



Cramlington Village Primary School EYFS (Early Years Foundation Stage) Policy

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“The object of education is to prepare the young to educate themselves throughout their lives.” Robert M Hutchins, 1945

“Empowering everyone to achieve”

Policy Title	EYFS (Early Years Foundation Stage) Policy
Policies that interrelate	Child Protection and Safeguarding Policy Health and Safety Policy School Complaints Policy Managing Serial and Unreasonable Complaints Behaviour Policy Attendance Policy Admissions Policy Supporting Pupils at school with Medical Conditions & Managing Medicines in School Policy SEND and Inclusion (Children with Special Educational Needs / Disability) Policy Equality Policy Literacy Policy and Procedure Framework Home School Agreement Teaching and Learning Policy Educational Visits Policy Performance Management Policy Whistleblowing Policy Risk Assessment Policy
Legal and Statutory documents linked	2017 statutory framework for the Early Years Foundation Stage (EYFS). CVPS Funding Agreement and Articles of Association Public Interest Disclosures Act 1998
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Early Years Foundation Stage (EYFS)

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2012

Early childhood is the foundation upon which children build the rest of their lives. At Cramlington Village Primary School (CVPS), we acknowledge and recognise that the EYFS supports children to feel valued for who they are and offers them suitable, age appropriate challenges to help them to enjoy planned purposeful play. Through their play they will not only acquire skills that help them to enjoy and achieve now, but also to acquire experiences and opportunities that help them to develop skills for the future.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. This policy is based on requirements set out in the 2021 non-statutory curriculum guidance for the Early Years Foundation Stage (EYFS). This policy also complies with our funding agreement and articles of association.

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in the EYFS to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers, support staff and the EYFS Teachers and Coordinator work effectively together to support children's learning and development.

Effective practice in the EYFS is built on the following four guided themes, which are broken down into four commitments describing how the commitments can be put into practice.

- Unique child
- Positive relationships
- Enabling environments
- Learning and Development

This EYFS links also with the Every Child Matters agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well being. At CVPS, the overarching aim of the EYFS is to help young children achieve these five "Every Child Matters" outcomes.

Our vision is that all children will go on to lead happy, successful and fulfilled lives as a result of their time with us. We will work hard to encourage the children to think big about what possibilities lie ahead for them.

For some children this may not mean the highest of academic achievement but will always mean trying their hardest, thriving while working towards, and achieving their personal goals, and developing social skills that show mutual respect for their peers and for adults.

Self-confidence, high self-esteem and strong independence will be encouraged from children's experience in the Early Years right through to their time in Year 6. They will be encouraged to assume responsibilities in school and to direct the learning opportunities they receive both as individuals, as classes, and as a school body.

We also want our staff team to achieve and believe that by an atmosphere of encouragement alongside structured opportunities for training and development. We will ensure that adults remain child centred, passionate about their roles and dynamic in terms of where they will take children's learning. The culture of expectation will grow from high aspirations and a drive from the leadership team to challenge and recognise exceptional talent at every level.

We want our school to offer children a lifelong love of learning which supports every child to be happy at school. All children are entitled to come to school so that they feel safe, protected and secure in terms of their physical and social and emotional wellbeing. This enhances children's capacities to learn and supports them to thrive.

We aim to:

- Facilitate children to realise and achieve their fullest potential through planning which is based upon children's interests and prior achievements.
- Ensure that every child can be successful.
- Enable children to learn through first hand predominantly practical experiences.
- Promote life skills.
- Provide inspirational teaching and learning experiences.
- Make a positive difference to all children.
- Instil a sense of respect and kindness between all children and adults so that they can work cooperatively.
- Ensure that all children feel **secure, valued, and included**.
- Support children to look for the best in themselves and others.
- Build upon the experiences and knowledge children already have by providing a carefully structured curriculum.
- Ensure that all children's needs are met through a diverse and inclusive curriculum

regardless of their gender, ability or cultural background.

- Work together with parents to create a strong partnership.
- Create a safe and stimulating environment which promotes the confidence of children to become independent learners.
- While working without the pressures of the National Curriculum we want our children to achieve as well as, if not better, than those constrained by National Frameworks.
- Develop all children's **positive approach to learning** through fun, exciting, stimulating and challenging experiences.
- Provide a **carefully structured curriculum** which will allow all children to plan and initiate their own learning, as well as take part in adult led activities. We will ensure that all children are suitably challenged in order to reach their full potential through individualised planning.
- Our curriculum will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide a challenging, stimulating, well resourced, and fun learning environment which is sensitive to the needs and interests of all individual children, where calculated risks are encouraged.
- Enable choice and decision making, fostering independence and self-confidence.

Our Vision Statement: "Empowering everyone to achieve"

We will:

Care for and educate the children in a safe and stimulating environment, ensuring that staff are passionate and inspirational in their approach to teaching and facilitating learning.

Challenge the children through a range of planned purposeful activities that nurture individuals to develop at their own rate of progress.

Communicate well with parents, carers and visitors, demonstrating what we understand to be good practice in all we do, listening and valuing opinions of others, while sharing our professional opinions.

Coordinate our human and physical resources to be able to develop excellent practice in our care and education of children.

Cooperate within our organisation and with external agencies in all we do, when it is deemed to benefit children, either in the short term or long term or in both.

