



Policy last reviewed	September 2024
Next Review	September 2027
Approved by SLT	G. Horne

Early Years Foundation Stage Policy

This links to the Admissions Policy, Curriculum Policy, SEND and Inclusion Policy and Child Protection and Safeguarding Policy.

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1.0 Values and Ethos Statement

At St Peter & St Paul School, we are committed to providing a safe and caring environment that enables every member of our community to thrive and succeed in their academic, personal, social, moral and cultural development. We achieve this by following our Guiding Star Values, and by striving to uphold them. By living according to the Values and upholding the Community Code, everyone is able to learn and teach in a relaxed, but orderly, atmosphere. All community members are expected to care for and support each other at all times to the very best of their ability.

2.0 Policy Aims and Objectives

This policy outlines the way in which we organise our Early Years Foundation Stage (EYFS), which is more commonly known as the Reception Class. It outlines both procedure and practice that is specific to the EYFS, as well as the overview of the EYFS Curriculum delivery itself

'Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory framework for the Early Years Foundation Stage (Department for Education 2021).

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. St Peter & St Paul School is registered with the DCSF as an Early Years provider. We participate in the Government's Nursery funding scheme for 4-year-old children.

3.0 Our Staff

Ms Gemma Horne, an experienced teacher and Early Years specialist, is in charge of the Reception Class and is the designated Key Person for all the reception children.

Mrs Alix Foste is the full-time Teaching Assistant in Reception. Overall responsibility for the Department lies with the Head Teacher.

Parents will see Ms Horne at drop off in the mornings and at the end of the day. Many questions or worries can be resolved by an informal chat. Otherwise, parents and carers are welcome to make an appointment for a longer (or more private) conversation or contact Ms Horne by email. Any concerns will always be treated in complete confidence.

4.0 Admissions

Children who have turned 4 on or before 31st August of the previous academic year are able to start school in September full time. Our admissions form is available on request.

The Head Teacher reserves the right to admit a child before this start date or after this start date in exceptional circumstances.

Term dates can be found on the school website. Please see the Admissions Policy for further detail.



5.0 The School Objectives for EYFS

Early childhood is the foundation on which children build the rest of their lives. St Peter & St Paul School greatly values the importance that the EYFS plays in laying secure foundations for future learning and development. The school believe that early childhood is valid in itself as part of life. It is important therefore to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The school aims to support all children to become independent and collaborative learners. The school provides a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At St Peter & St Paul School, we aim to:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and guardians to build a strong partnership in supporting their children.

Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The Early Years education offered to our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment
- It acknowledges the importance of a full working partnership with parents and carers.

5.1 The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development.

5.2 A Unique Child

St Peter & St Paul School recognises that every child is a competent learner who can be resilient, capable, confident and self-assured. The school recognises that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.



6.0 Inclusion

The school values the diversity of individuals within the school, and we believe that every child matters. All children at St Peter & St Paul School are treated fairly, regardless of race, gender, religion or abilities. All families are valued within our school.

The school gives our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We take account of our children's range of life experiences, starting points and interests when planning for their learning.

In the Foundation Stage the school sets realistic and challenging expectations linked to the needs of our children

The school does this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Employing resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- Monitoring children's progress and taking action to provide support as necessary
- Working closely with parents, guardians and other outside agencies to ensure all children's needs are met

7.0 Positive Relationships

St Peter & St Paul School recognizes that children learn to be strong, confident and independent from being in secure relationships. The school aims to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

The school recognizes 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 transition afternoon sessions and one to one parent appointments with the class teacher.
- Arranging, where possible, visits by the teacher to all children in their childcare provision prior to starting school.
- Providing a handbook of information about commencing Reception at St Peter & St Paul School outlining the school's expectations in the Home-School agreement.
- Inviting children to spend time in their new class on at least two occasions before starting school.



- Providing an information meeting for parents to discuss school routines, expectations and to answer any questions parents/carers may have within 3 weeks of the children starting school.
- Holding individual parent/carer consultation meetings with the class teacher early in the academic year to establish how children are settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Equally, if Foundation staff have concerns about the progress of a child, they will approach parents to discuss them.
- Providing a Home/School Learning Journey for children to work in at home which outlines the overarching topic we will be covering each half term, and suggestions for how parents can support their children's learning at home.
- Inviting parents/carers to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Sharing regularly the children's 'Learning Journey' with parents/carers via Tapestry Online Learning, and valuing the on-going contributions to this from parents.
- Offering three parent/carer and teacher consultation meetings per year at which their child's progress is discussed. Equally, if the teacher has any concerns about a child they will discuss this with the child's parents/carers and determine how best to support the child.
- Sending a written report on their child's attainment and progress at the end of each term in reception.
- Asking parents/carers to sign a generic permission form for visits, food tasting and permission for photographs etc.
- Parents/carers are invited to a range of activities throughout the school year such as: assemblies, workshops, Christmas productions and sports day.

