



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 inviting them for 'Drop in sessions', sending topic books home with parent comment sticker and 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 Gretchen Copeman, Headmistress of Oaklands School.
- There is a Lower Kindergarten Coordinator and Upper Kindergarten Coordinator.
- Lower Kindergarten, Upper Kindergarten and 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.

Keyworkers

Each child is assigned a key worker in Lower and Upper 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 also assist families to engage with more specialist support if appropriate.

Lower Kindergarten (rising 3s)

Children start in the term that they turn 3 years old. At the discretion of the Headmistress and Head of Early Years, children whose birthdays fall in January may start in the Autumn Term if numbers permit. There are three key workers who each has responsibility for the progress and welfare of approximately ten 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-1pm
Afternoon session:	1pm-3pm

Children attend a minimum of three mornings with the option to go home at 12 noon, after lunch at 1pm or remain for the afternoon until 3pm. The three 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.

Upper Kindergarten (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 Upper Kindergarten in the Autumn Term, provided they are 3 years old by 31st August. There are five Keyworkers and a Nursery Assistant with approximately 45 children. Each member of staff is a key worker with responsibility for the progress and welfare of a group of approximately 9 children.

Children attend a minimum of five sessions, three of which must be mornings. It is advantageous for children to attend almost full time in the Summer Term, in preparation for Reception classes. Session times are as follows:

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

All children have the opportunity of experiencing various activities in the three 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.

Reception (rising 5's)

Children in Reception start in the Autumn Term although if spaces arise they may be admitted later in the academic year. There are three classes of approximately 15 pupils each taught by a teacher and assisted by a qualified teaching assistant. Session times are from 8.30am to 3.00pm with a lunch break from 11.45am to 1pm.

The teachers, 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.

Admissions Procedure

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 Reception, 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. Home Visits for all new starter children.
- Making arrangements during the summer term for staff from the year group above visit the year group below, helping to ensure the transition is calm, happy and successful.
- Organising a 'Moving up Day' at the end of the summer term, which encourages a gentle transition between the year groups and gives the Upper Kindergarten and Reception staff time to get to know the children, both from our Lower Kindergarten and those coming from other settings.

The Early Years Foundation Stage

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn, and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.

The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS.

- **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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

- **Learning and Development**

Recognise the importance of learning and development. Children develop and learn at different rates.

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 children should have gained by the end of the Reception year
- The assessment requirements, e.g 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 shape the educational programmes in the Early Years. All areas of learning and development are important and inter-connected. There are three areas that 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

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own

abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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.

Early Years practitioners consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how to support the child. Practitioners working in partnership with the school SENDCo, 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 what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. 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 Lower and Upper 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, attention and understanding**
Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- **Speaking**
Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- **Personal, social and emotional development**
 - **Self-Regulation**
Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 - **Managing Self**
Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 - **Building Relationships**
Children will work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
- **Physical Development**
 - **Gross Motor Skills**
Children will negotiate space and obstacles safely, with consideration for themselves and Others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
 - **Fine Motor Skills**
Children will hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
- **Literacy**
 - **Comprehension**
Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate where appropriate, key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
 - **Word Reading**
Children will say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 - **Writing**
Children will write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

- **Mathematics**
 - **Number**
Children will have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - **Numerical Patterns**
Children will verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- **Understanding the world**
 - **Past and Present**
Children will talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
 - **People, Culture and Communities**
Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.
- **The Natural World**
Children will explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- **Expressive arts and design**
 - **Creating with Materials**
Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
 - **Being imaginative and Expressive**
Children will invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

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, as well as Learning Journeys that are sent to parents and carers termly.

EvidenceMe software is used to track the children's progress according to the EYFS Development Goals and record observations. 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, 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 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 School report.

Year 1 teachers are given a copy of the EYFS Profile 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'.

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 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 Lead for the EYFS and main school is the Head, Mr Wilson who has attended the relevant training. The Deputy Head, Miss Suzanne Leeks and the Assistant Heads, Mrs Doherty and Miss Crick, have been trained as Deputy Designated Safeguarding Leads for school. Miss Gowland is the Deputy Designated Safeguarding Lead for the EYFS. 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 arrive and to receive coaching to improve their personal effectiveness.

