



St. Luke's C of E Primary School Early Years Foundation Stage Policy

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Mission Statement

We believe in the key principles that every child is a learner, developing resilience, confidence and capability. We know that children need secure relationships in order to flourish; this includes having a key person who works closely with each child's family. We actively promote positive relationships between parents/carers and school recognising that parents are children's first and most enduring educators.

The environment should enable every child to learn through play by giving them the confidence to explore both the inside and outside space. We recognise that children learn where they feel most confident, in different ways and at different rates. Activities are set up and planned for that reflect the current interests of the child. Children are given time and space to play, actively learning through physical and mental challenges. We recognise the importance of children's emotional development and take every opportunity, through active or planned play to scaffold this. The Early Years Team believes that regular assessment is crucial in knowing the whole child and catering to their developmental needs as every child matters.

Aims

- To ensure all staff have clear guidelines as to the principles and practice of the Early Years.
- To ensure consistency of approach between all professionals in the unit and the school.
- To ensure consistency and conformity in provision.
- To provide a safe, secure and stimulating holistic environment that follows the children's' interests through rigorous assessment and observations.
- To cherish the individuality of the children recognising their differing needs and rates of development.
- To foster positive relationships within which children feel nourished and unique.
- To value the diversity of children and individuals respecting the many different communities and values within the Unit.
- To promote children's wellbeing at all times.
- Schedules and routines should reflect and adapt to the needs of the children.
- To ensure that the role of the adult is to support and extend the children as an active play partner.

The 4 Principles of Early Years

As stated in the Statutory Framework for EYFS, the EYFS is based upon four principles:

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

A Unique Child

Safeguarding and Welfare

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding and Child Protection Policy) and we understand that we are legally required to comply with certain safeguarding requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Supporting children with toileting and changing as required and seeking parental support when necessary to respect the child's wishes and security/privacy. (See Intimate Care Policy)
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Safeguard children, being alert to any areas of concerns in any area of a child's life and follow safeguarding procedures when concerns arise.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning experiences tailored to meet their individual needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure that photos and videos taken for assessment and learning purposes are securely stored (only taken on school ipads/cameras and passwords applied to maximise security). Staff mobile phones are not used in the classroom when children are present.

Drop-off Procedures Nursery and Reception

At least 1 member of staff will be positioned to welcome the children and parents at the following locations:

- On the Gate (In Nursery- gate staff will have the register to check as children arrive.)
- Outside in the playground
- In the classroom

The gate will remain closed with a member of staff opening it to welcome the children in as they arrive. The Gate will open at 8:45 and close at 9:00 a.m. Nursery will also have their gate open from 12:30-12:45 to welcome the afternoon intake.

Pick-up Procedures

Nursery- Gate opens at 11:45- 12:00 and again at 3:15-3:30. During that time there will be at least 1 member of staff in the following locations:

- On the gate to open it and welcome parents/ ensure the child is going directly to their parent/ carer.
- At the door ensuring that only the child called is going out.
- Sitting on carpet with children supporting and interacting with them.

After 12:10 (Morning only children) or 3:30 (full time and afternoon children) children who are not collected will be taken to the late room in the main office.

Reception- Gate opens at 3:15 until 3:30. There is at least:

- 1 member of staff on the Gate.
- 1 member of staff at each class door
- 1 member of staff sitting with children on each class carpet.

At 3:30 the gate is closed and all children who have not been collected are brought down to the late room in the main office.

Inclusion

We are a fully inclusive school and have a great variety of differences that are valued and respected. All children are treated fairly and equally regardless of race, religion, or abilities. This is also reflected in our staff who are there to support and role model how a group with amazing differences can work together to improve and enhance any environment.

We plan for the individual child based on their needs, interests, wants and provide realistic and challenging experiences for their daily learning and development. When all staff plan

they discuss and adapt planning ideas to meet the needs of boys and girls, children with special educational needs, children who are more able, children from different linguistic backgrounds, children of all religions, different cultural backgrounds, and different ethnic groups.