Learning and Development

Our whole school policy on Teaching and Learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage.

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programs (the matters, skills and processes which are required to be taught to young children) are set out in the Statutory Framework and non-statutory guidance material for the Early Years Foundation Stage.

The three prime areas of learning and development are:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development.

These areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

There are also four specific areas of learning and development.

These are:

- Mathematics
- Literacy
- Understanding the World
- Expressive arts and design.

It is through these specific areas that the prime areas are strengthened and applied. At CVPS, we believe these prime and specific areas are important and often depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play (both indoors and outdoors), with an even balance of adult directed and child initiated activities.

Although these are described separately, children's learning is not always divided into such sections. An activity or experience can often cover multiple areas of development. At CVPS, we believe that these seven areas are equally important and depend on each other to support a rounded, holistic approach to child development. We deliver all areas through planned, purposeful play in the indoors and outdoors though adult directed and child initiated experiences.

Children learn more when they are motivated and interested which is often at a time when they are playing. We therefore, teach the curriculum through play and provide opportunities for children to participate in first hand experiences.

This is an environment where children can:

- Explore to make sense of the world
- Practice and develop ideas and skills
- Develop an awareness of the need for rules
- Develop social and interaction skills
- Learn from their mistakes, therefore, take bigger risks
- Develop confidence and independence skills.

We support our children's development in the seven areas by:

The Prime Areas

Communication and Language

- Encourage children to listen to and respond to stories and poems.
- Learning to recite nursery rhymes.
- Developing children's confidence in speaking and listening through, for example, circle times and access to role play areas.
- Providing opportunities for children to communicate their ideas and feelings.
- Providing time and opportunities to develop spoken language through conversations between adults and children.
- Introducing and modelling new vocabulary.

- Showing sensitivity towards the needs of children for whom English is an additional language.
- Providing lots of stimulus for children to make up their own stories, songs, rhymes and poems.
- Encouraging children to answer why and how questions.
- Providing stimulating role play areas where children can learn to recreate roles and experiences alongside a teacher.

Personal, Social and Emotional Development

- Encouraging children to become confident and independent individuals with a positive self-image, enabling them to build good relationships with adults and other children.
- Encouraging children to respect one another and to be sensitive to the needs, views and feelings of others.
- Providing children with opportunities to respect their own cultures and beliefs and those of others.
- Encouraging all children to care for their fellow pupils and other living things.
- Developing cooperative skills such as turn taking and sharing.
- Encouraging independence with dressing and personal hygiene.
- Demonstrating appropriate behaviour and helping children to develop an understanding of what is right and wrong.
- Modelling and supporting children to resolve their own conflicts.
- Providing positive encouragement to children and always acting as positive role models.
- Developing vocabulary to describe emotions.
- Providing time and space for children to develop their own interests.
- Providing lots of opportunities for children to work in different sized and aged groups.

Physical Development

- Developing children's coordination, balancing and climbing skills on the climbing frame and on obstacle courses.
- Developing their awareness of space through racing and chasing games.
- Developing an ability to follow different pathways.
- Teaching children the importance of washing hands after using the bathroom and before touching foods.
- Teaching children the importance of eating a balanced diet.
- Developing an awareness of healthy practices in regard to eating and cooking.
- Managing their own hygiene and personal needs.
- Providing opportunities for children to handle a range of large and small equipment.
- Teaching children the correct ways to hold and use tools while supporting children to carry out their own risk assessment of play spaces.
- Developing throwing and catching skills.
- Encouraging children to handle tools and materials carefully, including pencils for writing.
- Developing cutting skills.

The Specific Areas

Literacy

- Teaching children phonics through Read Write Inc program.
- Providing stimulating experiences to install a sense of enthusiasm to read and write.
- Supporting children to segment and blend successfully.
- Developing children's ability to innovate using the Pi Corbett approach to writing (talk for writing).
- Developing children's confidence in mark making through providing a variety of implements and valuing all marks which they make.

- Developing pre-writing skills through fun experiences, such as making anti-clockwise circles with tinsel and painting vertical lines on huge sheets of paper.
- Providing opportunities for children to see adults writing.
- Supporting children in writing their names when they show an interest.
- Developing children's abilities to distinguish between sounds in the environment and then sounds in words using the 'Letters and Sounds' framework and other phonic programs.
- Providing a range of 'real' experiences for children to write simple regular words and use their phonic knowledge to have a go at others when ready.

Mathematics

- Encouraging children to join in with number rhymes and songs.
- Providing children with a number rich environment and using numerals in their play.
- Developing children's understanding of mathematical language.
- Developing an understanding of number counting, sorting and matching within 20.
- Practising reciting numbers in the correct order.
- Practising counting with one to one correspondence where children are encouraged to give one number name to each object.
- Providing children with activities which involve using numbers in their play.
- Providing children with opportunities to explore addition and subtraction in their play.
- Providing opportunities for children to talk about, recognize and create simple patterns when exploring a range of resources.
- Developing children's knowledge of flat and solid shapes.
- Encouraging children to solve problems.
- Providing children with opportunities to compare quantities.

