

**Colham —  
— Manor**  
Primary School  
*Aspire, Achieve, Thrive*

# Early Years Policy

## Our Vision

Early Years at Colham Manor is fun, exciting and full of ambition! We firmly believe that every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured, that children learn to be strong and independent through **positive relationships**, that 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. We believe that children benefit from a strong partnership between the school and parents, and that **learning and development** is important; children develop and learn in different ways and at different rates.

We put our principles into practice by providing a balanced curriculum which takes children's different stages of development into account. We promote equality of opportunity and anti-discriminatory practice and work in partnership with parents. We plan challenging learning experiences, based on individual needs, which are informed by observations and assessments and assign each child with a group leader to ensure that each child's learning and care is tailored to meet their individual needs and whilst ensuring the provision is a safe and secure learning environment. We believe that our children learn best through an inquisitive and explorative approach, they learn through playing; through play they can challenge themselves and others, problem solve and work cooperatively and collaboratively. We see play as fundamental to their communication skills, their self-regulation skills as well as their ability to develop an inquiring mind, to express themselves, to imagine, laugh and have fun. At Colham Manor, our planning has a sharp focus on the children's needs, interests and stages of learning. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them with the support of our whole school Dimensions 'Learning Means the World' curriculum - which is underpinned by the four highly relevant world issues, known as the four C's - **Communication**, **Conflict**, **Conservation**, **Culture**.

We aim to deliver our curriculum through a combination of purposefully planned inputs and provision as well as through child-led play. By delivering the curriculum in this approach, every day is different and every day is an adventure. The children's high levels of involvement mean that they are intrinsically motivated and their play is purposeful; it is a journey which evolves over time with the support of teachers directing purposeful play in their planning, with the learning environments being at the heart of all learning; children will have an innate desire to wonder, discover, create and question.

Our **intent** for our EYFS at Colham Manor Primary school is to **inspire children to achieve more than they ever believed possible**. Through quality Early Years' experiences, children are able to build a future of academic, enterprising, social and emotional successes. High aspirations are instilled in our pupils from a very early stage and pupil's self-belief and facilitation of learning allow them to develop resilience on a daily basis. Whilst recognising that every child is unique and joins Colham Manor with differing levels of learning and social skills, our aim on leaving Reception is that every child has been provided

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Our approach is **implemented** through a collaboration of children's interests and our whole school curriculums. Our highly effective Early Years Teachers and Practitioners encourage pupils to explore and investigate problems. Their excellent knowledge of the Early Years Curriculum allows them to support pupils' progress during busy learning and directed inputs. At Colham Manor we believe the adults role is to facilitate opportunities for pupils to learn, ensuring learning environments and quality interactions are a driving force. By responding to pupils' needs in this way, pupils see their play as meaningful and being valued by adults, in turn creating better learning outcomes for them.

Our approach and policy have been developed in conjunction with the relevant guidance and legislation to ensure that the **impact** of our Early Years is that children have a respectful, enthusiastic, ambitious, courageous and healthy start to their school life, developing into independent thinkers who work collaboratively, take risks whilst building a foundation for a love of learning and **REACHing** for the stars.

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**Aspire, Achieve, Thrive**

# 1. Learning and development

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking
- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:
  - Numbers
  - Numerical patterns
- Understanding the world:
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design:
  - Creating with materials
  - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three **characteristics of effective teaching** and learning in the EYFS:

## **Playing and Exploring**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

## **Active Learning**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## **Creating and Thinking Critically**

- Having their own ideas
- Making links

- Choosing ways to do things

The characteristics of effective learning are fundamental to every child as they make a positive impact on long term outcomes. We ensure that our provision and adult interactions not only support the children’s development of these characteristics but also give them a precedence.

## 2. The Learning Environment


At Colham Manor Primary School we recognise that the environment plays a key role in supporting and extending the children’s development, where the children feel confident, secure and challenged.

Both our indoor and outdoor learning environments facilitate purposeful child-initiated play in all areas of development. Children will be provided with a range of areas that are carefully considered and well resourced, enabling them to access them and engage in stimulating, open-ended play. During their initial days in our setting, they are taught the routines and expectations in each area, so they can play purposefully and tidy up correctly. Our aim is to organise the learning environments - as well as the time, resources and the adults - to ensure that the children display deep levels of engagement and have continually improved learning outcomes. At the start of the day, all areas are clear, stocked and tidy;





- Varied, high-quality and open-ended resources for each area are available at child-height, so the children can access them easily.
- The resources required for continuous provision are available to the children at all times.
- The resources should also be authentic wherever possible and should reflect the wonderful diversity of our children (e.g. chopsticks in the home corner or books about certain cultures).
- Teachers use labels (pictures and words), so that children can independently tidy resources away. Tidy up time should take no longer than 5 minutes.
- Any resources for adults to use should be high up or locked away.
- Where possible, we avoid having resources that can only be used in a fixed way and try not to use worksheets, as these limit the children’s creativity.
- We constantly review our environments and provision to see which areas are proving productive and which need altering.
- Children are able to select the area to play in, the resources to use and what to do with them.