Our children with SEN are fully supported with access to small group support, additional time with adults, and resources to support their development. Our SENco will work with parents, staff, occupational therapists, borough specialists, speech therapists, physiotherapists and others who can provide additional support to these children.

We strive to meet the needs of all our children through:

- Planning around the child and focusing on interests, strengths, areas for development and learning strategies.
- We focus on the Personal, Social, and Emotional development of your child to ensure they are in an environment that fosters effective learning and values each child as an individual.
- We ensure the children are building relationships with other children and adults that will encourage them to take a leadership role in their learning and exploration.
- Planning, reviewing and adapting to ensure all children are able to access and engage in the curriculum.
- Focussing on their personal, social, emotional and language needs to allow them to build a passion for learning and take a leadership role in their own education.

Behaviour Management

We recognise that children enter the Early Years with different experiences of types of provision and some without prior experience of an educational setting. Many children may go through a time of adjustment, balancing their own emotional needs and ways of expressing themselves with the social needs of the setting and other people. It is up to us as practitioners to understand that some of the behaviours exhibited by children are due to this change.

Positive behaviour management begins with children being able to recognise and express their emotions in a socially acceptable way. In order to aid children in understanding and expressing their emotions all practitioners must be aware of the whole child, be non-judgemental, patient, always model "good" interactions and expression. We know that children may not always be able to articulate their needs and emotions; it is up to us to facilitate growth in PSED through it being a focused area for the unit, especially at entry times. During their first term we have a strong focus on the Prime areas of the curriculum (Personal, Social and Emotional Development, Communication and Language, Physical Development).

Difficult interactions between children will be addressed through discussion and solution methods. All children will express their feelings, respond to the feelings of others and work together to come to a resolution. This fosters confidence, language and independent problem-solving skills.

Our main aim is to create independent, confident children, with a positive self-image and wellbeing, that are able to problem solve independently, seeking assistance from adults when required.

Please see our Behaviour Policy for more information which can be accessed through the school website.

Positive Relationships

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- The EYFS team meet with the parents and children prior to their starting school. Normally we would aim to do a home visit for this, to see the child in their home setting where they are likely to be more relaxed and comfortable. The impact of Covid is that currently families are being invited into school for those early conversations. (see below for more information) When we meet we give parents and carers information about the school and use the opportunity to find out more about the child and begin building important relationships and lines of communication between ourselves and the families and children.
- Organising parent workshops on subjects such as 'phonics', 'play based curriculum, 'developing language skills' and 'developing maths skills through play' to help parents take part in what they are learning at school.
- Offering parents regular opportunities to talk about their child's progress and allowing free access to the children's WOW books. Children can take their WOW books home over the weekend and parents are encouraged to contribute by adding comments or photos to their book.
- Parents are invited to observe shared reading, writing and phonics sessions in both classes, to help them support their children in their learning at home.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the parent discusses the child's progress in private with the teaching team. Parents receive a report on their child's attainment and progress at the end of each school year, which they are welcome to discuss with the class teacher. This includes Early Years Foundation Stage final report (EYFSP) and the new Reception Baseline Assessment (RBA) report.
- Arranging a range of activities throughout the year that encourage collaboration between child, school, and parents for example, parents are invited on educational visits
- Parents are encouraged to join us all for special assemblies, Mass, Sports Day, open afternoons, workshops.

Home Visits

We believe that home visits are a foundation for establishing a partnership between home and school. It is a valuable opportunity to begin a bond with children and families within their home environment in order to ease the transition between home and school. It allows staff a chance to learn about the child including any needs, medical or dietary to ensure they will be met. Also it allows parents and carers the chance to share their aspirations for their children's development throughout the year.

It is also a forum for staff to pass on school information to parents such as the School Aims, uniform, school dinners, school support fund, times and procedures.

The relevant information that is completed during this visit is kept in the child's file. Pertinent information such as the child's medical needs will be passed on to appropriate staff.

