



Wawne Primary School

Early Years Policy

March 2026

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Statement of intent

At Wawne Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life, in which they can build a solid foundation and a life-long love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness', and give children a broad range of knowledge, skills and values that provide the foundations for future progress through school and preparation for life in modern Britain.

We seek to provide:

- 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.

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
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'Early years foundation stage statutory framework'
- DfE 'Early years foundation stage profile: 2024 handbook'
- DfE 'Keeping children safe in education (KCSIE) 2025'
- DfE 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school policies:

This policy is intended to be used in conjunction with the following school policies:

Behaviour Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Allegations of Abuse Against Staff Policy

Drug and Alcohol Policy

Equal Opportunities Policy

Administering Medication Policy

Health and Safety Policy

Data Protection Policy

Complaints Procedures Policy

Inclusion Policy

Roles and responsibilities

The governing board has the overall responsibility for ensuring there is a policy in place to safeguard children. That includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff

safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy.

The governing board has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

The governing board has the overall responsibility for the implementation of this policy. The governing board has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation. The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead and teachers, in conjunction with the head teacher, have responsibility for the day-to-day implementation and management of this policy. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

Staffing

Current Staff

Emma Ramsey - EYFS Lead / Teacher, Phonics Lead & SENCO – Part Time

Maria Cocken – Teacher / Nursery Nurse - Level 3 - Full Time

Sophie Kennedy - Nursery Nurse - Level 3 - Part time

Lauren Brown - Nursery Nurse - Level 3 - Part time

Rebecca Bonnar - Nursery Nurse - Level 3 - Part time

EYFS Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks, references and vetting processes that have been completed – this must include the criminal records

check reference number, the date a check was obtained and the details of the person who obtained it.

- Make a referral to the Disclosure and Barring Service (DBS) where a member of staff is dismissed, (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

References

The school must obtain a reference for any member of staff (including student and volunteers) before they are recruited.

The school will:

- Not accept open references e.g. to whom it may concern.
- Not rely on applicants to obtain their reference.
- Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
- Not accept references from a family member.
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.
- Ensure electronic references originate from a legitimate source.
- Contact referees to clarify content where information is vague or insufficient information is provided.
- Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.
- The school will provide references for previous employees in a timely manner, upon request.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. All training on safeguarding will be renewed every two years.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.

- Ensure they have up to date knowledge of safeguarding issues.
- The lead practitioner attends a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in [location](#).
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Staff:child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Managers appointed on or after 4 January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within two years of starting in the position. This will also apply to existing managers moving to a new managerial role.
- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and will decide how to deploy staff to ensure children's needs are met.

- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

For children aged three and over:

- In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status is working directly with the children, there will be:
 - One member of staff for every 13 children.
 - At least one other member of staff will hold an approved level 3 qualification.
- In registered early years provision where a staff member with QTS, Early Years Professional Status, Early Years Teacher Status, is not working directly with the children, there will be:
 - One member of staff for every eight children.
 - At least one other member of staff will hold an approved level 3 qualification.
 - At least half of all other staff holding an approved level 2 qualification.

Key person

Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents and/or carers.
- Help families engage with more specialist support if appropriate.

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.

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life, in which they can establish a solid foundation and love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- Four guiding principles shape our practice:
 - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
 - Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- The importance of learning and development. Children develop and learn in different ways and at different rates.
- To put these principles into practice, the school:
 - Provides a balanced curriculum which takes children's different stages of development into account.
 - Promotes equality of opportunity and anti-discriminatory practice.
 - Works in partnership with parents.
 - Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
 - Implements a key person approach to develop close relationships with children.
 - Provides a safe and secure learning environment.

Curriculum and Planning

At Wawne Primary School, we aim to deliver a creative curriculum, which is driven by the needs and interests of our children. Our curriculum goes beyond guidance content from Development Matters and Birth to Five documents. We will adapt or add objectives and checkpoints to fit our children's needs, so that their learning is challenging and progressive. Becoming a successful citizen is an important part of our curriculum and therefore developing strong communication skills are vital. Children can then participate in activities that will give them knowledge and skills that are useful in the real world. Activities such as learning about new places and people, parenting through play, cooking opportunities, exploring the arts, the world of work, financial independence through saving, charitable support of others and developing links within the community all weave in to our curriculum to support our children in becoming rounded individuals. At the beginning of each term, on reflection of observations and discussions, key areas of focus are highlighted and an overview created.