The indoor and outdoor environments may be similar in aspects, but they do not mirror each other exactly. Our outdoor play environments are bigger, louder and messier, whilst our indoor play environments are smaller and quieter. For example, the indoor construction area contains small-scale blocks and figurines (people/animals/dinosaurs) that may not last outdoors, whilst the outdoor construction area would contain crates, gutters, large blocks and tyres. Furthermore, our outdoor area is open for the duration of busy learning time, every day and in all weather, because we know how important it is to children’s physical, intellectual, emotional and social development.

Below are the areas that must be present in every Reception classroom (or between three shared classrooms) and every outdoor space.

In all classrooms, the following are present:	Suggestive provisions;
<p><b>Reading area</b></p> <p>This area must be calming, quiet and include soft seating with reading for pleasure books available as well as texts linked to the current LMTW theme.</p> <p>Soft toys/puppets should be present as well as different reading opportunities such as catalogues/leaflets, linked to the current LMTW theme.</p> <p>Books should be displayed upright on the stand indicated.</p>	

<p>Literacy area</p>	<p>This area should have a mark making resource station and a table for children to partake in provision at. Chairs are optional but standing is preferred in Nursery and at the start of the Reception year.</p> <p>The display closest to this area should be the RWI phonics board.</p> <p>This area should include a variety of mark making tools and resources as well as RWI sound mats and vocabulary mats to support children as they express their ideas and feelings through early writing and drawing activities; the primary aim is to inspire creative thinking using a wide range of resources.</p>	
<p>Maths area</p>	<p>This area should have a number resource station and a tuff tray for children to partake in provision at. The resources should maximise rich opportunities for investigation and problem solving. It should feature open-ended and traditional resources with the aim to develop children's number recognition and knowledge.</p> <p>The resources should include;</p> <ul style="list-style-type: none"> <li>• A wide range of counters</li> <li>• Natural resources &amp; small world creatures for counting, sorting &amp; pattern making</li> <li>• Number &amp; symbol cards, number lines to 10 &amp; 20, number beanbags</li> <li>• A set of wooden or magnetic numbers</li> <li>• Five &amp; ten frames</li> <li>• Whiteboards &amp; pens</li> <li>• Picture books with a number theme.</li> </ul> <p>There should be a separate space/storage for <b>games</b>;</p> <ul style="list-style-type: none"> <li>• Blank, dry-wipe games boards</li> <li>• A variety of dice &amp; spinners including dotted numbers &amp; numerals</li> <li>• A variety of beads and/or miniature small world animals.</li> </ul>	<p>Number station:</p>  
<p>Displays inside &amp; outside the classroom</p> <p>Literacy/Phonics</p> <p>Maths</p> <p>WOW</p> <p>UTW</p> <p>EAD</p>	<p>All learning environments should be in accordance with our whole school learning environments policy.</p> <p>All displays should be backed with pastel papers and a border that matches our EYFS curriculum colours; Writing - green, RWI - green, maths - orange, wow - yellow. All others are personal preference.</p> <p>Core vocabulary should be displayed using Widgit and be hung off a hanging hoop above the Literacy &amp; Maths table, changing as needed.. Inside these hoops should be wallets that include clear WALT's and our provision guidance format. On the back should include a list of children that will be encouraged to participate in busy learning tasks; i.e. SEND/PPG/lowest 20%.</p> <p>To ensure purpose and reduce over stimulation, displayed materials</p>	

	<p>should only be present on display boards and if irrelevant to the learning environment it is in.</p> <p>Instead of trays, childrens work should be displayed on the 'wow' board and assessed accurately or given to the child to take home to give it meaning. Every child should have the opportunity to celebrate their progress, whether it's an emerging or expected level.</p> <p>Corridor displays should all follow the whole school learning environments policy with all work mounted. Different displays are maintained and the responsibility of EYFS staff. Classroom 'WOW' display work does not require backing as they are continuously enhanced to give children's work meaning and purpose.</p> <p>Every classroom should have a safeguarding display.</p>	
Finger Gym	Every classroom should have a small allocated space for fine motor strengthening; this is individualised for the classes interests and needs.	
Visuals	All visuals should be created on Widgit, including timetables.	
Labelling	All resources should be clearly labelled using Widgit and updated each time a LMTW theme changes. Shadow marking is not necessary.	
Additional items/areas	<p>If a child's support plan has stated that they require a separate area/table/tent and/or sensory play; water/sand, then there must be this area in the classroom of which that child is a part of. These areas must be calming and have little distractions, as well as still being inclusive to the learning environment for the child. Personalise with the child's interests/needs.</p> <p>Every classroom should have a quiet space for calming purposes.</p>	

Each classroom will follow a different area of learning & provision that we feel meets the needs and interests of our cohorts the best.