Visits are carried out by 2 members of staff, ideally in the term preceding the child entering school. If there are restrictions that inhibit us from going to the home of the child, families are invited into the school to complete the forms and meet with the staff before beginning in our Early Years unit.

Acceptable use guidance

At St. Luke's we use photographs for assessment purposes. It is good practice to include photographs in children's WOW books to demonstrate what they have achieved. At St. Luke's we have an Acceptable Use policy and all staff are expected to sign an Acceptable Use Agreement annually. Just to be clear: Staff must not use their mobile phones or personal I pads to take any photographs of the children. Staff in the Early Years have access to school I pads that they can use for this purpose, or for creating videos, with the expectation that the

material is removed and placed within the children's WOW books or class files on the shared drive within a week of them being made.

Please also see the school's 'Photograph and Images' Policy.

Transitions

We recognise that starting at school can be a traumatic time for children and that every child's needs within this settling in period will be different. We will ensure to make this transition as easy as possible through the establishment of a key person system, flexibility around the child and constant communication with the parents and carers of the child. It is also important that the feelings of the child are acknowledged and addressed throughout this time. We strive to foster a partnership with parents or carers through an open door policy and sharing information about their child. During this time families of new children are welcomed into the school community. This is also supported by parental workshops on the importance of play and healthy eating.

Children arrive for their first day at 9.00 a.m. The child and their family are welcomed into the Early Years by the staff. A member of staff will assess what the child and their family require. This will be based on the individual child's need for security and wellbeing in the unit. The key person observes, listens, and plays to the child to assess their emotional and social development. Some parents may want another tour of the Early Years to feel safe in their environment. Some children may wish to go with other children that they may already know. We recognise that some children may need their parents or carers to stay and support them in order to ease their separation.

After the child has settled into the Early Years demonstrating a high level of well-being and involvement, we will complete a Reception Baseline Assessment for each child. This takes place within the first 7 weeks through observation, communication with other staff and parents/carers. The purpose of this is to identify current abilities and next steps for that child.

Reception children start on their first 2 days as a half day with their third as a full day (providing they are settled). If the child does not settle the parents will be called to return to the school. At that stage staff and parents will talk and work together to make a plan for that child to support them to settle and feel comfortable, supported and confident.

We also understand that the transition from Early Years into Year 1 can be a huge steppingstone for both children and families. Our transitions are gentle to allow the children to take the time they need. We begin with gently increasing focus session activities throughout the Reception year. In February we begin to introduce our Daily Reading scheme which is a staple in Year 1 and allows children to begin to meet and work with staff from different areas in the school. Our summer term is greatly focussed on slowly introducing the children to the routines and environments of Year 1. Children will begin by joining the rest of the school in Mass and Celebration assemblies. The children will also begin to explore the bigger playgrounds that they will use on year 1. This is followed by a visit to their new classroom and an opportunity to meet the teacher they will have. We ensure there is a member of staff that will carry them through to Year 1, this becomes that familiar face for the children throughout the first term of Year 1. They will also begin Year 1 with a mixture of lesson time and child-initiated play. This will slowly converge into whole class focus lessons over the course of the Autumn term.

Key Person

A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role is an important one and an approach set out in the EYFS which is working successfully in Nursery and in Reception classes. It involves the key person responding sensitively to children's feelings and

behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child's well-being. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers. These smaller groups foster close bonds between the child and the key person in a way that large groups cannot easily do. These groups allow the key person to better 'tune into' children's play and their conversations to really get to know the children in the group well. Children feel settled and happy and are more confident to explore and as a result become more capable learners.

Enabling Environments

"Adults admire their environment; they can remember it and think about it but a child absorbs it. The things he sees are not just remembered; they form a part of his soul. He incarnates around himself all in the world about him that his eyes see and his ears hear".