Understanding the World

- Providing an indoor and outdoor environment with a wide range of activities to stimulate children's interest and curiosity.
- Helping children to make sense of their world through first hand experiences.
- Encouraging children to participate in cooking activities and discuss the changes which take place when heating and cooling ingredients.
- Providing lots of time and opportunities for exploratory play.
- Encouraging children to talk about their families.
- Promoting respect in children while listening to the views of other children.
- Providing children with opportunities to use computers, listening centres and other Information Communication Technology to support their learning.
- Providing children with experience of how things work and fit together through their play with construction toys and kits.
- Encouraging children to build and construct with a wide range of objects and resources.
- Providing lots of first hand experiences for children to find out about, observe and identify features of living things.
- Encouraging children to explore and become familiar with where they live.
- Developing an awareness of the local area through, for example, trips to the local park and library while promoting road safety and ways to keep themselves safe.
- Exploring the seasonal changes in their local area.
- Celebrating cultures and beliefs of Christians and any other religions represented in the school.

Expressive Art and Design

- Encouraging children to express themselves using all of their senses.
- Playing alongside children in the role play areas to model language and develop participation.
- Encouraging children to use any available resources to support their role play.

- Developing storytelling and imagination through planned circle time experiences and the Pi Corbett program.
- Providing opportunities for children to explore colour, texture and shape.
- Providing a range of media and materials for children to initiate their own tasks.
- Helping children to build a repertoire of songs.
- Providing a range of musical instruments for children to explore the sounds they make.
- Providing a range of types of music from different cultures and times for children to respond creatively to.
- Encouraging children to talk about their projects and help them to modify them when appropriate.
- Developing children's imagination

Curriculum & Planning

“The principle goal of education is to create people who are capable of doing new things, not simply of repeating what other generations have done - people who are creative, inventive and discoverers”

Jean Piaget

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.

All practitioners who work in the EYFS at CVPS are involved in this process. Key objectives are selected from development matters from the EYFS. We also use our school key skills list. The key skills take the form of a progressive list of objectives that children achieve in all areas of learning/subjects (See Teaching and Learning Policy).

Each stage is either given an age band, Early Learning Goal or National Curriculum year group. These key skills not only address specific subject related skills, but also life skills. All children work at their own individual stage of development on the list of key skills and the curriculum is developed in each year group to ensure that each child is extended and challenged at their own stage; therefore making the curriculum more personalised.

At CVPS, we believe that our curriculum content should be relevant to the lives of our learners and outcomes should be authentic and have an impact on the real world. We do this through 'Legacy projects'. Legacy projects focus on REAL projects (Rigorous, Engaging, Authentic Learning) and add a further legacy element. They always have an element of providing or doing something for the community and sometimes further afield. We have an overarching question each term for the whole school and each year base decides on a specific focus. In the autumn term, our question was 'who do we think we are?' The Reception class built relationships with the residents in a local care home and invited them to school to share Christmas lunch. Years 1 and 2 looked at the history of the local train station including The Flying Scotsman and produced a booklet all about the past.

Children and staff have a strong focus on the three statements that surround our legacy projects. These are: have an impact, make a difference, leave a legacy. Children and staff are encouraged, through all of their learning, to question the purpose of their learning and develop projects that leave a legacy. Last autumn, our reception children were involved in fundraising for and creating 'operation shoeboxes' which were sent to children in poorer countries. Our year 3 and 4 children

have paired with a school in Africa through the Zambezi Trust and raised over £500 for their funds. Children have been writing to children in Africa as well as receiving letters back.

Each term we complete curriculum plans based on previous learning and assessments and also children's interests.

Long Term Planning

We do not have any long term planning in EYFS (nursery and reception) as the planning changes every year depending on the interests and needs of the cohort. Planning is developed termly based upon previous learning and future needs of groups or individuals. However, throughout the year we do acknowledge key dates each year, such as Christmas, Easter, Shrove Tuesday, Chinese New Year, etc. We do have a continuous curriculum within the environment whereby skills are offered on a long term basis through the environment.

Medium Term Planning

Each topic is split into the seven areas (prime and specific) of learning. We include learning objectives, links to key skills, assessment opportunities, opportunities for ICT, opportunities to develop skills at home and activities/experiences for each area of learning are identified.

Short Term Planning

These are planned weekly based upon previous observations, assessments and learning. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational teacher assessment. We identify specific learning objectives, differentiated activities and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. These plans cover adult-led (which will be differentiated small group tasks) and adult initiated activities (which are individualised according to each child's needs and interests. The environment is also set up to allow children to initiate their own learning.

Staffing and Organisation

We operate an early years unit which holds both nursery and reception aged children. We have a nursery class with a maximum intake of 26 children. We currently have intakes in September, January and April. There is one reception class with a maximum intake of thirty children. The unit is led by at least one teacher and two other members of staff. The class teacher will oversee all children's development. All children will have opportunities to learn from and be assessed by all members of staff.

PPA (Planning, Preparation and Assessment time) is taken by our teaching assistant. Reception operates a key worker system, where children are allocated an adult who will be the main point of contact for the child and parent. The key worker is also responsible for the planning and assessment of their key group. If the class is full, the teacher will have 15 children and the teaching assistant will have the other 15. This will be swapped each half term to enable the teacher to work with all children. The class teacher will hold overall responsibility for all children in the Reception class.