R Seacole -  
Role play

The role play area must link to the LMTW theme and is informed by the books we read throughout the year. The overview of these themes can be found on the Literacy annual overview or the LMTW theme cycle.

Widgit should be used for all vocabulary.

Dressing up & real life items are to be embedded within the role play area, i.e. leaflets, real food, tins etc.



R Darwin -  
Small World

The small world resources must link to the LMTW theme and should be informed by the books we read throughout the year.


There should be a mix of open ended resources such as blocks and more directed resources such as figures depending on what topic is being undertaken.

All resources should be accessible to a child and inside storage that is easily visible and labelled with Widgit should it be in boxes.

Natural resources should be used where possible and a loose parts area should be present in the class to support open ended play.









Suggested loose part ideas;







<p>R Grey-Thompson - Art Workshop</p>	<p>The Art Workshop resources should empower children's expressive art and design skills, offering an organised workshop. The resources on offer should demonstrate a wide range of artistic tools, materials and equipment and be freely accessible for children as they learn and play.</p> <p>All resource storage to be labelled using Widgeit.</p> <p>This area should have a linked display board celebrating children's creativity and an area for children to let their work dry.</p> <p>Aprons must be freely accessible and encouraged to be worn whenever using messy resources.</p>	
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<p><b><u>Literacy &amp; Mathematics in all areas of provision</u></b></p>	
<p>We believe that children should develop their speaking, listening, reading and writing, as well as their mathematics, in all areas of our provision. We do this by ensuring that in many areas as possible:</p>	
<ul style="list-style-type: none"> <li>• There are books/print available (craft books in the creative area, recipes in the home corner, etc.)</li> <li>• There are writing tools available (pencils and gridded paper in the construction area, post-its in the home corner, chalk outdoors, etc.)</li> <li>• There are mathematical opportunities (measuring with water, Numicon in the malleable area, etc.)</li> <li>• Adults model and encourage the use of high-quality spoken language.</li> </ul>	
<p>When outside, we provide writing opportunities in the form of chalk, clipboards, weather pockets &amp; whiteboards. We try where possible to avoid the use of paper outside.</p>	

<p><b>Outdoor learning environments - Here at Colham Manor, we recognise the importance of sustainability and where possible, try and only use recycled and/or natural materials outside.</b></p>			
Area	Why?	Resourcing?	Suggestive look;
<p>Construction area (outside R Seacole)</p>	<p>To allow children to guide their own learning about different materials. We aim for children to manipulate materials to achieve a desired outcome and be provided with a great sense of achievement. We believe that constructive play helps children to make sense of the world, they develop problem solving and social skills and develop both their gross &amp; fine</p>	<p>Large scale construction including tyres, guttering, wooden blocks, pallets.</p>	
			

	<p>motor skills.</p>		
<p>Messy play, sand/water area</p>	<p>To support the fostering of curiosity, imagination and exploration, we have incorporated these areas. We believe they will heighten the sensory experience and support children's understanding of their senses, this exploration nurturing an awareness and understanding of the world that surrounds them.</p>	<p>Wet sand Dry sand Water trays/play &amp; wall Messy tray Standing easels/paint</p> 	  
<p>Performance &amp; Music Stage</p>	<p>Being outside means more physical space for children to explore big body movements. Music motivates movements, so having a performance and music area outdoors is crucial to our children's outdoor exploration and for supporting their communication &amp; language development, an area we recognise to be key for our children at school.</p>	<p>Dressing up opportunities. Puppet opportunities. All recyclable instruments in the surrounding areas. Outdoor music system.</p>	
<p>Messy Maths Kitchen Role Play (Outside RGT, against the wall/fence).  Small Garden area (Outside R Grey-Thomps on, against the fence).</p>	<p>This area encompasses all areas of the curriculum, specifically supporting risk taking, independence and maths (shape, space &amp; measure).  Our messy maths kitchen aims to give children an opportunity to get up close and personal with natural materials and other living things; helping them to understand, appreciate and respect the natural world.  Shrubs to support children's resourcing within the outdoor messy maths area.  Den making opportunities will also be provided here.</p>	<p>Pots/pans bottles/bowls utensils plates/cups bark mud water sticks leaves  Den kits - bamboo sticks, slips &amp; netting.</p> 	 