8.0 Assemblies

The Reception children attend a whole school assembly once a week and join a Key Stage one assembly weekly. Assemblies are mainly Christian but are also respectful of other faiths. Assemblies provide an excellent public setting in which to commend children for special work, acts of kindness or helpfulness, and to reward them with special certificates which reinforce and celebrate our Rising Stars values and ethos. Parents are invited to a class assembly each half term and for other special celebrations.

9.0 Teaching British Values in Reception

In the EYFS we promote British Values in the following ways:

9.1 Democracy

We listen to children's and parents' voices. We are clear in the EYFS that children are expected to contribute and co-operate, taking into account the views of others.

9.2 The Rule of Law

Through our behaviour policy we develop our children's understanding of the importance of following rules; that they keep us and those around us safe. Children's self-regulation and understanding that their behaviour affects others and may have consequences is also a crucial part of learning.



9.3 Individual Liberty

Our children are actively encouraged to develop a strong sense of themselves as a learner. Children are encouraged to develop their understanding of how to be and stay safe within a secure learning environment. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Children learn boundaries and how to take 'safe risks'.

9.4 Mutual Respect

Self-respect and respect for others form a core part of our school values and behaviour policy. Children model this by caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions and words can affect others. Talk Partners develop the children's capacity to actively listen to the ideas and opinions of others. Children are taught that life is not the same for everyone and we support charities such as 'Red Nose Day', 'Children in Need', Bluebell Wood, Chesterfield Food Bank.

9.5 Tolerance of those of Different Faiths and Beliefs

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures. Teaching 'Understanding the world: People, Culture and Communities' enables children to do this by exploring various religions of the world and considering their own views in relation to these. We monitor all forms of bullying and harassment and actively promote courtesy and good manners towards all.

10.0 Enabling Environments - Observation, Assessment and Planning

Observation and Assessment

At St Peter & St Paul School we recognise that the environment plays a key role in supporting and extending the children's development. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. We provide a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the children's interests, fascinations and abilities. We encourage children to make their own selection from the resources and activities on offer, as we believe that this encourages independent learning.

We ensure that resources and spaces are safe to use and checked regularly which are recorded in daily EYFS risk assessments.

In line with the requirements of the EYFS, formative assessment is through observation of the children in both self-chosen and adult directed activities. Information gained through observations is then used to plan the next steps in children's learning and development and to inform planning. Observations are carried out by all staff who work with the children in the foundation stage. They are used to evaluate progress in all areas of learning and to highlight the characteristics of learning that children demonstrate. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Observations are collated within the child's online 'Learning Journey' and are used to create a profile of each child. Learning Journeys contain ongoing observations and commentaries about the child's development, strengths and interests. They are shared regularly with the children and parents/carers, and both are encouraged to contribute towards them.



Observational on entry or 'baseline' assessments are carried out on each child when they start school to establish their individual starting points and are recorded in their Development Records. Progress and attainment grids are updated at the end of each term. These provide a summary for each child which feeds into the whole-school assessment and tracking process.

At the end of the Reception year, the Reception teacher completes the EYFS Profile which provides a summative assessment of each child's progress within each area of learning. Each child's level of development is recorded against 17 Early Learning Goals. For each goal the teacher determines whether the children are meeting expected levels development, or if they are not yet reaching expected levels ('emerging'). This is shared with parents and Year 1 teachers.

In line with statutory requirements, the Reception teacher also provides a short summary for Year 1 teachers about the Characteristics of Effective Learning or 'how' the child approaches learning. These assessments are used to inform the Year 1 teacher about each child's level of development on entering Year 1 and their readiness for the National Curriculum.

Parents/Carers receive a written report at the end of each term that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. EYFS Profile results are reported to the local authority each year and the school is involved in the LA moderation process.

11.0 Planning

In the Foundation stage, planning is holistic and responsive to the needs and interests of the children. It builds on information gained through observations and assessment and ensures that coverage of each of the seven areas of learning is achieved. Learning and teaching takes place through a balance of purposeful play, opportunities for child-initiated learning and investigations and focused adult directed tasks.