Our Learning Culture

Our enabling environment includes the people in it. All staff aim to foster a safe learning culture, where children are comfortable expressing themselves uniquely, taking sensible risks and trying new things in the knowledge that the adults around them will encourage their efforts and support them when things go wrong. All activities planned are set up in an imaginative way, motivating children to want to learn. Activities are as open-ended as possible, with children having access to the majority of resources at all times during their child-initiated play, thus being able to extend their learning independently and change the direction of their play as they desire.

Child-Initiated Play

At St. Luke's we balance a child-initiated play curriculum with focus sessions for Maths, English, Phonics and, during the summer term in Reception, Daily Supported Reading. Learning through play underpins our approach to teaching and learning in the EYFS. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. Child-Initiated play in our classrooms is a combination of the adults' knowledge of the curriculum, knowledge of the children's needs and next steps, appealing to children's interests, a curiosity and drive to learn and a desire to extend their knowledge base. Staff track children's learning through constant observation, interaction and discussion with the children and other staff. This ensures the children are always engaging and developing new skills. Through play a child is problem solving, questioning, investigating, negotiating, communicating, experimenting, decision making, expanding their language, using social skills, expanding their understanding and opening up to new ideas.

Play is also vital in building social skills and emotional development through working with others, negotiating ideas and choices, building a sense of self and developing confidence in group situations.

Indoor Environment

"Children learn as they play. Most importantly, in play children learn how to learn." - O. Fred Donaldson

Our indoor environment consists of one Nursery classroom, one main Reception area and a focus room for carpet sessions, small group activities, lunch, and dismissing one Reception class at the end of the day. Each of these areas welcomes the children with bright and engaging displays of the children's work and the learning they have engaged in.

In the main Reception and Nursery classrooms there are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas that reflect the areas within the Development Matters 2021 document. Here children are able to locate and use equipment and resources independently. Children can access every area of the curriculum through play and are monitored and encouraged by staff to play in all areas. Planning ensures that every area of play includes multiple curriculum areas and engages all children in the entire curriculum. A great example of this is the writing/mark making and maths opportunities available in the construction area (for example, planning sheets for constructing a tower, measuring tapes, number cards for counting and shapes available to build with). Language that accompanies activities is also posted around the play areas and used regularly by staff.

Outdoor Environment

At St. Luke's we are gifted with 3 large, enclosed and well-developed outdoor play spaces. These outdoor spaces have a positive effect on the children's development, as being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We thoroughly believe that the outdoor classroom is as important as our indoor classrooms and both the continuous and planned provision outside is linked to indoor learning where possible. Our weekly outside plan aims to enable children to develop in all seven areas of learning.

Reception have a front playground with a nature and exploration focus. This includes a bughouse, wormery, and a garden. The rear playground is shared between Reception and Nursery. It provides large construction, an art centre, sand, water and malleable areas. Within all of these areas you will find writing and maths resources to support their learning. The nursery playground has great gross motor resources including a climbing frame, tunnel, and bridge.

All our spaces are accessible to children through doors leading directly from the classroom and are open to children during child-initiated play times. We have spare clothes, wellies, raincoats, and waterproof trousers to allow children to explore the outdoors in all weather!

Learning and Development

At St. Luke's we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning

- The partnership between 'key workers' and parents is essential, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that 'key workers' have a strong knowledge of how children develop and learn, and how this affects their teaching.
- The implementation of a balanced curriculum, based on the Development Matters document, across the seven curriculum areas, using play as the vehicle for learning.
- The provision for children to engage in activities that are adult-initiated, child-initiated and adult supported.

- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop play and talk or other means of communication.
- The carefully planned curriculum, based on children's interests and needs, that helps children work towards the Early Learning Goals throughout the Development Matters document.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional wellbeing.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.

Characteristics of Effective Learning:

Playing and Exploring

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely, and where appropriate, are allowed to move them around the classroom to extend their learning.

Areas of Learning:

"All areas of learning and development are important and inter-connected."