			
<p>Gross Motor - Playground</p>	<p>Gross motor skills affect wellbeing and give opportunities to socialise in their play. We believe these opportunities will support their development of confidence and coordination, skills that are both essential for their eventual fine more, mark making &amp; writing skills.</p> 	<ul style="list-style-type: none"> <li>• Obstacle courses using wooden beams &amp; tree trunks/tyres.</li> <li>• Bikes/trikes available at all times in a sectioned off area.</li> <li>• Gross Motor cupboard full of equipment.</li> <li>• Climbing frame</li> </ul>	 
<p>Sensory Garden</p>	<p>The sensory garden is an area that both the Nursery &amp; Reception use for some of their Forest School &amp; Science lessons as well as a breakout space to support C&amp;L, PSED &amp; PD, but mainly to explore nature.</p> <p>In here, there should be planting opportunities, bird feeders, butterfly gardens, a bug hotel, reading opportunities, gross motor activities &amp; a pond.</p>		

The use of Technology will be evident across different areas of learning, ensuring children are supported in experiencing a range of technologies - using cameras, photocopiers, CD players, programmable toys, in addition to tablets/computers.

There are toilet facilities available to the EYFS, and there are hygienic changing facilities containing a supply of towels and spare clothes. Nappy changing facilities are also available.

### 3. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Assessment is Informed by a range of perspectives however is predominantly based on the teacher's professional judgement. When assessing children against the ELGs, teachers will look at the whole description for each goal to determine whether this best fits their professional knowledge of the child.

So not to include burdensome evidence gathering requirements against any of the areas of learning in our assessment policy, we encourage teachers and practitioners to spend as much time as possible interacting with children and directly supporting their learning and development. Sources of written or photographic evidence are not required, however teachers may find it helpful to record, though that is at the discretion of the teachers and practitioners.

#### 3:1 Baseline Assessment

During the first half term in Nursery and Reception, the teacher assesses the ability of each child using a

range of baseline assessments; Reception Baseline Assessment (RBA) & an upon entry baseline assessment linked to Literacy & Maths. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The reception baseline assessment is a **short, interactive assessment which will provide a snapshot of where children are when they arrive at school**. By doing this, we can measure the progress that children make between the start of primary school and the end of year 6.

### 3:2 Half-termly Assessment

Each half term, teachers will reflect collaboratively with the year group team on the progress their children have made and assess them at **Emerging** or **Expected** across the 7 areas of learning. The SENDCO is also present at these meetings.

### 3:3 Continual Assessment

Continual assessment involves teachers, including Early Years Practitioners, informally observing children in their learning. These informal observations do not require any written evidence; it is at the discretion of the teachers on whether they want to make observation notes or not. Some observations may be demonstrated in a child's e-learning journal, using Seesaw. Continual Assessment also involves children's work being displayed on their **'wow'** board and having tracking sheets in some learning environments to monitor whether a child is working at an **Emerging** or **Expected** level of development in conjunction with the task objective; this day-to-day informal monitoring of what children have learnt will inform teaching and learning on an ongoing basis.

### 3:4 Pupil Profile

The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment) and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs). It is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS. The EYFS requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5 and submitted to the local authority. We share all information on the End of Year Reports. However, our Nursery reports reflect the three Prime Areas only.

The primary purpose of the EYFS profile assessment is to support a successful transition from the EYFS to year 1. At the end of the final year of the EYFS, reception teachers give year 1 teachers a copy of each child's EYFS profile. Successful transitions are ensured by allocating sufficient time for meetings between EYFS teachers and Year 1 teachers to discuss and expand on all the information presented in the EYFS Profile. Early Years Practitioners are invited to join too to promote a range of perspectives.

### 3:5 Moderation

Teachers complete an inhouse moderation of EYFS profile assessments and is a collaborative process. We also work closely with other local schools on an annual basis to work together so that teachers can share experiences and develop their assessment skills.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is

cause for concern about a language delay.

Assessment procedures are set out in full in our Assessment Policy.

## **4. Roles and responsibilities**

The governing board is responsible for:

- DSL's
- First aiders
- EYFS lead - Teachers & EYPs
- SENDCo

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL's are Mrs Carly Rissen (Headteacher) and Mrs Tara Embleton (DSL- Safeguarding Keyworker).