The children have daily opportunities for structured and free-flow play both in the classrooms and in the EYFS outdoor area. The staff in Early Years plan together each Friday afternoon for the following week.

Assessment, recording and monitoring

At CVPS, we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative assessment

This type of assessment informs everyday planning and is based on ongoing observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, and other focused assessments including Read Write Inc., annotated examples of work, photographs, video and information from parents. We also use Tapestry software which records achievements of individual children during adult initiated and child initiated learning. These are stored securely online and can be accessed by staff with login details and passwords. Parents will be granted access from home, which will allow parents to observe what is already updated and add their own observations and photographs.

Summative assessment

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against seventeen Early Learning Goals (ELGs). It is monitored at the end of each half-term by the reception teacher to show progress made. From these assessments, activities are planned to allow individuals to achieve the next stage. The staff will also undertake in-house moderation through Northumberland and North Tyneside Local Authorities. This data is analysed by the EYFS Coordinator and it is used to inform future planning and set targets. At the end of June, we report to the Local Authority as to whether individual children have met the ELGs (expected) or if they are working below (emerging) or above (exceeding). Progress to meeting the ELGs are reported to parents during parent consultations and within the final report at the end of the academic year.

The quality of teaching and learning in all areas of learning are monitored by the senior management team each year as part of their monitoring, through lesson observations, pupil interviews and whole school work/planning sampling.

Learning through play

“Children are strongly motivated to play and can experience satisfaction and deep learning in play, as they bring their current interests, questions and thinking together with strong motivation, so that they are able to function at their highest level. In play children can concentrate deeply, sustain concentration for long periods, and communicate with others to develop and maintain the play.”

“Learning, Playing and Interacting – Good practice in EYFS”, Department for Children, Schools and Families, 2009

At CVPS we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child initiated or adult led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and using appropriate language and questioning to scaffold a child's learning.

The Learning Environment

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”

“Early Years Foundation Stage”, Department for Education, March 2012

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

The Early Years base is currently across 2 classrooms with a shared kitchen area. The learning environment is divided into a variety of different areas to ensure coverage across the seven areas of learning, these include: role play, book corner, writing area, numeracy area, loose parts, designing and making, sand and water, construction, small world and malleable. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. The children frequently use the school hall for lunch times, P.E and assemblies. They have access to an Interactive Whiteboard, Prowise teaching screen, iPads, iPods and Beebots. Children in nursery and reception do have lots of opportunities to ‘play’ together but also have their own tailored adult directed tasks as well as circle times.

The environment is a critical part of the teaching and learning process that takes place and is known as the ‘third teacher’ after the teacher and teaching assistant. This is because children are encouraged to explore and investigate, self-initiating the direction their learning takes, prompted by a stimulating and rich environment. Opportunities to explore natural materials such as bark, chippings, fabric, stone and rock are created by tuning into the stimulus created by every season. Construction toys will be carefully chosen to offer more challenge as children develop through school, and children are given free access to art and craft materials daily. An investigation area will ensure scientific discovery is an everyday part of learning. Children’s imaginations are far more effective than ours when they are left to explore, and the sense of achievement they enjoy when their creations are celebrated can be life changing - more importantly they create a valuable springboard into literacy and numeracy.

Children will investigate and explore within the areas independently with teaching staff ‘scaffolding’ their learning through questioning and playing alongside them. As in the Reggio Emilia approach, the adult’s role would be to co-explore the learning experiences, provoke ideas and support children to see connections in learning experiences and to help children to express knowledge. Children would be observed during play and appropriate individualised next steps would be planned to allow children to develop and reach those next steps in their development across all areas of learning. In line with the Early Years Foundation Stage we strongly believe that all areas of learning are equally important. This is not to dilute the importance of literacy and numeracy but to highlight that many children are stimulated by other areas of learning that are a route into literacy and numeracy. For example, the football fanatical five year old will see the relevance of a league table rather than the numeracy number machines that are frequently used. Using the context of football to develop literacy and numeracy skills will be far more relevant than learning those skills for their own sake.

Alongside child led play, adult directed activities (planned by the teacher) take place in small

groups. These sessions will be focused activities to enhance the children's knowledge and understanding in all areas of learning. These activities will still be through play and first hand experiences. Children will also engage in short sharp bursts of phonic and numeracy input. These sessions are offered in response to children showing readiness and aptitude to take their learning forward.

There will not be a traditional 'play time' as children will benefit from free flow play between the indoors and outdoors during morning and afternoon sessions, exercising free choice during that time. Children's play outdoors will be planned and developed in the same way as indoors.

Lunch times will be part of the learning journey where staff eat the same lunch with the children while developing social skills, problem solving and shared thinking. We feel that this is a crucial time where children can learn skills for life as well as developing confidence, independence and self-esteem. They will contribute to setting the table and serving one another from food set into the centre of the table. This will give children many social experiences and support their knowledge of healthy eating.

Afternoon sessions will be dedicated to children engaging in first hand experiences and will incorporate for example; sustained shared thinking projects, trips to the local area and music will be planned in conjunction with the termly topic. Children will regularly be part of the decision making process including which role play area to create (changed each half term), outings to go on and things to make during cooking experiences.

