feelings in creative ways.

#### Planning.

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all six areas. Each setting provides the following areas to enhance these six areas of learning:

BOOK AREA, WRITING AREA, MATHS AREA, COMPUTER AREA, ROLE PLAY AREA, CONSTRUCTION AREA, DOUGH AREA, WORKSHOP AREA, PAINTING AREA, OUTDOOR AREA, SNACK AREA, SAND AREA, WATER ARER, SMALL WORLD AREA



Foundation stage practitioners plan together to provide a linked series of activities and experiences over each term, week and day. The children are encouraged to go to the learning area of their choice and practitioners observe, monitor and extend the children's learning while supporting them at their choice of activity.

A Literacy and Numeracy focus is planned into each day in F2 and these are planned following the guidance of the EYFS curriculum. The RE curriculum "The Way, The Truth, The Life" can be planned into the topic/theme or can be delivered in a separate RE session.

### Assessment

All practitioners are involved in assessments of the children. These take place on a daily basis through observations and daily objectives. Foundation Stage Profiles are completed at the end of each term to track progress through the Early Learning Goals and also the children's developmental progress is tracked throughout the year in line with the "ages and stages" of development in the EYFS.