Our planning has a sharp focus on the children's needs, their stages of development and their interests. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them and a wider enriched curriculum. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know. Children experience a mixture of independent exploration (independent learning time) and adult led direct teaching sessions.

Long term and short term planning

Staff create a flexible 2-year plan, which is then broken down in to 6 half-termly 'topics' that highlight progressive key knowledge, skills and experiences to be developed in that term. EYFS objectives have also been added to the whole school progression documents so that the children's learning experiences provide them with the knowledge and skills to be able to transition to KS1 successfully. These objectives take direction from the Development Matters guidance, but also include supplementary smaller steps that we think our children need in order to progress smoothly. This ensures that there is sufficient, progressive coverage of knowledge and skills across the term and that the themes include different cultures/lifestyles, real world events/celebrations and a balance between real life and imaginative settings.

Across this yearly plan, key traditional stories and those from other parts of the world and cultures are woven through the learning. Stories are at the heart of our curriculum, which ensures we embed a love of reading in our children, and consequently supports the importance of language and vocabulary development.

Short term planning reflects the immediate needs of the children highlighted in the previous week's observations and assessments. It includes differentiated adult led/guided experiences for the curriculum areas. The focus for planning is on ensuring progression and challenge for all children, with the element of mastery, so that children have a strong knowledge and skills foundation in order to build their learning. It is important to allow time in the curriculum for children to gain, develop and practice new skills. Staff then use focus questioning and plan challenges in the environment to further supplement this. In order for us to get a global picture of each child that reflects their achievements and attainment at home and school, we seek collaboration with parents through discussions, questionnaires, photos and evidence sent in showing achievements at home.

The learning environment and outdoor spaces

We aim to create an attractive, welcoming, stimulating and safe learning environment which will encourage children to explore, investigate and learn through first hand experiences. Staff have high standards and expectations for the areas and children are shown how to look after equipment and put resources away tidily and in the correct place. Resources are organised into learning zones, enabling the children to access them with a high level of independence. Resources are prepared and organised to promote high levels of engagement and challenge for every child whatever their learning needs may be. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary depending on children's interests, next steps in learning and to fit with topic changes. The emphasis for provision in each area will be on developing knowledge, vocabulary and key skills.

Throughout the year, the areas of the classroom will reflect the needs of the children; for example, at the beginning of the year, basic provision will provide interesting and familiar resources to support children's transition into our setting. After initial assessments, this knowledge will be applied to creating continuous provision - it continues the provision for learning in the absence of an adult. Once continuous provision has been levelled, it is enhanced to support what we are focusing on in our teaching and takes into account learning and specific interests of the children. Provision also takes place in the day where children are engaged in activities themed around an identified need. For example, to teach concepts, support social development, develop fine motor skills or promote talk time. There are opportunities for some adult led/guided provision when staff initiate an activity or they identify a play opportunity and use the children's interest as a starter for teaching points.

Sustained shared thinking, where the adult is involved in the child's thinking process, supports and challenges children's learning through the use of open-ended questioning. This enables the child to think critically and ask their own questions. Children have access to the outdoor environment and staff manage resources and activities so that children are supervised, supported and kept safe at all times. A risk assessment sheet is completed at the start of each day before children enter the setting in order to check the environment and

resources are safe for learning. Staff position themselves so that all children can be seen and heard at all times.

Children are taught how to use equipment correctly and safely both inside and out, and how to move around the environment in a safe, controlled manner. Outdoor provision is not aimed at mirroring activities available inside. The outdoor environment is designed to develop specific skills that can only be achieved in an area where they have plenty of space and use specific resources that may not be available or appropriate inside. The environment has been enhanced by a range of permanent resources and additional enhancements that can be accessed independently at all times. The weather does not hinder us; water-proof clothing is accessible so that the children can get outdoors as much as possible.

Community links and the Wider World

Over the year, we arrange visits from members of the local community to support the children's learning. We also arrange trips for children in the EYFS within the local community, for example a local area walk or trip to the theatre. Films, video clips, stories, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations. Fundamental British values are introduced, discussed and promoted throughout all areas of learning including school assemblies. Through our enriched curriculum, our aim for the coming months is to expose the children to experiences beyond the academic curriculum in order to develop them to become purposeful, future citizens in our society. We hope this will involve play activities to develop parenting skills, knowledge about environmental issues, simple first aid, saving their own money, donating to charity and collaborating with other citizens in the community.