An outing, outside of the local area, will be planned at least once every term, where children will be involved in the planning, risk assessment and evaluation process. This will be planned around the topic which the children are exploring and may include venues such as Ridley Park, Discovery Museum, Toy Museum, House of Objects, Plessey Woods, farms, National Trust centres, local restaurants, Seven Stories and garden centres. Children will be provided with the opportunity to experience public transport as well as private coach hire. We may ask for a small voluntary contribution to some of these trips but will not exclude any child from any visit if they are unable to contribute.

Transition to Nursery

- Parents will be encouraged to visit the school for a tour on request of a nursery place.
- A home visit will be arranged for one of the Early Years staff to meet the child in their natural environment as well as have an informal chat with parents.
- A one hour visit will be arranged for the child and a parent to spend time in the nursery.
- A second one hour visit will then be arranged for the child to spend time in nursery without a parent.
- If the child is settled, he/she may then attend full sessions. Shorter sessions can be arranged if needed until the child settles. The sessions will then be gradually increased to full sessions.

Nursery/Pre-School to Reception Transition

Children who attend a nursery school will have already gained lots of experience in terms of building their confidence, self-esteem, independence and decision making skills. They will have also followed a similar planning process where their next steps are planned around their interests and previous observations.

The Early Years Coordinator will work closely with all nursery teachers to ensure smooth transition for all children.

Children joining CVPS from other nurseries will have the following opportunities in the summer term:

- Have opportunities to visit the Reception class to allow children to meet their new teacher and explore their new environment within the last two weeks of our term (we break up two weeks later than other schools in the area). Induction visits will involve staying for school lunch on at least one occasion.
- The Reception teacher/ assistant teacher will visit future key children in their nursery school and chat to their class teacher/ key worker about attainment, interests, likes and dislikes and care needs. The reception teacher will arrange a home visit if this is not possible.
- Provide the nursery teacher with a form to complete to provide the new key worker with an insight into the child's previous experiences as well as a summary of the child's care and education needs.
- Provide parents with a Home Link sheet to add information that will allow the new key worker to get to know more about their child's current background information.

A meeting for all new parents will be held in the summer term to provide information about start dates and to allow them to look around the classroom and observe the experiences which children will be offered. They will have received a brochure beforehand and have the opportunity to ask any questions about this.

They spend a session with their teacher and relevant support staff and enjoy a home cooked meal. This allows the practitioners to get to know the children individually and establish good relationships as well as carry out the start of a baseline assessment. Admission on a full-time basis is introduced at the beginning of September, unless it is mutually agreed between parents, the EYFS Coordinator and the Principal that the child will benefit from a continuation of the part-time arrangement. A child reaches statutory school age at the beginning of the term following his/her fifth birthday.

Transition to Year 1

Year one will follow a very similar structure to Reception including free flow play across the indoors and outdoors which will aid a smooth transition for children.

As a result of the Rose Review in 2009, there was a call from Jim Rose to extend the six areas of learning (now 7 areas) experienced currently by the Early Years Foundation Stage into Key stage 1. This is a recommendation that our free school will fully endorse. While much of our philosophy dovetails with that of the Steiner Waldorf approach in terms of provision, we firmly believe that if children show a willingness and readiness to start writing, we will meet their interests by supporting them using strategies promoted by the DfE. Our aim is to allow the youngest children to the age of 7 the freedom and time to direct their own learning, developing the essential life skills such as collaboration, socialisation, independence, and to rediscover the joy of learning.

The classrooms in key stage one will be set up to cover the same areas of learning as Reception although equipment and resources will offer the older children more age appropriate challenge and will follow a similar routine.

The following procedure will take place during the second half of the summer term:

- The Year One teacher and assistant teacher will spend some sessions in Reception to observe their future key children in their natural environment and to allow children to begin to build a relationship with their new key worker.
- Children will have opportunities to move to their new class to work with their new teacher and assistant teacher and explore their new environment during the last two weeks of our term.
- The Reception teacher will meet with the Year One teacher to discuss attainment levels, interests and care needs. End of profile results will also be shared.
- The Reception teacher will devise a detailed final report to show attainment levels, interests, likes and dislikes and care needs for their new class teacher. A copy will be given to parents/guardians.
- Home Link sheets will be sent out for parents to update information that will allow the new key worker to get to know more about their child's current background information.

Home/School Links

We recognise that parents/carers are the child's first and most powerful educators. When parents/carers and practitioners work together, the results have a positive impact on the child's development. We aim to promote this partnership through:

- Outlining the Reception curriculum to parents/carers during a meeting in the summer term prior to the children starting, to enable them parents to understand how they can support their child at home.
- Operating an "open door" policy, where parents/carers can come and discuss concerns and developments in an informal manner at the end of the day.
- Encouraging Parents/carers to come on school outings.
- Inviting parents/carers into Reception to work alongside the children with activities such as baking, gardening or hearing readers (subject to enhanced DBS checks and teacher support).
- Inviting parent/carer to termly workshops which will outline how they can support their child with the curriculum at home, including how we teach children to read and write. We want to support parents to promote their child's lifelong love for learning.
- Regular newsletters will inform parents of the learning that is taking place through annotated photographs and also of forthcoming developments.
- Parent evaluation sheets will be offered to parents annually, providing them with the opportunity to discuss strengths and offer suggestions for improvements.
- Parents/carers will be invited to termly parent evenings where they will have the opportunity to discuss their child's progress and future targets.
- Holding parent/carer and child open days and workshops to enable parents/carers to work alongside their children.
- Parents/carers will be offered the opportunity to become a 'buddy' where new developments and initiatives will be discussed with them first to provide a parent's perspective.
- A notice board will be updated regularly to share information about the child's day, including planning, menus, key worker groups, newsletters and curriculum matters
- Providing an annual written report to parents at the end of the school year summarising the child's progress against the EYFS assessment scales
- Our unique ICT provision which allows parents to view their children learning journals online and contribute photos and comments from home