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 five children
- at least one member of staff must hold an approved level 3 qualification, or must have received approval to be included in the ratios at level 3 after attaining experience-based route status.
- at least half of all other staff must hold an approved level 2 qualification.

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

- for classes where the majority of children will reach the age of five 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 an approved level 3 qualification, or must have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For children aged three and over in independent schools, where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, 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 an approved level 3 qualification, or must have received approval to be included in the ratios at level 3 after attaining experience-based route status.
- at least half of all other staff must hold an approved level 2 qualification

The school does not include anyone aged under 17 in ratios, except apprentices who may be included in ratios from the age of 16. Nobody aged under 17 is allowed to care for children unsupervised at any time.

The Role of Adults

The professional team comprises of the teaching staff, lead and key workers, teaching assistants and learning support assistants. Others involved in the partnership are the Head, 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 Early Years 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 teaching assistants in Reception work in partnership with the teachers and are an invaluable part of the professional team.

There is a school appraisal system 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.

Members of staff are encouraged to improve their qualifications wherever possible. 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 Head 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 can 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 and Upper Kindergarten and Reception.
- Arranging a Home Visit to communicate with 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. The school has an open door policy and parents are welcome to discuss any concerns at mutually convenient times.
- Formal parents' evening for Reception children are held in the Autumn and Spring terms
- Regular reports on all pupils' attainment and progress throughout the school year
- Arranging activities throughout the year that encourage collaboration between child, school and parents
- Sending home information regarding weekly letters, homework activities. In Reception the use of SeeSaw to upload their child's work and receive feedback from their teacher.
- Drop-in sessions to enable their child to show their work to parents.

First Aid

Most staff hold a first aid qualification. 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'.

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 to provide all food. 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 in Lower Kindergarten. 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.

Safer Eating

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. All food is consumed under supervision by staff members. At each mealtime and snack time, lunchtime supervisors and EYFS staff are responsible for checking that the food being provided meets all the requirements for each child.

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 lead/ key workers, teachers and Catering Manager.

The school will have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information is kept up to date and shared with all relevant staff. The school will refer to the British Society for Allergy and Clinical Immunology ([BSACI allergy action plan](#)). The school ensures through first aid training that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning.

Staff should refer to the NHS advice on food allergies: <https://www.nhs.uk/conditions/food-allergy/> and treatment of anaphylaxis: <https://www.nhs.uk/conditions/anaphylaxis/>.

The school has ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Food is prepared in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child.

The school prepares food in a way to prevent choking. This guidance on food safety for young children: [Food safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years providers.

Children are always within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, staff sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

When a child experiences a choking incident that requires intervention, the school records details of where and how the child choked on CPOMS and ensures parents and/or carers are made aware. These records are reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.

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. Reception children follow the school's 'It's Good to be Green' behaviour management system.

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 Miss Gowland, Head of Early Years. For detailed information about the school's management of behaviour, refer to the Behaviour 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.

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 SENDCo and teacher, with the involvement of parents/carers, will identify the child's needs and in collaboration with the SENDCo for the school will work collaboratively with local authorities in relation to statutory assessments, consult other professionals as appropriate.

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

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.

Within the EYFS profile, the ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language including their home language and English.

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

Whistleblowing

The school has appropriate whistleblowing procedures in place for all staff (including students and volunteers) to raise concerns about poor or unsafe practice in the setting's safeguarding provision. Staff are aware of the procedures and know that they can raise concerns about poor or unsafe practice and that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with the school, or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: <https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure>
- General guidance on whistleblowing can be found via: [Whistleblowing for employees](#).

Child Absences

The school follows up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts are made to contact the child's parents and/or carers and alternative emergency contacts. The school considers patterns and trends in a child's absences and their personal circumstances and uses its professional judgement when deciding if the child's absence should

be considered as prolonged. Consideration is given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns are referred to local children's social care services and/or a police welfare check requested.

The school has an attendance policy that is shared with parents and/or carers via the website. This includes expectations for reporting child absences and the actions the school will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

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 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

The Parents' Handbook Main School and EYFS is provided for Lower Kindergarten, Upper Kindergarten and Reception, it provides valuable information to parents and is emailed to parents when the child begins at Oaklands School.

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

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>