Teaching, learning and development

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important. Our educational programmes for all ages of children cover these areas of learning:

- Communication and language,
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

By the end of Reception, Early Learning Goals will be used to support staff to make best fit judgements about children's development and readiness for year 1. They will complete a summative assessment to say whether children are 'working towards' or 'working at' the Early Learning Goal level. The seven areas of learning listed above are broken down in to sub-categories, and these areas of learning create the Early Learning Goals which staff consider.

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.

Effective Teaching and Learning

Activities are planned to reflect children's needs, interests and individual circumstances in order to provide each child with a challenging and enjoyable experience. The activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

Playing and exploring – children investigate and experience things.

Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about which skills they need to develop further, what they are interested in and which resources they need to support their learning. We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available, that is designed to offer open-ended, practical learning opportunities. Where possible, the children are an integral part of developing and enhancing the learning environment with the staff, allowing them to really 'take ownership' of their classroom.

Children are supported to think creatively and imaginatively and explore how resources can be adapted. Staff are reflective in their practice and the provision is regularly enhanced with additional resources, based on observations, needs and interests.

Adult-led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult-led activities that the children take part in increases throughout the year, as their concentration develops and in preparation for Year 1. The role of the adult in these activities is to act as a role model demonstrating new skills, a participator playing alongside the children, and as a facilitator moving learning on through questioning and suggestions. Linked provision activities may be differentiated to allow for targeted support and resources.

The EYFS teacher will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability 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 a child is found to not have a strong enough grasp of English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Inclusion

All children at Wawne are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Every child matters, and all are supported according to their individual needs. We ensure positive attitudes to diversity and difference and support each child's needs by:

- Removing or helping to overcome barriers where these already exist.
- Being alert to the early signs of needs that could later lead to difficulties.
- Responding quickly and appropriately, involving other agencies if required.
- Academically challenging all children.

The diversity of individuals and communities is valued and respected. The EYFS is committed to equal opportunities as outlined in the school Equal Opportunities Policy, and supports children with learning difficulties and disabilities, as in the SEND policy and code of practice, and the Disability Equality Policy.

EYFS staff are aware that some children's development may require additional support in order to help them learn and develop effectively. Staff will be vigilant in early identification of need for individual support in order that the child receives the right amount of help, at the right time and in the way that is right for them. The EYFS teachers will report any observation of need to the SEND co-ordinator. Staff will be aware of certain groups of children whose development may be in particular need of support. Where children have severe and complex needs, staff work together with other agencies to plan jointly to support the children's needs. Staff are also aware that parents /carers may require additional support to access information about their children's learning.

Provision for inclusion in the EYFS includes:

- An environment that is accessible in all aspects to all children.
- Home Visit/transition visits/form which helps identify diverse needs of children and parent/carers.
- Stories, photos, signs and symbols, toys reflecting cultural diversity, disability and non-stereotyped gender roles.
- Topic themes which value diversity and British values.
- Activities and celebrations reflect a range of religions/cultures/abilities.
- Displays showing examples of learning, (photos, pictures, models, writing, examples of scribed comments) that celebrate every child's achievements in the class and at home.
- Additional one-to-one support from Teacher, TA and outside agencies.

SEND in the EYFS setting will be monitored and managed by the school's SENCO.

Behaviour Management

Wawne Primary school follows a positive behaviour management approach through a restorative approach, reflected in our School Values and Dojo reward system. Our EYFS uses this system interactively with our children to support their understanding and positive shaping of what our school values mean, and what expected behaviour looks like. Please refer to the school's 'Behaviour Management' policy for full details.

Marking and Feedback

The emphasis for marking and feedback are positive responses to promote confidence and a willingness to have a go. Children are taught not to be afraid of getting things wrong, that they should keep trying when facing challenges. The majority of feedback given to children will be in the form of instant oral feedback so children can be fully involved in discussing what they have done well and what they need to do next to move their learning on. Other

forms of marking may include symbols, short comments and later in the summer term F2 children are encouraged to self-assess. They may also be encouraged to comment verbally on things they think they did well within their work and things they could improve next time. Teaching and learning is monitored termly by the head teacher and SLT through learning walks, evidence walks, observations and discussions with the children and staff.

Assessment

Assessment plays an important part in helping the school and parents to recognise children's progress, understand their needs, plan activities, and assess the need for support.

At Wawne Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning and assessment meets the needs of all learners. During activities, practitioners make 'snapshot' observations and use the iPad to record observations, photos and make video clips. Notes about guided activities are also recorded in this way, as well as in books. Each child has a Tapestry online 'learning journey' and all observations are gathered here along with evidence of adult-led activities and parental contributions.