There are seven areas of learning and three of these are Prime Areas as detailed in the Statutory Framework for the Development Matters 2021.

These are:

- Personal, Social and Emotional Development

- Communication and Language
- Physical Development

EYFS settings must also provide for the four specific areas of learning, through which the prime areas are strengthened and developed. These are:

- Literacy
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult focused and child-initiated activities. In each area of learning there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Assessment, Reporting and Planning

Observations:

We strongly believe that responsive planning can only be carried out following informative assessment. This is in the form of meaningful observation that are carried out by all staff to capture and support next steps for each child.

We aim to observe each child in each area of learning and specifically on Wellbeing and Involvement using significant moments, 2 simple, pictures and written observation.

Daily observations of children's significant moments are carried out by all staff.

Photos and 2Simple observations are carried out every half term and put in their WOW books for assessment.

We also use Pic Collage to create collages which show specific activities or achievements within their WOW book.

Parental permission forms for photos are attained during home visits or if the parent does not consent then staff use written observations and pieces of work to support assessment.

These observations and assessments inform planning which is carried out every week by all staff to ensure that planning reflects children's interests and next steps. It is the duty of each member of staff to know the whole child, to share information that would allow everyone to do so. It is also important that each member of staff is familiar with the Foundation Stage Areas of Learning, and how they intertwine in a child's learning.

We recognise the importance of parental observations and they become a part of our assessment throughout the years.

Formative Assessment:

There are formative assessments such as the Reception Baseline Assessment; this is for the new children starting school there is a Reception Baseline Assessment carried out within their first few weeks in school to assess children using a Dfe computerised assessment.

During their first 7 weeks in school staff will also observe, discuss, and assess them against the 7 areas of learning within the Development Matters document. This supports staff in setting next steps and looking at opportunities to extend their knowledge and engagement. These allow us to gauge what children can already do and give a measure of progress from entry. It forms the basis of the start of their learning journey with us in the EYU.

Assessments are reflective throughout the year, being used to create planning and set next steps for the children. Termly we assess how they are progressing and record whether each child is on track or not using O track. This assessment allows staff to review and discuss each child in greater detail and set focusses on any areas within each child's development that need extra support or further assessment.

In the summer term a final Early Years Foundation Stage Profile is submitted to the borough. This is a set of Early Learning Goals that the children are assessed against. Using practitioner knowledge, observation, child initiated projects and focus tasks, alongside the exemplification documents and Development Matters, we will assess if the children have achieved their GLD (Good Level of Development). These will then be transferred to the Year 1 staff as a baseline.

The children will achieve the following:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

If a child has not achieved their Early Learning Goal (ELG) at the end of Reception this will then carry through to Year 1, where they can continue using the Development matters documents to guide a child's development and progress to achieve those ELG's.

WOW books:

The child's significant learning is collated into a WOW book. It is primarily the child's voice with the child choosing what goes in with adult scribing their thoughts and ideas. Staff will also put in all focussed activities, whole class activities, special school events and observations. This book can be shared with families, who are able to add to it.

Parent Reporting:

Parents and carers are invited in to meet their child's Key Person and discuss their child's learning and development. All parents/carers will have the opportunity to meet with their child's key person each term within the year. If a parent wishes to meet with staff outside of this time they can come in for an informal talk in the morning, end of day, or can make arrangements with staff to come in and meet in a private setting at an agreed time.

Reception Baseline Assessment results are available to parents and all staff in the unit are happy to discuss them further with parents along with what they have learned about the child through observation and interaction.

Every class will write end of year reports which are posted to parents during the summer term. These reports tell parents what your child has achieved in all 7 areas of learning.

Parents are then invited to come in and discuss the report further if they wish to.

