



Oaklands School

Early Years Foundation Stage Policy

Introduction

We believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and age 5 have a major impact on their future life. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up. As children commence their journey at school, we begin to develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others and their environment.

Our Aims

To develop each child personally, socially and emotionally by:

- Offering a safe and secure environment
- Making each child feel valued and helping the child form stable relationships
- Encouraging a sense of responsibility and consideration for others
- Developing a positive self- image increasing confidence, independence and control
- Developing an awareness that there are similarities and differences among all groups of people
- Providing resources that reflect different types of multicultural and gender backgrounds
- Developing a curriculum that includes different religions, cultures and languages.

To develop the child intellectually by:

- Providing a stimulating environment in which each child can learn through first-hand experience
- Promoting the use of language
- Stimulating the child's curiosity and encouraging active learning
- Giving opportunities for children to make their own decisions
- Encouraging self-evaluation.

To develop the child physically, improving skills of co-ordination, control, manipulation and movement by:

- Enabling children to use their bodies effectively by providing space for learning experiences both indoor and outdoor.
- Developing fine motor skills through activities such as modelling, painting and construction.
- Developing an awareness of their physical ability.

To develop the child aesthetically by:

- Providing a stimulating environment in which creativity, imagination and expressiveness are valued
- Providing opportunities to experiment with a variety of materials
- Providing opportunities for children to use and explore their senses
- Encouraging children to express themselves through various music, dance, role-play and art activities.

To establish a smooth transition from home to school by:

- Starting from the child, taking into account previous pre-school experience
- Adopting an admissions procedure that eases the transition from home to school
- Involving parents with their children's learning by informing them that they can see the profiles, having opportunities for sharing parents' expertise and experiences

The EYFS Department

- Mrs Caroline Potts is the Manager of the EYFS and holds the title of Head of Early Years. She is a member of the Senior Leadership Team. Her deputy is Mrs Sue Belej, Headmistress of Oaklands School.
- There is a Lower Kindergarten Coordinator and Garden Room Coordinator.
- Lower Kindergarten, the Garden Room and Transition (Reception) provide Early Years education for children aged rising 3 to 5 years.
- The department consists of a team of highly qualified, dedicated, professional and caring Early Years teachers, key workers and learning support assistants who plan and work closely together to provide a high quality curriculum.

Lower Kindergarten (under 3s and rising 3s)

Children join in the Autumn Term if their birthday falls between September and February and in the Spring Term if their birthday is between March and August. There are two key workers who each has responsibility for the progress and welfare of eight morning children and some 'afternoon only' children. Depending on the age of the children, there is an additional member of staff available should the need arise.

Morning session:	8.45am-12pm
Lunch:	12pm-1.15pm
Afternoon session:	1pm/1.15pm-3pm

Children can attend five mornings or five afternoon sessions. The 'morning' children have the option of staying for the whole day. For children who stay for the whole day, the afternoon session starts at 1.15pm. Children who only attend afternoon sessions start at 1pm.

The two key workers, in consultation with the Head of Early Years, are responsible for the planning and organisation of activities and the care of the children. Specialist teachers are responsible for Music, PE and Dance.

Garden Room (rising 4s)

Children start in the Autumn Term although if spaces arise they may be admitted later in the academic year. Existing Lower Kindergarten pupils move to the Garden Room in the Autumn Term, provided they are 3 years old by 31st August. There are four members of staff with approximately 32 children. Each member of staff is a key worker with responsibility for the progress and welfare of a group of 8 children.

Children attend five mornings a week with the option of staying 1 to 5 afternoons. It is advantageous for children to attend at least two afternoons in the Summer Term, in preparation for Transition classes. Session times are as follows:

Morning Session:	8.45am-12pm
Lunch:	12pm-1.15pm
Afternoon Session:	1.15pm-3pm

All children have the opportunity of experiencing various activities in the two rooms and working with all members of staff. Specialist teachers teach Music, PE and Dance. The key workers, in consultation with the Head of Early Years, are responsible for the planning and organisation of activities and the care of children.

Transition (Reception) (rising 5's)

Children in Transition start the Autumn Term although if spaces arise they may be admitted later in the academic year. There are three classes of approximately 16 pupils each taught by a teacher and assisted by a qualified learning support assistant. Session times are from 8.45am to 3.00pm with a lunch break from 11.50am to 1pm.