11.1 Medium term plans

These are linked to an overarching theme, set out broadly which elements of the EYFS and learning objectives we aim to focus on each half term. Learning objectives, assessment opportunities possible activities and experiences for each area of learning and development are identified.

11.2 Short term plans

These outline more specifically how the learning and teaching will take place in Phonics, Literacy and Mathematics. We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. This allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. Observations of individual children's interests, inquiries, and fascinations are responded to 'in the moment' and may also feed into ongoing continuous provision planning to ensure that what is being offered is responsive to children's needs and interests.

12.0 Learning and Development

"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, and providing a



narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations”

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12.1 Learning and Teaching in Reception

Young children require extended periods of uninterrupted time in order to become deeply involved in their learning. At St Peter & St Paul School, learning and teaching takes place through a balance of purposeful play, child-initiated learning and investigations, and some focused adult led tasks. We work in this way because we know that high-level involvement, when the brain is at its most active, occurs mainly in child-initiated tasks, when children are able to pursue their own interests within an enabling environment, supported by skillful staff. Through play, children explore and develop learning experiences that help them make sense of the world. They practice and build up ideas, learn how to control feelings and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Planning in the moment helps to make this possible.

Children are given the opportunity to be creative through all areas of learning. Adults support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Continuous provision indoors and outdoors allows children to select what they want to do in each area. Children can access resources and move around the classroom freely and purposefully to extend their learning. The principle is that resources are accessible to them and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

The majority of the children’s time is spent within the reception classroom environment. There are daily taught phonics sessions following an approved phonics teaching programme – Little Wandle: Letters and Sounds Revised. Reading is taught in small groups in line with children’s phonic knowledge, three times a week in line with the Little Wandle: Letters and Sounds Revised. The children have specialist taught sessions of Music, Art, P.E., Swimming and Spanish each week which are led by specialist teachers.

At St Peter & St Paul School we also have access to a woodland area where the children have the opportunity to be physically active, explore, problem solve and develop team working skills as well as learning about nature and the outdoors.

There are seven areas of learning and development that must shape educational provision in Early Years settings. These Areas of Learning and Development address children’s physical, cognitive, linguistic, social and emotional development. No one area stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make links in their learning. All Areas of Learning and Development are given equal weighting and value.

The EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1. Children who are still emerging with the Early Learning Goals will continue to access the Foundation Stage curriculum at the start of Year 1.



13.0 The Prime Areas

The Prime areas are particularly crucial for building children's capacity to learn, form relationships and thrive. They develop in response to relationships and experiences and run through and support learning in the Specific areas. The prime areas continue to be fundamental throughout the EYFS.

13.1 Personal, Social and Emotional Development

- Self-regulation
- Managing Self
- Building Relationships

13.2 Physical Development

- Gross Motor Skills
- Fine Motor Skills

13.3 Communication and Language

- Listening, attention and understanding
- Speaking.

14.0 The Specific areas

The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

14.1 Literacy

- Comprehension
- Word Reading
- Writing

14.2 Mathematics

- Number
- Numerical Patterns

14.3 Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

14.4 Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

The Prime and Specific areas of learning foster the 'Characteristics of Effective Early Learning' which highlight and underpin the different ways in which children approach learning. We ensure that our environment and delivery of the curriculum provides opportunities for children to develop effective characteristics of learning.



14.5 Characteristics of Learning

- Playing and exploring
- Active learning
- Creating and thinking critically

15.0 Visits

We organise various visits throughout the year which are usually linked to a topic we are covering. These are designed to help the children to acquire a basic understanding of our traditions, of the natural world and of the importance of other cultures. Our school calendar lists the major visits that are due to take place over the coming term, although some very local visits, which involve no more than an hour out of school, may be arranged at shorter notice. We require signed permission slips each time, for even the shortest visits. We will send you a letter in advance, telling you about every visit and, if appropriate, the cost and whether it involves an extension to the normal length of the school day.

Copies of our policy on visits for EYFS children are on our website and can be sent to parents on request.

16.0 Transition

Starting school is an exciting time for young children but it can also be a worrying time for both children and parents. 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.

Parents of all children starting in Reception will be invited to an induction meeting in the summer term to meet their child's new teacher, ask any questions they may have, and learn more about Reception. It is an opportunity for the teacher to gain information about the child and to begin to get to know the parents too.

16.1 New class sessions

The children are given two opportunities to come into school to meet Ms Horne and Mrs Foster and other children in their class. They will spend at least two afternoons in their new class. Parents are welcome to stay or can leave their child during this session if they feel that the child will be settled. This means that before they join their new class the Reception environment is already a familiar place to them. Ms Horne also arranges to visit each child in their nursery setting and talk to their Key Person, before they start school.