Parental observations, comments and photographs are valued and encouraged and achievements at home are celebrated and included on Tapestry. There are opportunities in the year for parents to come into school to look at examples of their work and discuss progress with the teachers.

Data is submitted to the LEA at the end of each year and staff take part in activities within school and the LEA to ensure accuracy and confidence in assessment.

From the first half of the entry term onwards, the teachers conduct some baseline assessments and use their observations and knowledge of each child to decide if children's learning is on track or if there are areas of concern. Assessment evidence sent from previous settings and discussions with parents help to build a global picture of each child on entry into school. This allows learning opportunities to be pitched appropriately and also provides an accurate baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress. Observations will be recorded on Tapestry to create a timeline for each child, showing their individual progress and termly data will be added to the whole school tracking program. Checkpoints in the year will flag any concerns and future planning, provision and activities will be altered to support these.

Children starting the Reception year, will undertake the computer-based Reception Baseline Assessment (RBA) within the first six weeks. Staff will also continue to conduct their own observations, activities and assessments in order to make their own baseline judgements.

In the Summer term, practitioners work in collaboration with the Year 1 teacher to consider the 17 Early Learning Goals in the EYFS Profile and decide whether each child is meeting the expected levels of development or if they are not reaching expected levels. Judgements against the ELGs are based on ongoing observation; all relevant records; examples of work, discussions with the child, parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. On completion, a copy will be given to the Year 1 teachers with a short commentary in relation to the 3 characteristics of effective learning so that they can plan suitable provision to ensure a smooth transition into Year 1.

The results of the Profile are shared with parents / carers, and there are opportunities for them to meet with their child's class teacher to discuss this information.

The EYFS profile results are reported to the local authority.

Parental involvement

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing, food and drink.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school. Photographs of children's learning may appear on the school's website and Twitter page. No child will be named and only children whose parents have given permission for their images to be used will appear. Parents are asked to complete admission forms and a medical form.

Parents have opportunities to meet with staff throughout the year to discuss their child's learning and progress. The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. The head teacher's office will be utilised for confidential discussions between staff and parents.

The children take reading books home to share once they confidently recognise a number of letters and can competently blend them together to recognise a word. They may also receive activities to complete at home when relevant, such as drawing pictures, playing simple games, learning key letters, words and numbers or finding out about things. As part of the whole school reading initiative to promote a love of reading, children are encouraged to read at home as much as possible and parents are asked to record comments and sign their reading journals. Their home reading books will be read with EYFS staff and changed once a week.

Throughout the year, there are reading, phonics and maths workshops held by the EYFS staff, as well as coffee mornings and open sessions where the parents can come in and see their child within the setting. Parents are encouraged to share examples of their child's achievements at home by sending in photos, video clips, drawing and writing, all of which can be uploaded by parents on to their child's Tapestry portfolio. This helps to create a 'whole' picture of the child, ensuring accurate assessments and acknowledging the value of the work that is done at home.

Safeguarding and welfare

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 conjunction 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 is Georgina Lawson

The Deputy DSL is Clare Evers

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The Deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and Deputy DSL will undertake child protection training as required. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. School safeguarding procedures are displayed throughout the school. The school uses CPOMS which is an online safeguarding and child protection program. This allows for information to be recorded and securely stored. Safeguarding staff work with other outside agencies to ensure that children's safety and well-being remains paramount.

Within EYFS, two members of staff are on the door at the beginning and end of day to see the children in and out safely. If children are to be picked up by an adult other than their parent, we operate a password system and no child will be allowed to leave if staff are in any doubt. From time to time, photographs of children's learning may appear on the school's website or Twitter. No child will be named and only children whose parents have given permission for their images to be used will appear.

Please refer to the school's main 'Safeguarding Children' policy for full details.

Premises and Security

The school has CCTV covering the entrances and surrounding area. For visitors, all access to the school is through the main school door, which is kept locked and is supervised by office staff. Staff use an electronic keypad to gain access to the building and sign in and out. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in and a visitor's ID is generated and worn on a lanyard. They are accompanied by staff when in the main school. Staff and children are aware of their role in challenging anyone who is not recognised and asking for identification from anyone not wearing ID or claiming to be from an outside agency.