Appendix:

- Assessment schedule
- Child supervision
- Procedures for start and end of day
- Staff roles and responsibilities
- Procedures for Lunch times

Nursery Schedule:

TIME	ASSESSMENT TYPE	COHORT
October half term	Baseline – 7 Areas of Learning from Development Matters	Whole Cohort
January	On track review of the 7 Areas of Learning from Development Matters	Whole Cohort
April	On track review of the 7 Areas of Learning from Development Matters	Whole Cohort
July	On track review of the 7 Areas of Learning from Development Matters	Whole Cohort

Reception Schedule:

TIME	ASSESSMENT TYPE	COHORT
September	Reception Baseline Assessment	Whole Cohort
October	School Baseline- 7 Areas of Learning from Development Matters	Whole Cohort
December	On track review of the 7 Areas of Learning from Development Matters	Whole Cohort
April	On track review of the 7 Areas of Learning from Development Matters	Whole Cohort
June	Foundation Stage Profile- GLD	Whole Cohort

Child supervision

The Early Years provides a unique setting in schools where children often lead their own learning and independence is encouraged. This in turn can provide different challenges in maintaining the supervision and safety of all children at all times. Steps taken to ensure the safety of the children are:

1. All access points are secure and require fobs or codes. This includes from the main building into the Early Years unit. **Staff are reminded that doors must never be propped open when the children are in the building and staff must always check that doors have closed properly behind them before continuing on their way.**
2. All children who arrive late in the morning are escorted into the unit by an adult.
3. Whenever the children move from one activity to another there is a head count so numbers are continually being checked.
4. Staff to pupil ratios are constantly being checked. Staff are aware of their responsibility to seek additional support if the number of pupils in any one area increases and requires it. (Expectation is 15children:1adult)

When an area is closed, the staff member checks 'all nooks and crannies' before leaving it.

In the event that a member of staff worries that a child has gone missing, we have detailed procedures that can be found in the Staff Handbook. All staff must be familiar with these procedures and they would be expected to put the procedures into operation without delay.

Procedures for the start and end of the day

We believe that the start and end of the day are important times for children, parents and carers to establish contact with members of staff and feel welcomed to the Early Years Unit. Also it is crucial that the safety of the children is at no time compromised and a calm atmosphere is established so that the children feel safe to engage with activities and adults.

Procedures for lunchtime

Lunchtimes are an important social time for the children as well as an opportunity to focus upon healthy eating and personal hygiene. We encourage all children to eat a balanced meal through praise and raising awareness of healthy practices. We monitor packed lunches and discuss healthy choices with parents and carers.

Dietary requirements and any possible allergies are communicated through home visits and during the time children are in Early Years. A list of children with allergies that includes photographs is displayed in the kitchen area and a written list by the serving area.

Reception

11:15- Wash hands and sit in their classes for lunch. Water bottles are handed out.

11:25- Children seated and lunch is described to support their decision-making. Songs are sung and games played.

11:30 – Midday meals staff arrive and serve lunches. Classroom staff to debrief lunch staff about children.

Nursery

11:15- Wash hands and sit in Reception ready for lunch. Water bottles are brought in.

11:25- Children seated and lunch is described to support their decision-making. Songs are sung and games played. 1 member of the Nursery staff is in the room to support them.

11:30 – Midday meals staff arrive and serve up lunches, classroom staff to debrief lunch staff about children.

12:00- (when children have finished eating) 2 members of the lunch staff will take the children back into Nursery to continue with their child-initiated playtime.

Lunch is served with staff preparing trays and serving dishes. Staff will support the children with opening lunches and cutting up food. Once children are finished, they will wash their hands and sit on the carpet with 1 member of staff listening to a story or singing songs. When most children have finished their lunch, the children will put on their coats and split into the 2 playgrounds to play. If it is raining, then the children will be split between the 2 class carpets for stories and games.

Snack time

Milk, water and snack, consisting of fruit and vegetables, is available to children during snack time and upon request throughout the day. The children have access to their water bottles at all times.

Water is provided at a water station where the children's bottles are split into classes so that the children can find their bottle with ease. If the bottles are empty the children can ask a member of staff to refill them or a member of staff will check the bottles at snack time, lunch time and in the afternoon.