Equal Opportunities

At CVPS we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

For further information see 'Equal Opportunities Policy'

Inclusion

A Special Educational Need (SEN) can often be noticed in the Early Years for the first time as the individualised learning program can sometimes indicate that a child needs specialist support to reach age related expectations. CVPS adheres to the DfE's Code of Practice on the identification and assessment of SEN.

We strongly believe that children identified with additional educational needs should access appropriate provision as soon as possible. Our practice promotes early identification as this is beneficial for the child, and is in line with the ethos promoted by the Every Child Matters framework. The key objective of our policy is to identify and assess children with special educational needs as early as possible. This means that children can then receive the best intervention necessary to meet their needs. In turn they can reach their full potential.

Working in partnership with parents, at every stage, the key worker, alongside the SEN Coordinator will observe the child and share with the parents the findings. Before any assessment takes place, parents will be asked for written consent. If assessments prove to substantiate areas of concern, after discussion with the parents, we will contact external support agencies to seek support and information. We seek to provide a programme of activities that will value the child and support their development. Reasonable adjustments will be made to secure full access to the curriculum on offer. Information and evidence is collated to substantiate the child's area of need. All information is kept confidential at every stage of this process, shared only with the parents and other professionals which parents' consent to.

We use a Special Educational Needs toolkit supplied by DfE to support the identification of children with SEN. We provide interventions in line with guidance from the toolkit. We will also work closely in partnership with all professional bodies who are involved in the process of assessing and supporting a child with SEN. Access will be given to our setting at mutually convenient times so that children can be observed in familiar surroundings.

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio.

During the EYFS, when planning for individual needs, we can often identify needs for specialist support for the first time. Staff proactively identify possible special educational needs that a child may have through their observations. These are often identified when a child fails to meet age related expectations.

Individual Education Plans (IEP's) identify targets in specific areas of learning for those

children who require additional support, in line with the school's Special Educational Needs Policy. The class teacher/SEN Co-ordinator would discuss these targets with the child and his/her Parents/carers.

Progress is monitored and reviewed every term with the school's SEN co-ordinator who is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. Extra support is also provided for those children identified with a particular gift or talent.

For further information see SEND and Inclusion (Children with Special Educational Needs / Disability) Policy

Safeguarding and Welfare Requirements

At CVPS, we take all necessary steps to keep children safe and well. Please refer to Child Protection and Safeguarding Policy.

We will ensure that we will meet the welfare requirements from the statutory framework for the Early Years Foundation Stage (EYFS).

This will include:

- Taking necessary steps to safeguard and promote the welfare of all children.
- Carrying out full risk assessments for any outings including the required adult:child ratios.
- Having regard for the SEN Code of Practice.
- Providing detailed information to parents about their child as well as the complaints procedure.
- Providing a safe and secure building.
- Providing equality of opportunities for all children.
- Providing healthy, balanced and nutritious meals.
- Having an effective behaviour management policy.
- Following safe recruitment procedure for all members of staff.
- Taking all reasonable steps to ensure that hazards to children – both indoors and outdoors – are kept to a minimum.
- Ensuring that the premises and equipment are organised in a way that meets the needs of all children.
- Having effective systems to ensure that the individuals' needs of all children are met.
- Assigning a key worker to each child.

Arrivals and Departures

Our EYFS gives a warm and friendly welcome to each child on arrival and ensures that they depart safely at the end of the session/day.

On arrival, a member of EYFS staff will welcome the child into the setting. There is always at least one member of staff on the entrance door to ensure that all children enter safely and do not exit again. Parents are able to convey messages through this member of staff. If they require any further discussion with their child's teacher or key worker, this will happen at the end of the school day or through an appointment made via the school office. Children are encouraged to enter independently as soon as possible.

An accurate record/registration of all children entering EYFS will be kept, supplemented by regular head counts during the day. A register of children will also be taken on any trips or

outings.

Children will only be released to their parent/carer or the person(s) on their enrolment form. Parents can add to this at any time. If a child is to be collected by someone other than the parent/carer, this must be indicated to a member of staff and recorded at the start of the session/day. In the event that someone else should arrive without prior knowledge or the child's individual password given, a member of staff will telephone the parent/carer immediately. EYFS staff reserve the right not to release a child from our care if there is any doubt as to the authenticity of the person collecting the child. A member of staff must always acknowledge the departure of a child. In the event of a designated adult being late in picking up their child without prior warning, the provisions of the uncollected child guidance will be activated.

See Attendance Policy for details on absence.

In case of more than 3 late collections a term which are in excess of ten minutes, parents will be charged for childcare at the commercial rate charged by our adjacent childcare provider.

