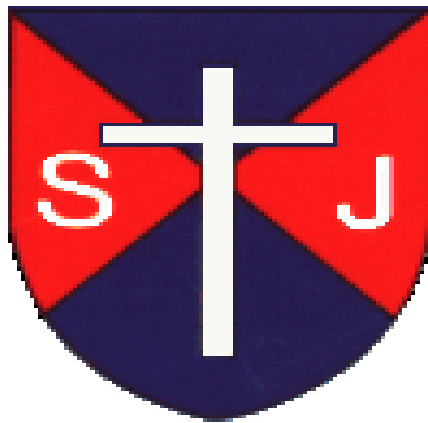


Saint Joseph's Catholic Primary Voluntary Academy.



Foundation Stage Policy

July 2020

Foundation Stage

Date	Review Date	Coordinator	Nominated Governor
July 2020	July 2022	Claire McHugh	Mrs J Begley

We acknowledge the statement that 'the period from birth to five is one of rapid growth and development – physical, emotional, moral and intellectual. At this stage children's development needs are complex and inter-related'. (Starting with Quality – DES 1990)

All learning planned throughout the Foundation Stage at Saint Joseph's Catholic Primary Academy is set in the Catholic Christian context of the academy in line with the Mission Statement and in conjunction with the academy Learning and Teaching Policy.

We are committed, through the Catholic Dimension of Saint Joseph's Academy:

- To develop the children's spiritual, moral, cultural, intellectual and physical well-being.
- To treat all people with justice, respect and equality, as Children of God.
- To encourage, as Children of God, a spirit of community and cooperation based on Gospel Values, embracing Forgiveness and Reconciliation in all our relationships.

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, well motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We are in agreement with the 'Every Child Matters' agenda as we want all of our children to be successful learners, to be confident individuals and to become responsible citizens

We believe the Foundation Stage, which, at our school, covers the development of children between the ages of three and five years, is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge. Foundation Stage 1 (Nursery) refers to the year(s) before children start full time school. Children are eligible to join St. Joseph's Nursery in the term after they turn 3, therefore spending between 3 and 5 terms in our Nursery. Foundation Stage 2 refers to the year in which children are aged 4-5 years.

The Foundation Stage is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Foundation Stage curriculum is organised into seven areas of learning:

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

Saint Joseph's Catholic Primary Voluntary Academy

- Mathematics
- Understanding the World
- Expressive Arts and Design

The first three are Prime areas of learning and development and the final four are Specific areas of learning and development. All areas of learning and development are important and inter-connected. 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.

These three areas, the prime areas are:

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

We believe learning is holistic and cannot be compartmentalized. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

Our curriculum must involve activities and experiences for children, as follows.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Saint Joseph's Catholic Primary Voluntary Academy

We as an academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To make the child's first experience of school happy, positive and fun. Every child is 'Unique' and valued for being so, which ensures that no child is excluded or disadvantaged.
- To encourage parents to become partners with the academy in the education of their children. Parents are the child's first teachers and are encouraged to continue to support in this process.
- To provide a curriculum firmly based on active learning to meet the needs of the individual child to build on what our children already know and can do.
- To offer a structure for learning, this allows children to work at their own level to match their needs and provides opportunities for learning both indoors and outdoors.
- To foster love of learning, enquiring minds and the ability to discuss, adapt and negotiate.
- To enable children to develop self-control and to respect the feelings, needs, culture and abilities of others. To provide positive role models which allow children to make their own choices.
- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children's learning through purposeful observation, evaluation and interaction.
- To work with other schools to share good practice in order to improve this policy.
- To use the three characteristics of effective teaching and learning which are:
 - **Playing and Exploring** - children investigate and experience things, and 'have a go';
 - **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Early Years Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all academy personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the academy complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;

Saint Joseph's Catholic Primary Voluntary Academy

- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Early Years Co-ordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and SENCO;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

Role of Teaching and Support Staff

The teaching and support staff work:

- together as a team in conjunction with the Early Years Team Leader;
- to promote confident and independent learners;
- to create a learning environment that reflects learning across all seven areas of the curriculum

Also, the teaching and support staff work will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the academy community

Organisation

The Early Years Co-ordinator is responsible for the management of the Foundation Stage team and the Foundation Stage Area.

The area covers 2 classrooms and a shared outdoor area and is staffed by 2 teachers and a number of experienced support staff.

Both classrooms and the outside area are divided into different areas which children have access to on a daily basis. This is known as our continuous provision. These areas are:

Nursery	FS2	Outside and conservatory
Books	Books	Performance area
Workshop	Writing	Woodwork
Role play	Role play	Painting
Painting	Painting	Maths shed
Dough	Dough	Writing shed
Sand	Water	Sandpit
Investigation	Writing	Reading
Construction	Construction	Physical
Small world	Small world	Mud kitchen
Funky Fingers	Funky Fingers	Digging
Music	RE focus area	Water
Mark making/ICT/Books in all areas	Maths	Construction & Dens
RE focus area	Workshop	Gardening
		Prayer corner
		Deconstructed role play

Children spend the majority of their time 'free flowing' which means choosing where they want to learn. When this is taking place staff will ensure that the outside area is open which means children can choose whether to learn inside or outside. A child will not be prevented from going outside unless there is a genuine medical reason for this.

Planning

There are continuous provision plans that cover the two classrooms (Nursery and FS2) and shared outside space. There are enhancements planned into the provision based around analysis of assessment data, and a mixture of children's interests and adult led themes. Enhancements are changed at least half termly.

Short term planning outlines the adult supported learning for the half term and includes planning for phonics, Maths and RE.

Teachers and support staff collaborate over planning, sharing ideas for activities, resources and special events.

Assessment

Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.

The Foundation Stage Profile, which focuses on the progress along the Early Learning Goals within the seven areas of learning, is completed on entry and at the end of each term.

Staff use an online system called Tapestry to record observations on children and track progress. This is used alongside a track to enhance provision and provide next steps for the children. Parents have access to the observations of their child and can add any observations of their own.

Safeguarding

As in all areas of school, safeguarding children is of paramount importance in our early years foundation stage setting. Please see our Safeguarding policy and our Child Protection policy and procedures for further details and guidance. In our early years setting, staff have a particular understanding of the needs of young children and are vigilant to signs of abuse and neglect that the children are not able to articulate. We safeguard children by ensuring the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures. Any child protection concerns will be raised with the safeguarding officer, early years lead and head teacher.

All staff understand their safeguarding policies and procedures and we ensure that all staff have up to date knowledge of safeguarding issues

Particular care will be taken when staff are carrying out intimate care procedures in school and the Intimate Care Policy will be adhered to closely. Parents are asked to fill in an Intimate Care Agreement as part of the induction process when children first enter the early years setting.

Early Years staff are trained in pediatric first aid and have an up to date knowledge of our full school safeguarding policy and our child protection and safeguarding policy and procedures.

Protecting children from injury while allowing them to explore and learn about the wider world is a fine balance in an early years setting and as such, our Early Years children have their own play area and classroom that allows them to explore the world in a safe and protected way.

When collecting children from school, parents wait outside the setting and children are sent out to them to minimize the numbers of children in school, children are only allowed to leave the setting with a person known to the early years staff, anybody else collecting a child from school needs to have a password from the parents.

We are committed to working with parents/carers, other agencies and the wider school community to ensure that the children are kept safe from harm.

Photography

At St Joseph's we use photographic images to record children's progress and development during their time in the EYFS. When parents sign the terms and conditions document on joining the school they agree to the use of their children's images being used for publicity and promotion of the school. They can opt out of that permission if they choose to.

This section of the EYFS policy details the procedures we have in place to safeguard children and adults and to ensure that images are not misused.

The policy is based on the key principles of the right to privacy and safeguarding children. It covers still and video images wherever they are used and however they are captured.

The good practice outlined below is intended to protect our children whenever photographs are taken and used. In addition, the school is mindful that it has a duty under Human Rights legislation and the Data Protection Act 2018 to respect the right to privacy of people in photographs.

Typical Uses of Photographs

Photographs are normally taken and used for the following purposes:

- Displays of the children's work/activities
- Personal records of achievement for each child
- Class dojo
- School web site, social media and Newsletters

Photographs are normally only taken by Nursery and Reception Class staff. Parents and carers are not permitted to take photographs at, School performances and events. The Headteacher will make it clear at each event whether or not parents/carers are permitted to take photographs. If the school engages a photographer for any reason, this is notified to parents separately and the photographer is supervised at all times.

Images are stored on the secure school network which can only be accessed by approved school personnel on school computers which are password protected. Staff are not permitted to store these images on their own computers or devices.

Consent

Children are only photographed with the consent of parents/carers. Written permission is obtained when a child joins the Nursery or Reception Class and the level of consent, including where the images may be used (e.g. personal records only, personal records and website) is noted for each child. The School office is responsible for reporting to staff the EYFS lead any children who may not be photographed or where there is limited consent. The EYFS lead is responsible for ensuring that staff are all aware of any children who may not be photographed or where there is limited consent. Children's images on the website will not be named.

Guiding principles for staff as to how images can be used and captured by the school

Images may only be captured on school cameras, Ipads, Ipods or tablets and the images stored on those cameras and on the school network only. Mobile devices, such as mobile phones may not be used under any circumstances and images must not be transmitted over the internet.

Saint Joseph's Catholic Primary Voluntary Academy

In addition:

1. All children must be appropriately dressed
2. Avoid images that only show a single child with no surrounding context. Photographs of three or four children are more likely to include the learning context.
3. Use photographs that represent the diversity of children participating
4. Do not use images that are likely to cause distress, upset or embarrassment
5. Do not use images of a child who is considered vulnerable, unless parents/carers have given specific written permission
6. Avoid naming children in photographs in any context other than their personal file or Learning Journey on Tapestry.
7. Report any concerns relating to any inappropriate or intrusive photography
8. Remember the duty of care and challenge any inappropriate behaviour or language
9. The EYFS lead will regularly review stored images and delete unwanted material
10. Photographs must not be taken in the cloakroom/toilet areas or in the nappy changing area
11. Parents/carers should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child(ren). Headteacher should monitor the use of cameras at these events and ask anyone behaving inappropriately to cease filming/taking photos.
12. If children photograph each other, for example, as part of computing, RE, the guidelines for these photographs are the same as the general guidelines detailed above.

Mobile phones

No personal mobile phones are allowed in the nursery or classroom at any time.

All personal mobile phones must be locked away in the cupboard Any emergency telephone calls must go through the main office and passed through to the classroom.

Children are not permitted to bring mobile phones into EYFS at any time.

Training and Portfolios

During training, it is sometimes necessary to compile portfolios with photographs of children. These photographs should not show children's faces and parental permission should be sought in any case. Staff should act responsibly in compiling these images. The Headteacher may ask to oversee the compiled images as part of the management process.

Ratios

As an academy we follow the legal requirements for staffing ratios.

- For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children there must be at least one member of staff for every 13 children and at least one other member of staff must hold a full and relevant level 3 qualification
- For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years

Saint Joseph's Catholic Primary Voluntary Academy

Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor or another suitably qualified overseas trained teacher, is working directly with the children for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children

As we have two teachers and our nursery and foundation stage 2 class work as an open unit we are always above the legal requirements for staffing ratios.

Role of Parents

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks/individual meetings which are given to prospective FS2 parents;
- attend informal parent workshops;
- ensure children are appropriately dressed for outside learning and PE sessions
- work with their children at home on relevant learning activities initiated by the school

At Saint Joseph's we believe that in order to ensure that each child achieve their potential an effective partnership exists between home and school. To establish this partnership 'new parents' meetings are held in June prior to the children's admission in September for FS2. This ensures that parents have the opportunity to meet the Head Teacher and FS2 Teacher and share any relevant information, fears and worries. New children also attend for some sessions during June or July to spend time in the FS2 Class, mixing with current FS2 Children and Staff in order to familiarise themselves with the environment that is the beginning of their school life. New Nursery children are invited for an introductory visit the week before they are due to start and have a home visit a few days prior to their start date.

We ensure that dialogue is welcomed between both Parents and Teachers through face to face verbal communication whenever necessary, notices on classroom windows, in letter form sent home regularly and through text messages and class dojo which ensure that parents are notified of events within school as well as 'good work'. Our 'Open Door' policy allows parents to share in their child's development.

Reporting to parents is in line with our 'Assessment and Reporting Policy'.

Links with the Community

We provide opportunities for visits within the community and/or visitors from the community to visit our Early Years Unit to widen experiences and to make learning meaningful. Breakfast and After School clubs are available for children to participate in if they wish. This provides great opportunities for the Foundation Stage Children to mix with both Key Stage 1 and Key Stage 2 children within our Academy Community as well as providing a service for parents.

Raising Awareness of this Policy

We will raise awareness of this policy via:

Saint Joseph's Catholic Primary Voluntary Academy

- the Academy Prospectus
- the academy website
- the Staff Handbook
- meetings with parents such as introductory, transition and parent-teacher consultations
- academy events
- communications with home such as texts and newsletters

Training

We ensure all academy personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all academy personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed when the need arises by the coordinator and the Executive Headteacher, Head of Academy or a senior leader. The necessary recommendations for improvement will be made to the Governors.

Linked Policies

Child protection & safeguarding

Intimate care

Forest school

Outdoor learning

Head teacher:	<i>Emily McCullagh</i>	Date:	July 2020
Chair of Governing Body:	<i>Richard Mellowes</i>	Date:	July 2020

Saint Joseph's Catholic Primary Voluntary Academy

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Foundation Stage Policy	✓			✓

This policy affects or is likely to affect the following members of the academy community (✓)	Pupils	Academy Personnel	Parents/carers	Governors	Academy Volunteers	Academy Visitors	Wider Academy Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓		✓	
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
C.McHugh	Spring 2020	R Mellows	Spring 2020