Roles and Responsibilities of the Adults

The Early Years Unit functions as a team. In order to provide an outstanding education we ensure that all adults are aware and adhere to their duties. All staff collaborate in planning, teaching through play, assessment through observation, providing an enabling environment inside and outside, building positive relationships through their interactions with children and their families, behaviour management. All staff are positive role models at all times. All staff know the Early Years Foundation Stage (EYFS).

Coordinator EYU and YR1:

- Oversee assessment and planning
- Advise on curriculum and planning
- Plan transition from Nursery to Reception and Reception to Year 1
- Responsible for the collection of data and its subsequent analysis.
- Ensure the analysis of data leads to the preparation of next steps for children within classes.
- Leading on training and CPD for staff.
- Oversee phonics for all years.
- Oversee DSR for all years.
- Monitor teaching and learning and support in developing learning environments.
- Formulate policies in consultation with other members of staff including SLT and members of the early years team.
- Moderate assessments and children's progress.
- Lead on performance management.
- Organises, oversees, assesses creates development plans for phonics programme.
- Innovation with areas such as: phonics, transitions, staff training, environments etc.
- Mentor NQT's and Teach first teachers within Nursery, Reception and Year 1.
- Line manages support staff
- Works with office staff to organise and process Nursery and Reception applications.

Teachers:

- Teaching staff facilitate the planning meetings and ensure planning reflects the EYFS.
- Whole staff planning meetings occur every Thursday after school.
- Teacher planning occurs every Thursday during which teachers plan weekly carpet and focus sessions.
- Teachers plan specific focus activities or target areas for additional adults.
- Teachers evaluate planning formally at the end of every week and informally as the week progresses.
- Teachers monitor the quality and quantity of observations to ensure that all children are observed regularly in an objective fashion.
- Teachers are key persons.
- Teachers follow the observation timetable to monitor the development and wellbeing of the children.
- Teachers write annual reports.
- Teachers, alongside SENco, are responsible for writing IEPs, meeting with parents and outside agencies for any children with additional needs and ensuring differentiated planning.
- Teachers ensure that the stimulating environment reflects the children's learning and interest through displays and creating exciting and safe places for children to be.
- Teachers collaborate with SLT to plan support for children's emotional and social needs.
- Teachers attend staff meetings.
- Teachers take part in planning whole school projects.
- Teachers communicate and pool information about children to build a true picture of every child.

- Teachers plan educational trips which reflect the children's interests.
- Teachers are responsible for the health and safety of the children entrusted to their care.
- Teachers facilitate play, through actively playing with children, asking questions at the child's physical and developmental level.
- Teachers carry out Risk Assessments for trips.
- Teachers implement and assess Jolly Phonics.
- Teachers organise home visits and paperwork.

Key persons

- Key persons have an emotional responsibility to know and nurture their key children and to be a familiar and reassuring contact for families especially during any transitions or difficult times.
- Key persons communicate regularly with parents or careers.
- Key persons recognise and value all children as individuals.
- Key persons foster children's wellbeing to ensure that every child can make progress.
- Key persons are responsible for the upkeep of the wow books and assessment folders.
- To ensure that the early learning records are regularly monitored.

Teaching Assistants

- Teaching Assistants facilitate play, through actively playing with children, asking questions at the child's physical and developmental level.
- Participate in observations, planning, carrying out activities and assessment.
- Set up enabling environments with guidance from the teachers.
- Ensuring that areas are well resourced and communicating need to the teaching staff.
- Teaching Assistants refer to weekly planning to determine their play, focused activity, observation, and organisational duties for the day / week.
- Taking the children to the swimming pool, aiding changing and transition.
- Participate in completing WOW books and inputting the child's voice.
- Serving lunches and snacks and keeping updated lists of dietary needs.
- First aid and specialist trained staff deliver first aid and assess next steps for children.

All staff rotate between learning environments both indoors and outdoors on a routinely planned basis.