Missing Child

The EYFS makes the children's safety a priority at all times. The staff will always be extremely aware of the potential for children to go missing during sessions/the day. Even when all precautions are properly observed, emergencies can still arise. Therefore members of staff will undertake period head counts, especially at transition points in sessions. Staff will be responsible for checking the number of children in the area in which they are working.

If for any reason a member of staff cannot account for a child's whereabouts during a session, the following procedures will be followed.

- The member of staff will inform the Principal. A thorough, calm search of the entire premises will commence (ensuring that the other children remain safe and adequately supervised).
- The Principal will nominate 2 members of staff to search the area surrounding the premises.
- All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the setting.
- If after the extensive search the child is still missing, the Principal will inform the police and the child's parent/carer.
- Staff will continue to search for the child while waiting for the police and parent/carer. During this period, other members of staff will maintain as normal a routine as possible for the rest of the children.
- The Principal will be responsible for meeting the police and the missing child's parent/carer, and will then coordinate any actions instructed by the police. We will also do all we can to comfort and reassure the parents/carers.
- Once the incident is resolved, the EYFS Coordinator and staff will review relevant policies and procedures, implementing any necessary changes.

Health and Hygiene

The EYFS recognises the importance of maintaining the highest possible standards of hygiene in and around the premises so as to minimise the risks posed to children, staff and other visitors. All staff are committed to taking all practicable steps to prevent and control the spread of infectious germs, and to uphold high standards of personal hygiene in order to minimise the risk of catching or spreading infections.

All staff understand the dangers posed to children and themselves by overexposure to the sun. In hot weather, parents/carers are encouraged to apply sun cream to their child prior to the start of the session/day. They can send the sun cream in for the child to apply themselves at appropriate points stated by staff throughout the day. We also recommend sun hats. We always ensure that there are sufficient shaded areas in our outdoor environment.

Working with Other Agencies

The EYFS is committed to working with outside agencies to ensure the needs of all children are met. Close liaison with all staff, parents, EYFS Coordinator and school SENCo ensure that appropriate and effective referrals are made.

Behaviour Management

See school 'Behaviour Policy' for further information.

Good/desirable behaviour will be reinforced wherever possible. Children in Reception follow the whole school system of 'The Learning Ladder' outlined in the school 'Behaviour Policy'

This involves starting on 'ready to learn' each morning, The children can then move up and down the ladder to reflect their behaviour:

Learning Ladder



Food and Drink

We make every effort to ensure that food and drink are safely prepared and sensitive to dietary, religious and cultural requirements of the children.

No child will ever be forced to eat or drink something against their will and the withholding or granting of food and drink will never be used as either punishment or reward. The EYFS recognises the importance of healthy eating and balanced/nutritious diet. This is reflected in our curriculum. We ensure that water is available at all times. Staff are committed to embracing the cultural and religious diversity of the families who access our setting and work with parents/carers to ensure that any particular dietary requirements are met.

We introduce children to different religious and cultural festivals/events through different types of food/drink sessions. Lunchtime is also a learning opportunity for children. Staff eat alongside children modelling appropriate behaviour and routines. Adults also model lunchtimes as a sociable time. All staff in EYFS and catering services are made aware of allergies and procedures to deal with allergies. These are taken into account when planning the curriculum. Risk assessments are available for children with allergies/food intolerances.

Medicines, Illness and Injuries

In the event of a minor accident, incident or illness, the designated First Aider will be notified and take responsibility for deciding upon any appropriate action. There are at least 3 First Aiders across Foundation Stage at any one time, with 2 of these being paediatric trained. If the child does not need hospital treatment and is judged to be able to safely remain in the setting, the first aider will remove the child from activities, and if appropriate, treat the injury/illness themselves. Once sufficiently recovered, they will be resettled back into class, but remain under close supervision. The staff will inform the parent/carer of the incident/accident and any course of treatment. If the illness/injury incurred is such that treatment by the first aider is deemed inappropriate, but does not warrant hospitalisation, the parent/carer will be contacted immediately and asked to collect their child. Until the parent/carer arrives, the child will be kept under close supervision and kept as comfortable as possible.

All accidents and incidents are recorded in detail and logged in the Incident/Accident Record Book and parents should sign to acknowledge the incident and any action. The EYFS Coordinator will consider whether the accident or incident highlighted any actual or potential weaknesses in the settings policies and procedures, and make suitable adjustments if necessary. Accidents are analysed periodically to assess potential 'hotspots'.

Wherever possible, children who are prescribed medication should receive their doses at home. If it is necessary for medication to be taken during school hours, this is to be kept at the school office and administered by a first aider. Staff may only administer medication to the child if prescribed by a GP, and if requested to do so by the child's parent/carer is given in writing stating frequency and dosage. Parents/carers can make such a request by completing and signing the Administering Medication form.

For further information see Supporting Pupils at school with Medical Conditions & Managing Medicines in School Policy.

Staff Recruitment, Induction and Training

Staff in EYFS are the most valuable resource, as it is only through their commitment and effort that good quality provision can be both established and maintained. Therefore, we are committed to rigorous recruitment (as laid out in the school's Staff Recruitment Policy) and good training and development opportunities for all staff.

