

WELCOME TO THE EARLY YEARS



The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner. (Development Matters in the EYFS)

Our approach in the early years is to work with you, the parents, to help each child develop her or his full learning potential. Children are encouraged to be independent, make their own decisions and to be active in their own learning. At Franciscan we aim to provide a stimulating environment where children feel safe and secure. We offer a broad and balanced curriculum with equal opportunities in which to learn. Children are taught about their rights and responsibilities, to be aware of the needs of others and to respect each other. In the early years, activities are structured around a central topic from the International Primary Curriculum (IPC). We plan together as a team and teach in accordance with the Early Years Foundation Stage Curriculum.

The characteristics of effective learning are:

- Playing and exploring
- Active learning
- Creating and thinking

The areas of learning and development are:

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Prime areas

Personal, Social and Emotional Development

The children are provided with the experiences and support to develop a positive sense of themselves. They are encouraged to establish constructive relationships, work alone and in small or large groups and develop their own interests.

Communication and Language

This area focuses on children developing skills in listening and attention, understanding and speaking. Stories are shared, listened to and told; there are opportunities to look at and to share books and pictures; to talk with adults and other children; to learn action and finger rhymes; to use tape recorders etc.

Children are given many opportunities to look at words and signs around the school and classroom. A wide variety of writing materials are freely available. Children are encouraged to learn names and sounds of letters and to write and form letters correctly using a variety of programs such as Letters and Sounds, Big Cat Phonics and Espresso. Books are sent home and parents are encouraged to hear their child read at home.



Physical Development



This area focuses on developing physical control, coordination, movement and manipulative skills (moving and handling) as well as health and self-care skills. The children are helped to gain confidence in what they can do and to feel the positive benefits of being healthy and active. They have access to a variety of outdoor resources such as bikes, scooters, balance beams and a climbing frame. Other equipment such as hoops, bats/balls and skipping ropes develop body awareness and control. We hope every child enjoys his or her stay with us and develops a positive attitude to school, learning and respect for each other.

The Specific Areas

Literacy

This area focuses on developing reading and writing skills. Children are encouraged to link sounds to letters and to begin to read and write. The children are given access to a wide range of reading materials to ignite their interest (see Communication and Language).

Mathematics



Through practical activities children learn about recognising and solving problems, reading and writing numbers, matching, counting and sorting. They explore length, weight, capacity and shape.

Understanding the World

This area focuses on children's developing knowledge and understanding of their environment, other people and features of the world and ICT. Children will come to discover, investigate and use all their senses. They learn about themselves and living things, their physical surroundings and the environment. Children talk about where they live, their environment, their families and past and present events in their own lives. Children are encouraged to use ICT to support their learning

Expressive Arts and Design

This area focuses on how children's imagination develops and their ability to communicate and express ideas and feelings in creative ways. Children can express themselves through different media such as clay, paint, construction sets, toys and model making. They are taught to value their own work and to appreciate the creations of others. Children are encouraged to make instruments and play music and to dress up.



The School Day

The nursery and reception classes are situated in the Early Years Building.

Full time nursery: 8.55am-3.15pm

Part time morning: 8.55am- 11.55am

Part time afternoon: 12.15pm - 3.15pm (see a typical day in nursery class)

Reception classes starts at 8.55am School ends at 3.15pm

We expect children to wear sensible clothes with their name clearly marked, especially on jumpers and coats. Aprons are provided, but children will occasionally get 'messy', wet or dirty. Shoes should be suitable for running, jumping and climbing.

Please help your child to practise tying shoe laces, doing buttons, zips and putting on and taking off their coats at home.

Note: We would ask you to be prompt in bringing and collecting your child each day. A child can easily become distressed by being collected later than the other children. All children must be brought and collected by an adult.

Staff supervise the children at lunchtimes, encouraging them in good table manners and social skills and developing high quality play in the outside area.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery or Reception with an invitation to visit the school and meet their child's teacher. Parent consultation meetings are held in the Autumn and Spring Term parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Phase Leader or the Head teacher. Parents are kept informed of all happenings in the school by regular newsletters. The Parents are also kept informed via notices on the windows, a designated parent's board and by regular newsletters. Parents are invited to various assemblies and functions throughout the year.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The Safeguarding Policy is available in school for parents to read if they wish.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers, Piriton and epi-pens. Parents are asked to complete a medical form if their child requires medicine during the school day.

SNACK TIMES

We have a snack area in the reception and nursery classes where children enjoy a drink of water and fruit. It develops their independence as the children are encouraged to serve themselves and wash up their own cup.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.