The key workers, in consultation with the Head of early Years, are responsible for the planning and organisation of activities and the care of the children. Specialist staff teach Music, French, Computing, PE and Dance.

The admissions procedure is the responsibility of the Headmistress and Admissions Registrar. See the Admissions Procedure for further details.

Provision

- We value our parent partnership with an open door policy
- In Transition, small classes and generous ratios ensure that the needs of each child are met both academically and emotionally, helping to develop confidence and independence.
- Small classes enable the teacher to provide an individual education planned around the needs and experiences of each child, so that true potential can be nurtured and realised.
- A rich variety of academic, social, artistic, musical and sporting experiences are provided.
- We have welcoming, child friendly and stimulating indoor and outdoor areas.
- Routines are established so that children begin to anticipate and feel confident to take the next step.
- Resources are clearly labelled and easily accessible.
- Children feel confident to 'have a go' without the worry of making mistakes.

Transition between year groups

The school prides itself in supporting each child through transition phases. This is achieved by;

- Starting from the child, taking into account previous pre-school experience
- Adopting an admissions procedure that eases the transition from home to school, e.g. play visits to the setting and home visits for Lower Kindergarten children.
- Inviting Lower Kindergarten children to a tea party at the end of term prior to them starting.
- Making arrangements during the Summer Term for staff from the year group above to visit the year group below for story time sessions, helping to ensure the transition is calm, happy and successful.
- Organising a 'Moving up' afternoon at the end of the Summer Term, which encourages a gentle transition between the year groups and gives the Garden Room and Transition staff time to get to know the children, both from our Nursery and those coming from other settings.

The Early Years Foundation Stage

The overall aims of the EYFS are to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles that guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- **Positive Relationships**
Children learn to be strong and independent through positive relationships.
- **Enabling Environments**
Children learn and develop well in enabling environments, in which their experiences, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- **Learning and Development**
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in the Early Years, including children with special educational needs and disabilities.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes (below)
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements, eg when and how practitioners must assess children’s achievements, and when and how they should discuss children’s progress with parents/carers

There are seven areas of learning and development that must shape educational programmes in the Early Years. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- Communication and Language
- Personal, social and emotional development.
- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

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

Educational programmes involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** involves providing opportunities for young children to be active and interactive and to develop their coordination, control, and movement. They must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

The school considers the practical needs, interests and stage of development of each child in the EYFS, and uses this information to plan a challenging and enjoyable experience in all of the areas of learning and development.

The prime areas are time sensitive and need to be in place between 3 and 5 years; these areas are universal and dependent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas. Staff working with the youngest children are expected to focus on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for main school.

It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. Staff will consider whether a child may have a special educational need or disability that requires specialist support. They should link with, and help families to access, relevant services from the school SENDCo and other agencies as appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and reflect these in practice. The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. Three characteristics of effective teaching and learning are:

- **Playing and exploring**
Children investigate and experience things and 'have a go'
- **Active Learning**
Children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically**
Children have and develop their own ideas, make links between ideas and develop strategies for doing things

Each child is assigned a key worker in Kindergarten. The school informs parents/carers of the name of the key worker and explains their role when a child starts. The key worker helps ensure that every child's learning and care is tailored to meet their individual needs, and seeks to engage and support parents/carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

The Early Learning Goals

- **Communication and Language**
 - **Listening and attention**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They pay attention to what others say and respond appropriately, while engaged in another activity.
 - **Understanding**

Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
 - **Speaking**

Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own explanations by connecting ideas or events.
- **Physical Development**
 - **Moving and handling**

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing
 - **Health and self-care**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- **Personal, social and emotional development**
 - **Self-confidence and self-awareness**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.
 - **Managing feelings and behaviour**

Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
 - **Making relationships**

Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.
- **Literacy**
 - **Reading**

Children read and understand simple sentences. They use phonic knowledge to decode regular and some common irregular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read.

- **Writing**
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically
- **Mathematics**
 - **Numbers**
Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
 - **Shape, space and measures**
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- **Understanding the world**
 - **People and communities**
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
 - **The world**
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
 - **Technology**
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
- **Expressive arts and design**
 - **Exploring and using media and materials**
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - **Being imaginative**
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Play

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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.