In the absence of the DSL's, child protection matters will be dealt with by the deputy DSL's:

- Miss Yasmen Sopta-Shahrtash (Deputy Headteacher)
- Mrs Fiona Bootes (Assistant Headteacher)
- Mrs Jan Harvey-Davies (Assistant Headteacher)
- Mrs Cigdem Oruc (Assistant Headteacher).

## **5. Health and safety**

The school will promote the good health of children in the EYFS through our curriculum, including the promotion of good oral health. Children are offered free fruit & milk each day.

The EYFS team will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded on Medical Tracker, located in the setting. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box is located in the Nursery kitchen and garden and in all Reception classrooms and one in their outdoor learning environment.

A daily risk assessment is carried out and recorded in our health and safety folder; separate for both Nursery & Reception.

Any incident whereby a child has had to be changed will be recorded in a folder kept in the Nursery toilet. A slip will also be sent home to the parents.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

We are a Nut free school, including chocolate spread.

The Health and Safety Policy outlines the full health and safety policies and procedures. The school has a Fire Safety Policy in place.

## 6. Staffing

The most valuable resource in any setting is the group of adults. The adults in our environment are there to play, interact, observe, plan in the moment and teach. They also prioritise building strong relationships with every single child and setting high expectations – in terms of behaviour, routines and learning. A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

As per the Statutory framework for the early years foundation stage, 2021, the following staff-to-child ratios apply to the whole provision; we deploy our staff to meet the needs of the children.

The school adopts the following staffing ratios:

### **For children aged three and over:**

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.

### **For children in Reception classes:**

- Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

To be counted in our ratios, staff must be at least 17 years old (with some exceptions for apprentices).

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early year setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

Fiona Bootes (Assistant Headteacher) will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and headteacher.

## 7. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

## 8. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. We recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our open mornings/afternoons and induction meetings.
- Providing a handbook of information about commencing Reception at Colham Manor Primary School.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if Early Years Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Offering families, the Seesaw app platform where pupils, parents and teachers can share work and announcements/information in a safe, secure and private social network environment. Seesaw provides a safe digital learning 'Journal' in which children can document their learning by adding entries such as photographs, videos, drawings and notes to show what they are learning in class and at home as part of home learning activities or indeed 'Blended Learning'. Seesaw creates a triangle of communication between teachers, pupils and parents through the use of two apps/programs: Seesaw Class and Seesaw Family. Furthermore, it encourages digital citizenship by showing how technology can be used in a safe and creative way.
- Written contact through school newsletters.
- Publishing a Creative Curriculum topic map detailing the areas of learning and the overarching theme of the term or half-term.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as workshops, Christmas productions, sports day and Graduation etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

## 9. Admissions & Transition Periods

Admissions and settling-in Starting nursery or full-time school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

## **Nursery**

Starting Nursery – Parents of all children starting in the next intake of Nursery are invited to a stay and play session to have a look around the school, meet their child's new teachers and other key staff and learn more about Nursery. This is an opportunity for staff to:

- Give out information packs.
- Organise home visits should they be needed. These are carried out by 2 members of Nursery staff prior to the child starting in nursery.
- Explain the arrangements for the gradual induction to Nursery.
- Explain if required, the idea of devising an individual settling-in programme to cater for individual needs.

## **Reception**

At Colham Manor we have three Reception classes. There is one intake of children into Reception in September.

- New intake children from the Nursery are brought to the main school playground to join some Reception playtimes.
- Transition books (containing photos of the Reception classrooms and members of staff) are read to the new intake whilst still in the nursery.
- Reception Teachers spend one hour a week in the Nursery getting to know their next year cohort during the final Summer term.
- All Seesaw journals will be shared with Reception teachers.
- All children starting in Reception are invited in to their new classroom for a visit prior to them starting.
- The parents/carers of children who have not attended Colham Manor Nursery are invited to a stay and play session to meet other parents and for the children to visit their new classroom. A member of the Early Years Foundation Stage staff will, if possible, visit the children in their nursery setting should it be required.
- Parental Consultation telephone calls (to share information about the children) are offered to all new parents/carers and are completed on a one to one basis with their child's class teacher.
- Records and transition plans are passed from Nursery to Reception and discussed.
- Staggered entry is provided for all new children - Children stay for morning sessions only for a set period of time then children stay for morning session and lunch. Children will then begin full days. For some children an individual settling-in programme to cater for individual needs will be discussed.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend a day in their new class during the summer term.

## **10. Monitoring and review**

This policy is reviewed every two years by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is November 2024.

## **11. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)

- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage' • DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World' This policy

operates in conjunction with the following school policies:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy