



# Sacred Heart School

Service Before Self

## **Mission Statement:**

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

## **Aims:**

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

**Curriculum**

## **Early Years Education Policy**

### **Introduction**

At the Sacred Heart School we firmly believe that Early Years Education is the foundation upon which children build for the rest of their lives.

It encompasses all aspects of learning and this Policy document aims to outline the purpose, nature and management of Early Years education at our school.

The implementation of this Policy is the responsibility of the Head of Early Years, the Head of the Lower School and classroom assistants working with them.

### **Aims and Objectives of Early Years Education**

In the Policy 'Early Years' refers to children aged 5 and under and to all children in the Reception Year and Nursery years. These children are all part of our 'Little Pedlars' foundation stage unit. This stage of education is referred to as the Early Years Foundation Stage (EYFS)

Children are taught in mixed ability classes under the care and attention of their key person. In the Reception Class they are taught by a qualified teacher, with additional support as needed.

- At Little Pedlars we follow the Early Years Foundation Stage which is divided into the following areas: Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, Expressive Art and Design.
- Your child will continue to progress and encounter the National Curriculum if appropriate to their stage of development.
- We view each child as an individual with specific needs and encourage every child to reach his / her full potential.
- Your child will be assigned a key person who will ensure that your child's learning and care supports their individual needs. They will liaise with you and advise of any areas of learning where you can support your child at home.

### **Implementation**

The curriculum at the Sacred Heart School balances experiences in all areas of a child's development. We think about the individual needs, interests and stages of development of each child in our care. The four themes of the EYFS (a unique child, positive relationships, enabling environments = learning and development) underpin our Early Years. The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected in our practice. The prime areas are:

- **Personal Social and Emotional**  
making relationships  
self-confidence and self-awareness  
managing feelings and behaviour
- **Physical Development**  
moving and handling  
health and self-care

- **Communication and Language**

- listening and attention
- understanding
- speaking

The specific areas are:

- **Literacy**
  - reading
  - writing
- **Mathematics**
  - numbers
  - shape and space and measure
- **Understanding the world**
  - people and communities
  - the world
  - technology
- **Expressive Arts and Design**
  - exploring and using media and material
  - being imaginative

### **Children are helped to learn through**

- **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.

### **Equal Access:**

All children at the Sacred Heart School have equal access to the curriculum. However:

- We recognise that the children's progress will be at different rates and individual achievements vary
- Some children will exceed expectation while others, especially those with Special Education Needs, will require extra help and support.
- Boys and girls are given equal access to the curriculum and encouraged to take part in all activities at the Sacred Heart School
- Any EAL pupils will be given every opportunity to learn and reach an appropriate standard in English language. As we have a multi-cultural staff there may be opportunities for them to develop and use their home language. Outside agencies will be contacted if necessary.
- If you are concerned about your child's progress, please talk to your child's key person and together we can agree how best to support them.

### **Health and Safety**

- Particular emphasis is given to personal health and hygiene
- Safe use of equipment is encouraged at all times
- Risk assessments are carried out for all areas of the school and are reviewed regularly.

### **Role of Parent and Induction Process**

- At the Little Pedlars Sacred Heart School we welcome parents to stay with their children until they are settled. We work closely in partnership with parents to ensure that every child fulfils his / her potential.
- Before starting at Little Pedlars children have the opportunity to visit the school for a Taster Day to familiarise themselves with the surroundings and staff.
- A Learning Story (accessed on Tapestry) is an ongoing tool to show your child's progress and achievements. Parents are encouraged to share in this booklet.
- Little Pedlars staff are available to talk to any parent, but it is advisable to make an appointment through the School Office.
- In the first few weeks of attendance at Little Pedlars, great emphasis is placed on the social and emotional well-being of the child to enable him / her to settle down at school happily.

- The PTA of the Sacred Heart School extend a warm welcome to new parents and children at events like the, Ball and Beetle Drive.

### Assessment

- The EYFS staff will make regular observations and notes which lead to assessment of the individual child's needs and achievements.
- Their Learning Story will be shared on Tapestry with you and to allow you to share in their progress.
- In the June of the year when your child reaches 5 your child is assessed against the Early Learning goals.
- Reports are sent home termly and there are two Parents Evenings; one in October and the other in May.

### Background Information

This document was prepared with reference to the:

Integrated Handbook-Regulatory requirements Independent Schools Inspectorate	2013
Statutory Framework for the Early Years Foundation Stage, DfE	2017
Early Years Outcomes	2013
Development Matters in the Early Years Foundation Stage, Early Education	2012
and relevant materials from various 'Norfolk Early Years Development and Childcare Partnership' courses	
Every Child Matters	

**See also:** Parents Information Booklet for Little Pedlars

Statutory Framework for the Early Years Foundation Stage 2014 on the Department for Education website [www.education.gov.uk](http://www.education.gov.uk)App

## Appendix 1

Educational programmes 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.

(Statutory Framework for Foundation Stage \_ Sept 2017)