Play is a process where understanding builds through experiences. Children and adults need to explore new objects in order to discover their full potential. Younger children have fewer experiences to draw on and therefore the discovery process is very important to their future development. When children are motivated and challenged by play they accept responsibility for their own learning. Through play, they learn to work collaboratively and co-operatively and how to apply problem solving strategies.

There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

The Cycle of Observation, Planning and Assessment

Curriculum Planning

Our Foundation Stage begins when children start in Lower Kindergarten and continues until the end of the Reception year. We recognise that the educational process starts earlier than this with learning in the home and many children attending a pre-school facility before they join our setting.

A broad, balanced and differentiated curriculum is rooted in our child centred philosophy, in which the focus is the development of the individual as a whole person. Active learning is at the heart of the developmental process, children learn best from hands on experience.

We aim to make our activities appropriate to the needs of each individual child. They must be flexible enough to take account of individual diversity as well as be relevant to everyone. Planning takes into account detailed observations and assessments made by staff. These observations and on-going formative assessment is at the heart of effective early years practice.

Staff achieve this through:

- Observing children as they act and interact in their play, both child and initiated and planned activities.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in their care.

This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Assessment

All children are assessed on entry to enable their starting point to be identified and their learning needs identified. Assessment plays an important part in helping parents/carers and staff to recognise children's progress, understand their needs and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, staff respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Parents/carers are kept up-to-date with their child's progress and development through regular verbal dialogue, parents' meetings, reports, emails and telephone calls.

Assessment – Progress Check at Age Two

The progress checks are a statutory requirement and offer staff, professionals and parents a clear picture of individual children's stage of development.

When a child is aged between two and three, staff must review their progress and provide parents/carers with a short written summary of their child's development in the prime areas. If a child moves to Oaklands between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time (normally the previous nursery). If the child has spent the majority of his/her time at Oaklands by the age of three, the school will review his/her progress and provide parents/carers with a short written summary of their child's development in the prime areas. These are given to parents at the end of the appropriate term.

This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, staff will develop a targeted plan to support the child's future learning and development involving parents/carers and other professionals, such as the SENDCo, as appropriate.

Beyond the prime areas, it is for staff to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight:

- areas in which a child is progressing well
- areas in which some additional support might be needed
- any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability)
- the activities and strategies the school intends to adopt to address any issues or concerns.

Staff should encourage parents/carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit.

Assessment at the end of the EYFS

In the final term of the year in which the child reaches age five and, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents/carers and staff with a clear picture of each child's development, knowledge, understanding and abilities, as well as their progress against expected levels, and their readiness for Year 1. The Profile will reflect upon:

- the school's on-going observation
- all relevant records
- discussions with parents/carers
- discussions with any other adults whom the teacher judges can offer a useful contribution

The child's level of development is assessed against the Early Learning Goals. The teacher will determine whether the child is meeting the expected levels, exceeding them or is not yet reaching the expected levels of development (emerging). This is the EYFS Profile. Additional information is also provided via the Learning Journeys and end of year Transition report.

Year 1 teachers are given a copy of the profile report and end of year report together with a short commentary on each child's skill and abilities in relation to the three key characteristics of effective learning, preparing them for each individual child's readiness, needs and next steps.

The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. The school will consider whether it may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

For more information, see the 'Assessment Policy EYFS' and 'Data Protection Policy'.

Reporting to parents and/or carers

- The majority of reporting to parents and carers is done orally when the pupil is brought to school in the morning or collected at the end of the morning.
- Parents are welcome to make individual appointments to see key workers / teachers on a formal or informal basis, if they have an area of concern or wish to discuss their child's progress. The Head of Early Years, Deputy Head and Headmistress are also available by appointment.
- All children in Lower Kindergarten, Garden Room and Transition (Reception) receive written reports at the end of the Autumn and Summer terms. The Autumn term report is more a 'settling in' report comments on the three prime areas, whereas the Summer term report takes into account all areas of learning the three characteristics of effective learning. See also 'Report Writing Policy'.
- All children in Garden Room and Transition receive termly reports. The Autumn term report comments on the three prime areas, the Spring term report on all seven areas of learning and the Summer term report comments on the three characteristics of effective learning. See also 'Report Writing Policy'.
- Where applicable, for the children in Lower Kindergarten, we provide a short written summary of their child's development in the prime areas i.e 'Progress check at age two' to parents during the term in which they turn three. If parents require a report before this time, they are asked to contact their keyworker.
- In the final term of Reception, the EYFS Profile is completed and shared with parents. This reports the children's progress against the Early Learning Goals.