16.2 Transition into Key Stage 1 (Year 1)

Throughout the Reception year, there will be lots of opportunities for the children to get to know children and adults throughout the school. They will take part in Key Stage 1 and whole school assemblies as well as sharing playtimes and lunchtimes with the Key Stage 1 children.

As they move into Year 1, children will have the opportunity to meet their new class teacher and spend some time in their new classroom during the summer term.

17.0 Safeguarding and Welfare

'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.'

(Statutory Framework for EYFS – DfE, 2021)

At St Peter & St Paul School, we understand that we are legally required to comply with the following Safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

The Safeguarding and Welfare requirements for children in the Reception class are not within a separate EYFS Safeguarding policy but met through the whole school Child Protection and Safeguarding Policy and other whole school policies as referenced at the start of this policy. Appendix D in the whole school Child Protection and Safeguarding Policy outlines specific welfare and safeguarding requirements for children in the EYFS and cross references them to the relevant policies.

The Designated Safeguarding Lead /CPO for the Foundation Stage is Mr Scott Nixon, supported by Mrs Alison Austin.

18.0 Intimate Care

Sometimes, children will need some support with procedures such as dressing, using the toilet and changing wet or soiled underwear after an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Please see the separate policy.

19.0 Equal Opportunities

We welcome children from a diverse range of backgrounds and pride ourselves on being an inclusive community where there is complete equality of opportunity, and everyone is valued for being him or herself. Copies of the school's Equal & Diversity Policy are on our web site and can be sent to parents on request. We also welcome children with disabilities and special education needs and adhere to the Government's SEN Code of Practice.



20.0 Behaviour

All children are encouraged to behave towards each other with kindness and consideration. They are expected to learn to look after their own possessions and to respect those of others. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. We teach these values through 'Our Guiding Star of Values'.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see the Senior teacher or Head Teacher, who will explain the inappropriateness of a particular action, but such instances are rare. Parents are always informed when any sanction or reproof is needed by the class teacher or Head Teacher, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the school to discuss the situation with their child's teacher and to agree a joint way of handling the difficulty.

A copy of our Behaviour, Discipline and Exclusion Policy can be found on our school website.

21.0 Good Health

21.1 Healthy Eating

Children are offered a snack and a drink of either water or of milk at both morning and afternoon break. Drinking water is available throughout the day, as we fully recognise the importance of proper hydration.

The children eat lunch with their teachers in the school dining room at 12.15pm. The meal is family service, with an adult sitting at the head of each of the tables.

Weekly menus are put onto our website. We offer a wide choice between hot and cold food, with plenty of fresh fruit and vegetables and salads. We offer our pupils a widely varied, healthy and tasty diet. We also cater for all tastes and preferences, including vegetarian. However, our cuisine is mainly European, and we do not operate either Kosher or Halal kitchens.

Parents are asked **not** to send food or drink to school with their child.

21.2 Special diets

All food that might contain nuts or traces of nuts is clearly labelled. Parents of children who have allergies to any food product, or who have special dietary requirements, are asked to make this clear. They should inform the school at once if their son or daughter subsequently develops an intolerance of any food. The Housekeeper is happy to see any parent who has concerns about their son or daughter's medical condition or religious dietary requirements, and to devise a special menu, where practically possible.

22.0 Medical Matters

Please keep your child at home if he or she is ill or infectious, and phone us on the first day that he or she is ill. An ill child will not be happy in school and will only infect others. We will therefore telephone you and ask you to collect your child if he or she becomes ill during the day.

All children have access to our First Aid Room and to fully qualified First Aid staff. Staff will be available to administer first aid, to deal with any accidents or emergencies, or if someone is taken ill.

A number of first aid boxes are located in various areas of the school and are regularly checked and, if necessary, replenished.

We will contact you at once if your child suffers a significant injury or if he or she becomes unwell during the school day, or if we have any worries or concerns about his or her health. We will ask you to collect your child if he or she becomes ill during the school day.

22.1 Medical Care

Although your son and daughter will normally receive medical care from your family GP practice; we hold medical information on all our pupils in order to ensure that we can provide appropriately for their needs, or look after them if they are injured or have an accident. We therefore need you to complete and return a medical questionnaire and contact form before he or she joins the school.