The external classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of their sessions. The door to the outdoor area is kept locked when this area is not in use. The external doors are closely monitored by no less than 2 staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure. A register is used to check how many children are present in the morning and afternoon sessions. When moving from one area of the school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

Parents must supervise their children at all times when on the school premises at the beginning and end of the day. A member of staff will open the door to let the children enter, and parents remain on the playground. The doors and playground will then be secured when the school bell has rung to mark the start of the day at 9am. Each child is marked present on the register by the class teacher. Parents / carers come to the cloakroom door when collecting their child at the end of the school day, they do not enter the classroom. Staff on the door only let the children leave the building when their parents are at the door to

receive them. If a child needs to be collected during the school day, parents report to the school office and a member of staff then comes to get the child.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written permission. In some circumstances, a parent may give verbal permission, but a password will be required when collecting the child. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them. If a child is not collected and the parent/guardian is not able to be contacted, the other named adults on the child's registration form will be called.

Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets. Photography procedures are addressed fully in our Staff Code of Conduct and Child Protection and Safeguarding policy.

Use of mobile phones by staff members:

- Staff members must not use personal mobile phones or cameras when children are present.
- Staff may use mobile phones on school premises outside of working hours when no children are present.
- Staff may use mobile phones in the staff room during breaks and non-contact time.
- Mobile phones should be stored safely and in silent mode whilst children are present.
- Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.
- Staff who do not adhere to this policy will face disciplinary action.
- Staff may use their professional judgement in emergency situations.
- Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.
- Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- Parents may take photographs and videos only containing their own child during school events, when indicated by a member of staff.
- Parents may take group photographs at school events but only with the informed consent of the parents of the children involved, and when indicated by a member of staff.
- The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media.
- Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras:

- Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- School devices must have passcode protection.
- School devices must only be used for work related matters.
- School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concern on appropriate forms and body maps relating to child protection concerns is appropriate. These forms can be acquired from the DSL.
- School devices must not be taken off school premises without prior written permission from the head teacher.
- Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outline in the Child Protection and Safeguarding Policy.

Intimate care procedures

The EYFS follows the school policy for intimate care. Children who require regular intimate care have clear procedures set out in their individual care plan which will have been planned and discussed with their parents. Two members of staff will be present when intimate care situations arise.

Health and safety

Promoting Awareness of Dangers and How to Stay Safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. Staff teach the children about possible dangers in the home, when playing outside and the rules of basic road safety. The school follows the PSHE Jigsaw programme, which encourages children to think about who can help them in different situations. All children are involved in discussions and activities that develops their knowledge of who they can turn to if they need help.

Risk Assessments

In addition to the school's risk assessment, there is an additional one for the EYFS environment and staff also carry out a daily risk assessment before sessions begin to ensure that any hazards are identified and managed before the children enter the indoor and outdoor learning environments. Staff will be deployed where necessary to ensure supervision and safety is maintained at all times. Cloakroom and toilet areas will be checked regularly.

Injuries / First Aid

All first aid equipment is located in the first aid cupboard, ice-packs are easily accessible from the office. 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.

The EYFS staff 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. All blows/injuries to the head will be reported to the parents immediately. Accidents and injuries will also be recorded on an accident slip which are then stored in the school office. The head teacher 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.

The school has a Fire Evacuation Plan in place. The head teacher 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. The Health and Safety Policy outlines the full health and safety procedures for the school.

Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly. Any medication used by staff is securely stored.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing and submitted via the online EVOLVE program to the head teacher.

Staff: child ratios will be suitable for the number of children, their needs and the activity they are participating in. Staff will assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. Vehicles in which children are being transported, and the driver of those vehicles, will be adequately insured.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including resources such as blocks, planks, large balls, bats, scooters, sand, water and digging equipment. Once settled into school, the children also participate in a weekly PE session.

Food and Drink

Each week children have access to a range of healthy snacks, supplied by "The School Fruit and Vegetable Scheme". Children have a daily snack time as a whole group, during which they are seated safely whilst eating and staff can ensure children are adhering to hand

washing. We also find it gives us another opportunity to develop speaking and listening skills, talking about the different fruit, where it comes from, how it tastes etc... Fresh drinking water is available at all times with children bringing in named water bottles and milk is available. Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs/allergies is available in the setting and all practitioners have regard to this when having snack or when leading a cooking or food tasting activity.