There is a formal parent/key worker/teacher meeting in the Spring term for all children in the Foundation Stage. There is also a parent/teacher meeting for Transition (Reception) pupils at the beginning of the Autumn Term.

Information to be Provided to the Local Authority

The school must report EYFS Profile results to the Local Authority, which is under a duty to return this data to the relevant Government department. The school must permit the relevant local authority to enter the premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments. The school must take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

Safeguarding and Welfare

Oaklands has rigorous safer recruitment and safeguarding policies in place. A copy of the Safeguarding Children Policy (Main School and EYFS), which includes an explanation of the action to be taken in the event of an allegation being made against a member of staff and covers the use of mobile phones and cameras, is available on the School website.

The Designated Safeguarding Leader for the EYFS and main school is the Headmistress, Mrs Sue Belej, who has attended the relevant training. The Head of EYFS, Mrs Caroline Potts has been trained as the Deputy Designated Safeguarding Leader for the EYFS and main school. The Deputy Head, Ms Danel Jansen Van Rensburg, has also been trained as a Deputy Designated Safeguarding Leader for the EYFS and main school. The latest 'Keeping Children Safe in Education' booklet has been issued to all staff.

All staff are trained in the latest Safeguarding Children procedures and have up to date knowledge of safeguarding issues. Full details are in the 'Safeguarding Children Policy' available on the school's website.

Induction

All new staff joining the school receive induction training to help them understand their roles and responsibilities. Training includes information about emergency evacuation procedures, safeguarding, child protection, equal opportunities and health and safety procedures.

Supervision

We support staff to undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children. The concept of 'supervision' is a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. Supervision takes the form of an individual meeting between the Head of Early Years and each staff member in order to support their role as key persons working with children and their families.

Supervision provides opportunities for staff to discuss any issues, particularly concerning children's development or well-being, identify solutions to address issues as they arise and to receive coaching to improve their personal effectiveness.

First Aid

Most staff hold a first aid qualification. Around half of the staff in the EYFS are trained in paediatric first aid. At least one member of staff who has a current paediatric first aid certificate is on the premises at all times when children are present. A paediatric qualified member of staff accompanies children on trips and visits away from the school. Paediatric first aid training is updated every three years.

For further details see the 'First Aid Policy', 'Trips Policy' and 'Health and Safety Policy'.

Ratios

Staffing arrangements must meet the needs of all children and ensure their safety. The school ensures that children are adequately supervised and deploys staff to ensure children's needs are met. Children are usually within sight *and* hearing of staff and always within sight *or* hearing.

For children aged two:

- there must be at least one member of staff for every four children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification.

For children aged three and over where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher status or another full and relevant level 6 qualification, an instructor, or a suitably qualified overseas trained teacher, is working directly with the children:

- for classes where the majority of children will reach the age of 5 or older within the school year, there must be at least one member of staff for every 30 children
- for all other classes there must be at least one member of staff for every 13 children
- at least one other member of staff must hold a full and relevant level 3 qualification.

For children aged three and over where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher status or another suitable level 6 qualifications, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification.

The Role of Adults

The professional team comprise of the teaching staff and learning support assistants. Others involved in the partnership are the Headmistress, Deputy Head, SENDCo and older pupils. Adults should display positive attitudes to all of the children and to each other to promote high self-esteem and make children feel valued.

The role of the professional team is to:

- Plan the curriculum
- Organise the learning environment
- Interact with the children to extend their learning opportunities
- Monitor and assess children's learning
- Record observations and assessments
- Communicate with all involved
- Build relationships with parents and carers and promote strong home/school links

Meetings with the Foundation Stage team are held on a regular basis to establish agreed frameworks and common approaches. Adults in the EYFS work together as a team. The learning support assistants in Transition work in partnership with the teachers and are an invaluable part of the professional team.