22.2 Children with medical needs or special educational needs who require special adjustments

If your child has medical needs, special education needs or requires any special adjustments, we will invite you to a meeting with Ms Horne (Head of EYFS), Mr. Gregory (Head of Learning Support) or the Head Teacher and any outside Specialist who has been involved with the care of your child, to discuss thoroughly the regime that is most appropriate for his or her individual care, well before he or she joins reception.

22.3 Records

We record all accidents and injuries to your child and all medicines that are given to him or her.

In accepting a place at the school, we require parents to authorise the Head teacher, or a member of staff acting on their behalf, to consent, on the advice of an appropriately qualified medical specialist, to their child receiving emergency medical treatment.

22.4 Medicines and treatments brought to school for your child

Please advise someone on our reception team of any medication that you bring into the school for your child. If your son or daughter has a medical condition which necessitates regular access to medication, please inform the Head teacher in writing so that an appropriate regime can be devised. The relevant staff will be informed, in confidence, of any condition that is likely to affect him/her in any area of school life. We will work with you in making arrangements that work best for him/her.

Please remember that we need your written consent for every medicine before we are allowed to give it to your child. This will be administered in line with our policy.

Please see our Policy for Administering Medicines.

22.5 Staff taking medication / other substances

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice and only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.



23.0 Maintaining a safe and secure environment

The safety of the children is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- Only allow your child to go home with you, unless we have received your advance permission (preferably by email) that he or she may be collected by another adult.
- Never allow a child to leave the premises unsupervised. There is always at least one adult in charge of the outside play area - which is fenced off from the rest of the school.
- Ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in, complete appropriate paperwork, wear security badges and, if necessary, are escorted throughout their visit. They sign out on leaving.
- Register all pupils at the start of the morning and afternoon sessions.
- Check all pupils out as they are collected by their parents or carers.

24.0 Health and safety

We update and review our risk assessments on the Reception classrooms and other indoor areas, the outdoor play space and all the equipment and toys used by the children on a regular basis in order to ensure that everything with which your child may come into contact has been assessed and that potential hazards are kept to a minimum.

25.0 Missing Child Policy and Procedures when a child is not collected on time

Please refer to our separate policy: "Missing Child Policy and Procedures when a Child is not Collected on Time". Copies can be sent to parents on request.

26.0 Mobile Phones

Mobile phones are now a feature of modern society and an increasing number of our staff and pupils own one. Increasing sophistication of mobile phone technology presents a number of issues for schools:

The high value of many phones. The integration of cameras into phones leading to potential child protection and data protection issues. The potential to use the phone e.g., for texting whilst on silent mode.

26.1 Staff use of Mobile Phones:

Phones must not be used for any purpose (e.g., phoning, texting, surfing the internet, taking photos, checking the time, taking videos) during lesson time. Phones must be stored out of sight and reach of children. Phones must always be switched off or on silent mode during class time and meeting time unless permission has been granted in advance by senior staff. Mobile phones should only be used in the staffroom.

27.0 Monitoring and Review

Evaluation is carried out to enhance the teaching and learning within the Early Years Foundation Stage. It is the responsibility of all staff, both teaching and non-teaching, to ensure that all procedures and practices in this policy are followed at all times. It is the duty of the Headteacher to formally



monitor and evaluate the Early Years Foundation Stage for effective implementation of this policy, and to monitor the quality of learning outcomes. This is completed in line with the Annual Data Cycle.

The School liaises with Derbyshire County Council's Early Years Advisory Service who complete an annual moderation and health check of provision. It is the duty of the Headteacher and Early Years Foundation Stage Leader to plan for implementation of any advice given in the monitoring report provided by the Local Authority. The school's Moderation of EYFS profile assessments are a collaborative process with colleagues within school, EYFS Lead also work alongside other school's so that EYFS staff can share experiences and develop their assessment skills.

Evaluation methods include assessing children's work and achievements, observing lessons and pupil interviews, as well as monitoring the EYFS documentation for compliance. Comparisons of children's past and present work may be kept as evidence, through photographs and children's evaluation sheets, and put in individual assessment files or school portfolios.

Some evaluation is ongoing and occurs through observation and discussion of children's work. Children are encouraged to evaluate their own work and consider it objectively. For this it is important to have an open and supportive environment.

Monitoring of teachers' planning is completed by the Headteacher to ensure good curriculum coverage, opportunities for child and adult focused learning and that they meet the learning needs of all children.

Date last reviewed by the Trustee Board:

A review of this policy, through the Trustee Board and the SLT, is undertaken within 1 year of the last review date.

Signed (Headteacher):

Thomas Newton

Signed (Chair of Trustees):

Chair of Board of Trustees