We recognise that regular training and monitoring of professional development is important for all staff. Staff development and training is vital because it allows staff to keep up to date with current thinking and practice about play and child development issues. Additionally with well trained and motivated staff, the setting is able to meet the diverse and complex needs of children within its local community and the requirements of the EYFS.

The Business and Finance Manager leads all staff inductions. Staff inductions include discussions on everyday practice, regulations and policies. All staff attend weekly whole school staff meetings, and briefings, as well as weekly planning meetings. All staff have regular appraisals, involving reviewing and setting new targets.

The EYFS team are committed to maintaining the highest standards of integrity, honesty and professionalism in the workplace and in doing so complying with its legal obligations. Whilst we make every effort to ensure that the settings business is conducted according to these standards, staff may become aware of, or suspect, certain failures or wrongdoings. It is our duty in such circumstances to ensure that staff who raise concerns under the Public Interest Disclosures Act 1998 (PIDA), do so without fear of victimisation or detriment (therefore, staff are all aware of the school's Whistleblowing Policy).

- Members of staff are expected to conduct themselves at all times in a professional, courteous, helpful, warm and consistent manner.
- Members of staff are expected to display both knowledge and understanding of multicultural issues and a commitment to treating all children as individuals and with equal concern and respect.
- Members of staff will have regard for maintaining appropriate dress and personal appearance for working with children and with awareness of health and safety issues.
- Personal mobiles must be switched off and not used during working hours. If staff do need to receive an emergency call, the person calling them should use the main school number.

Students and Volunteers

We believe that a placement for a student or volunteer in the EYFS is a valuable opportunity to build experience while learning about working within an early years setting. Equally, we appreciate the positive contribution that such committed and enthusiastic people can bring to the setting.

However, at all times the needs of the children are paramount and therefore the EYFS will restrict the number of students and volunteers admitted at any time, in order to minimise disruption. The Business and Finance Manager/ Student Coordinator is responsible for ensuring that all students and volunteers working in the setting are suitably enhanced DBS checked and has overall responsibility for their induction. The Early Years Coordinator is responsible for supervising and supporting students/volunteers in the Nursery and / or Reception Class.

Students/volunteers are expected to adopt a professional manner at all times, following school policies, rules and procedures. All new students/volunteers have an induction programme - to explain key elements of how to deal with tricky situations, fire procedures, confidentiality, intimate care, etc. The EYFS coordinator is the key person to support them during their time at CVPS.

Outings and Visits

The EYFS believes that visits and outings play an important and enriching role in the programme of activities that we provide children. However, during these events the safety of the children remains paramount.

Prior to a visit/outing, if practicably possible, a member of staff will carry out an exploratory visit of the proposed destination so as to pre-empt any potential difficulties. The group leader, usually the EYFS Coordinator, will ensure that a thorough assessment has been carried out prior to the provisions set out in our Risk Assessment Policy.

This should include:

- Consideration of the journey and any transportation involved.
- All trips require the consent of the Principle and Governors.
- The group leader will obtain all relevant information from the venue and their risk assessment if available.
- We try to make all children involved in the planning of the trips where possible.
- Children are talked through any potential safety hazards and told to remain with staff at all times. Staff will explain to children what to do in an emergency, including designating a suitable meeting point.

Parental consent is sought for all off-site visits and outings. On trips, the adult to child ratio is kept as low as possible. Parents are given the opportunity to attend trips subject to relevant List 99/DBS checks if they are in charge of a small group of children.

For every trip, the risk assessment always addresses the following:

- Children remain under close supervision at all times.
- There will always be at least one member of staff who has a current paediatric first aid certificate.
- The group leader will ensure that a full First Aid kit is on hand.
- Two designated members of staff will keep their mobile phones with them at all times. These numbers are left at the school office in case of an emergency.
- A register is taken at the beginning, middle and end of the visit. Additional headcounts will be taken by adults at regular intervals.
- A list of adults and children attending, along with relevant mobile phone numbers, will be left at the school office.
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Uncollected Child

The EYFS has the highest regard for the safety of the children in our care from the moment they arrive to the moment that they leave.

At the end of every session/day, the staff will ensure that all children are collected by a parent/carer or designated adult, in accordance with the arrivals and departures guidance. If for some reason a child is not collected at the end of the session, the following procedures will be followed.

- If the adult collecting the child is more than 10 minutes late then the school office will be informed.
- Every effort will be made to contact the parent/carer or designated adult, and use any of the emergency contact details available in order to ascertain the cause for any delay, and approximate time of arrival. Messages will always be left on any answerphone requesting a prompt reply.
- While waiting to be collected the child will be supervised by the office staff. If the child is upset or distressed then they will remain in the classroom with the class teacher and / or assistant teacher.
- If the delay is over 30 minutes and no contact can be made, then the EYFS Coordinator / Principal may contact Northumberland Social Services department for advice. In the event of social services being called and responsibility for the child being passed to social services the EYFS Coordinator / Principal will continue to attempt to make contact. Under no circumstances will a child be taken home by a member of staff, or away from the setting unless absolutely necessary in the course of waiting for collection.
- The child will remain in the care of the staff until they are collected.
- Incidents of late collection will be discussed with parents/carers at the earliest opportunity,

Health and Safety

Please refer to 'Health and Safety Policy'.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Principal and EYFS Coordinator, and will be reviewed on an annual basis.