There is a school Performance Management system (staff appraisals) designed to identify and meet where possible staff training needs. This is undertaken by the Head of the Early Years and each member of the EYFS staff. The Headmistress undertakes the Performance Management for the Head of the Early Years.

Members of staff are encouraged to improve their qualifications wherever possible. If staff do not have a relevant qualification, they may be given help to gain at least a Level 2 qualification. The school regularly considers the training and development needs of all staff members to ensure they offer a quality learning experience for children that continually improves.

In addition to the regular staff appraisals, supervisions and other opportunities for staff training, the Headmistress and Head of the Early Years set aside time to discuss, individually with members of the EYFS staff, issues and solutions arising. The aim is to support their role as key persons and the frequency of these 1:1 sessions will depend on the needs of the children and their families.

When recruiting staff into the Early Years, the school ensures that staff have sufficient understanding and use of English to ensure the well-being of children in their care.

The Role of Parents

The role that parents/carers have played in the early education of their child needs to be valued and recognised. Their involvement is crucial to the development of children's future learning. Parents/carers need to be involved in a positive partnership, which is developed by:

- Making parents/carers feel welcome in school
- Keeping parents informed prior to admission into Lower Kindergarten, Garden Room and Transition.
- Arranging a new pupil meeting to welcome parents and explain procedures, routines and our philosophy on Early Years Education
- Involvement in home reading and communication through the reading diaries
- Involving parents/carers in discussions on their child's progress during formal and informal meetings
- Offering parents regular opportunities to talk about their child's progress
- Encouraging parents/carers to talk to the child's teacher/key worker if there are any concerns. There is a formal meeting for parents in the Spring term at which the teacher/ key worker can discuss the child's progress in private with the teacher/key worker.
- Formal parents' evening for Transition children are held in the Autumn and Spring terms
- Regular reports on all pupils' attainment and progress throughout the school year
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents
- Sending home information regarding weekly letters, sounds and topic activities.
- Drop-in sessions to enable their child to show their work to parents.

Medicines

The school promotes the good health of all children. The set procedures for responding to children who are ill or infectious are contained within the Sickness and Medication Policy on the school website. This is necessary to prevent the spread of infection and take appropriate action if children are ill.

The policy also deals with school's procedures for administering medicines. Prescription medicines are not administered unless they have been prescribed for the named child by a doctor, dentist, nurse or pharmacist. Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained by the child's parent/carer. The school will follow its procedure for recording the administering of medicine and the notification to parents.

Food and Drink

Children are provided with meals, snacks and drinks, which are healthy, balanced and nutritious. The school employs a contract catering company, Chartwells. Lunches are prepared in the school kitchens, which are adequately equipped to provide healthy meals, snacks and drinks for children. Lunch is served in the school hall and Garden Room. The school ensures that those responsible for preparing and handling food are competent to do so. All EYFS staff involved in preparing and handling food receive training in food hygiene.

Before a child is admitted into the EYFS, the school obtains information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. These are passed to the key workers, teachers and Catering Manager. Fresh drinking water is available and accessible at all times from the inside and outside drinking fountains and water machines. Children may also bring a water bottle to school each day.

The school would notify Ofsted of any food poisoning affecting two or more children looked after on the premises as soon as is reasonably practicable, but in any event within 14 days of the incident.

Accident or Injury

The school ensures there is a first aid box accessible at all times with appropriate content for use with children. There is a written record of accidents or injuries and first aid treatment. The school informs parents/carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

The school would notify Ofsted of any serious accident, illness or injury to, or death of, any child while in our care, and of the action taken. Notification would be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. The school would also notify local child protection agencies, and would act on any advice given.

For detailed information regarding accidents, injuries and first aid, refer to the 'First Aid Policy' and 'Health and Safety Policy'.

Behaviour Policy

At the beginning of each term, rules are discussed at the children's level of understanding to promote a good standard of behaviour. The children are encouraged to think about their own behaviour and the subsequent effects. They are rewarded for their efforts and achievements by praise, encouragement and stickers. Verbal praise and encouragement are seen as instrumental in maintaining good behaviour.