Transition to and from EYFS

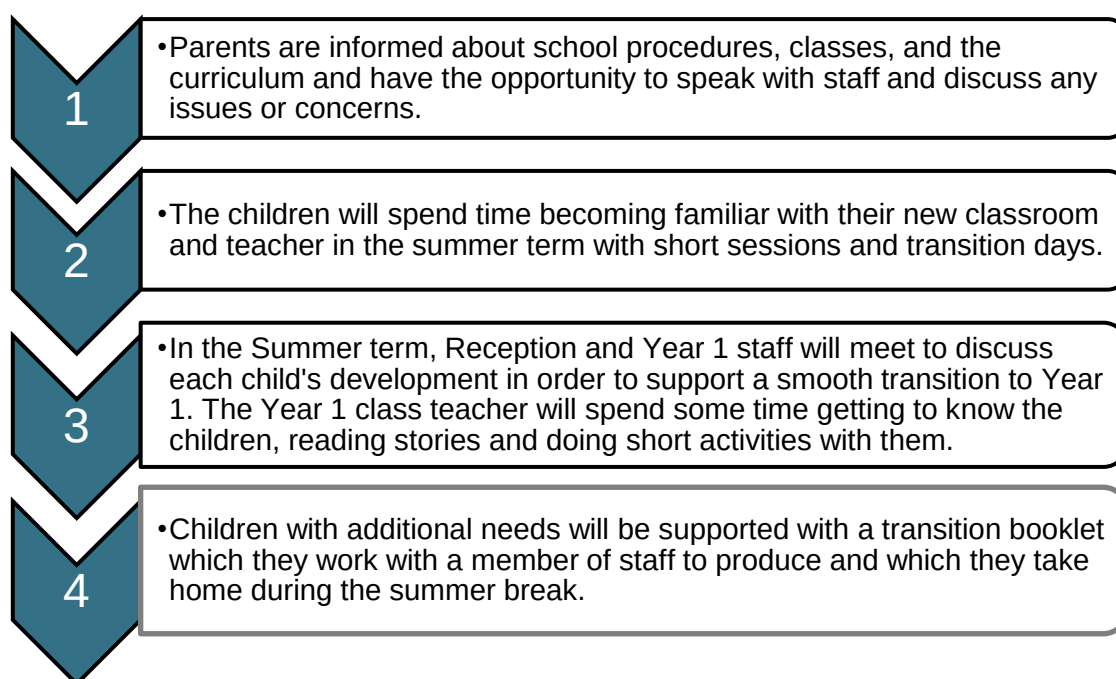
Working in Partnership - Entry to F1

We recognise that children may have accessed provision through other providers before starting school and our staff value their comments, observations and assessments. We seek information from the other settings so that we can establish communication about their learning and development and provide a smooth transition into school.

We also value the child's time at home and understand that the home is a place where they are most relaxed and comfortable. We offer all children entering our EYFS a home visit where 2 staff members will visit the child and family in a familiar home environment to meet, ask questions and find out about the child. We also offer visits for parents to view the environment and sessions where the child can stay and play in the classroom for a shorter period of time. All of these actions mean the child is familiar with the adults in EYFS, the adults know about the child's needs and interests and can therefore provide a smooth transition and start to their learning journey with us at Wawne.

Transition from EYFS to Y1

As a school, we understand that the transition from EYFS to Year 1 is important and we therefore take a number of steps to ensure this is done as mindfully as possible. In the summer term, we begin a programme of transition to support the children with their move to Year One:



The first half term of Year One reflects some of the principles of EYFS, with a focus on practical learning and with some time available for independent learning, allowing the children to feel secure in their new environment.

Information and records

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following is recorded for each child:

- The child's name and date of birth.
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with.
- The emergency contact details of the child's parent or carer.
-

The following information about the school is recorded:

- The school's name, address and telephone number.
- The school's certificate of registration.
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children.
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person.

The following information is made available to parents:

- The school's privacy notice for parents and pupils.
- How the school delivers the EYFS and how parents can access more information.
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home.
- How the school's EYFS supports children with SEND.
- Details of the food and drink provided to the children.
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school.
- The school's contact details.
- The hours during which care is provided.
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, to look after children.

Complaints

Our aim in EYFS is to build open, two way relationships with parents and carers so that families feel fully supported and able to raise concerns and make suggestions that will help develop good practice. Staff are available on the playground at the beginning at end of every day if parents need to seek advice or raise any concerns. Meetings with teachers or senior leaders can be arranged for more in-depth discussions. For further information, please refer to the school's Complaints policy.

Monitoring and review

This policy is reviewed annually by the governing board and the head teacher. Any changes made to this policy will be communicated to all members of staff. 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 March 2027.

Emma Ramsey – EYFS Lead