Where there is misbehaviour children are encouraged to think about their behaviour so that they understand why it was unacceptable, and given guidance about making better choices in the future. Children are encouraged to say sorry and put things right. Removing a child from an activity or situation, giving them the opportunity to reflect and talking to them on an individual basis are used where appropriate.

The school does not give or threaten corporal punishment of any kind to a child. There may be times when it is necessary for a member of staff to physically intervene with a child in order to avert immediate danger of personal injury or to manage a child's behaviour if absolutely necessary. The school keeps a record of any occasion where physical intervention is used and parents/carers are informed on the same day where possible.

The member of staff responsible for behaviour management in the Early Years is Mrs Caroline Potts, Head of Early Years. For detailed information about the school's management of behaviour, refer to the Behaviour Policy.

Special Educational Needs or Disabilities

Every child's needs are different, but when a child is having difficulty progressing in any aspect of their development in the classroom this is recognised.

We follow the school policy for special educational needs and disabilities. The teacher, with the involvement of parents/carers, will identify the child's needs and in collaboration with the SENDCo for the school will follow the Essex County Council procedures in relation to statutory assessments, Independent Schools Council Guidance for Special Needs and other LEA's procedures as required.

The SENDCo is Mrs Caroline Wiseman and detailed information may be found in the 'SEND Policy'.

Smoking

Smoking is not permitted in or on the premises at any time.

Risk assessments

The school takes all reasonable steps to ensure staff and children are not exposed to risks. Risk assessments are in place to identify aspects of the environment that need to be checked on a regular basis in order to minimise the risk. Refer also to the Health and Safety Policy.

Outings

Children are kept safe when on outings. The school assesses the risks or hazards that may arise for the children and identifies the steps to be taken to remove, minimise and manage those risks and hazards. Refer to the Trips and Visits Policy for more information.

English as an Additional Language

For children whose home language is not English, practitioners take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. They also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, staff assess children's skills in English. If a child does not have a strong grasp of English language, staff explore the child's skills in the home language with parents/carers to establish whether there is cause for concern about language delay.

More detailed information may be found in the 'EAL Policy'.

Inclusion

As part of the larger school community we adopt the whole school policy for Inclusion, Equal Opportunities and Race Equality. The core values of our School emphasise the need to value and respect everyone in our community.

Our aims:

- To be an inclusive school, making equality of opportunity a reality for all children in their everyday lives
- To develop the children's awareness of the pluralistic and diverse society in which we live and to teach positive attitudes that will equip them to take their place within society
- To educate our children so that they have a good understanding of equal opportunities
- To provide children with differing and appropriate levels of support for them to succeed
- To eliminate any actions, words or practices that contribute to inequality, whether intended or not
- To develop children's appreciation of the positive and enriching experiences that can be gained from living and working in a multi-faith, multi-race and multi-cultural society.

In order to be inclusive we will have due regard to the needs of different groups within our school:

- Gender, minority ethnic and faith groups.
- Children who need support to learn English as an additional language.
- Children with special educational needs or disabilities.
- Gifted and talented children.
- Any child who is at risk of disaffection or exclusion

For more information, refer to the 'Equal Opportunities Policy'.

Information and records

Information about the child

Children's details including their full name, date of birth, name and address of parents and emergency contact details are held on the School's database. Policies and procedures including the procedure to be followed in the event of a parent/carer failing to collect a child at the appointed time or in the event of a child going missing are made available on the school website.

Information about the setting

The school website holds a great deal of information e.g. term dates, uniform lists, school calendar. Details of Breakfast Club and Teatime Club together with downloadable booking forms are also on the website. Parents are encouraged to check the website regularly and the school app has proved to be very popular for keeping in touch with school events. The Parents' Handbook is updated each summer ready for publication to all parents at the start of each academic year.

Complaints

There is detailed complaints procedure in place in the unlikely event that a parents/carers do not believe that the school is not meeting their requirements or the requirements of the EYFS. See the 'Complaints Procedure' for further details.

Inspections

The school will notify parents and/or carers of forthcoming inspections and afterwards will supply a full copy of the report to parents and/or carers attending the EYFS. A copy will also be published on the school website.

Handbooks

Handbooks for Lower Kindergarten, Garden Room and Transition give valuable information to parents and are available on the parents' portal when the child begins at Oaklands School.

Further information regarding the EYFS may be found on the Department for Education website.