



Drapers' Pyrgo Priory School

The Early Years Foundation Stage Policy

Policy Owner: Deborah Caws

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Introduction

The school recognises that all children's early experience of school is crucial for effective learning and sets the pattern for future development during later school life. The purpose of this policy is to clarify the objectives and priorities of education in the Foundation Stage at Drapers' Pyrgo Priory School.

Scope

This policy applies to all directors, governors, staff, pupils of Drapers' Pyrgo Priory School within the Drapers' Multi-Academy Trust (MAT). It also applies to parents and carers of pupils at the school, who formally confirm that they will abide by our policies when their children join our school.

The school must ensure that the contents of this policy are communicated to all staff. This communication must be evidenced in writing and refreshed on an annual basis. All parents must formally accept this policy when their children join either school and this acceptance must be evidenced in writing through the Home-School Agreement. The contents of this policy, where relevant, must be drawn to the attention of all visitors to the school when they are admitted.

Each school must publish this policy on its website.

Definitions

Child	Anyone under the age of 18
COO	Chief Operating Officer
LGB	Local Governing Body, with delegated powers of governance from the board of the MAT.
MAT	Drapers' Multi-Academy Trust.
Parent	Those having parental responsibility for the care of a Child (including Carers).
Pupil	Anyone enrolled at a MAT school (including students in Years 12 and 13).
SLT	Strategic Leadership Team (Senior Leadership)
SLLT	Senior Leadership and Learning Team (Middle Leadership)
MLT	Middle Leadership Team
Staff	Anyone employed by the MAT
EYL	Early Years Leader
DM	Development Matters – Early Years' curriculum and assessment tool
ELG	Early Learning Goal
GLD	Good Level of Development
EYFSP	Early Years Foundation Stage Profile
SAS	Symphony Assessment System – agreed assessment tool for Primary phases
SIMs	School data base provided by CAPITA to each MAT school
AfL	Assessment for Learning
SENDs	Special educational needs and disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
EHCP	Education, Health and Care Plan
NC	National Curriculum
EYFS	Early Years Foundation Stage
FS1	Nursery
FS2	Reception
EYP	Early Years Practitioner
Level 3	Qualification which is equivalent to NVQ III
PP	Pupil Premium
HCP	Health Care Plan

The policy is to be used in conjunction with documents issued by the Department for Education and Skills:

Statutory Framework for the Early Years Foundation Stage (DfE, 2014)

Early Years Foundation Stage Handbook (Standards and Testing Agency, produced annually) inclusive of the statutory **Early Years Outcomes** (Early Learning Goals, 2013)

In addition, this school will use **Development Matters** (DfE, 2012) to underpin the curriculum and will adhere to all relevant statutory documents such as the SEND code of Practice (2014). Responsibility for the implementation of this policy is the key function of the Nursery and Reception staff and all other practitioners (teaching, ancillary, etc.) involved in the education of children during the Foundation Stage at Drapers' Pyrgo Priory School. The responsibility for monitoring and overseeing the implementation of this policy will be the key function of the EYL, Strategic Leadership Team (SLT) and the school's governors.

Aims

The aim of this policy is to ensure that each child accessing our provision is supported in reaching their individual full potential throughout the EYFS and in doing so, becoming ready for the National Curriculum at the start of Key Stage One. In connection to the statutory guidance (2014), the school seeks to provide

- Quality and consistency across the EYFS, ensuring each child makes good progress and no child is left behind.
- A secure foundation through planned learning and development opportunities taking individual needs and interests into account which are assessed and reviewed regularly.
- Collaboration between practitioners and with parents/carers.
- Equality of opportunity and anti-discriminatory practice which fosters British Values as well as SMSC and ensures every child is included.
- Learning and development ensures all children experience activities connected to each of the areas of DM; all children work towards the ELGs and achieving the GLD.
- Rigorous and robust assessment systems in place ensure children's progress is tracked and monitored to inform practice; parents/ carers receive regular information about how well their children are learning and what they achieve (e.g. end of year expectations / EYFSP)
- KCSIE (Safeguarding) is at the heart of our practice and appropriate systems are in place to keep children safe and promote their welfare

Structure and Staffing

At Drapers' Pyrgo Priory School there are a number of teams responsible for overseeing practice and operation within the EYFS, including;

SLT Principal, two Vice Principals (one responsible for infant phases), and two Assistant Vice Principals.

SLLT Early Years Leader, KS1 Phase Leader, Lower KS2 Phase Leader, Upper KS2 Phase Leader, SENDCo, More Able Leader, Pupil Premium Champion

Early Years Leader
(Member of SLLT, with QTS) Responsible for overseeing the daily operation of the EYFS, monitoring and co-ordinating of standards (including co-ordinating and overseeing assessment) across the EYFS and supporting the EYFS team in terms of performance management and in their roles and responsibilities. The EYL is supported by one of the Assistant Headteachers.

Three Class Teachers
(All with QTS) Responsible for planning for and teaching two Reception and two part-time Nursery classes, monitoring and tracking the progress and attainment of their pupils and providing a challenging, enjoyable curriculum and learning environments for all EYFS pupils.

One Higher Level Teaching Assistant
(qualified to level 4) Responsible for providing cover for teachers' PPA (timetabled), providing cover in situations when teachers are not available (e.g. through sickness absence or for teachers to attend training) and delivering interventions with a focus on pupils eligible for PP when not teaching.

Two Reception Teaching Assistants
(qualified to level 3) Responsible for supporting Reception teachers in their daily operation, working with small groups of children (e.g. leading phonics and maths groups), supporting with first aid and intimate care of children, leading focused activities and supporting teachers with collecting assessment information and in providing a challenging, enjoyable curriculum and learning environment.

Three Nursery Practitioners
(qualified to NNEB or level 3) Responsible for supporting Nursery teachers in their daily operation, working with small groups of children (e.g. leading phonics and maths groups), supporting with first aid and intimate care of children, leading focused activities and supporting teachers with collecting assessment information.

Volunteers and Students On occasion, volunteers and work placement, teaching and NVQ students may work voluntarily within the EY team. Their roles and responsibilities will be determined by the nature of their placement at the school and will be overseen by one of the school's AHTs (responsible for students and volunteers).

The children are organised and taught in the following structure;

Nursery Children Aged 3 – 4 years	Qualified Teacher Three Nursery Practitioners	Children attend either a morning (8.30 – 11.30am) or afternoon (12.15 – 3.15pm) session. Activities are provided by all nursery staff within a purpose built nursery building, providing indoor and outdoor accommodation, cloakroom, toilet and washroom areas.
Reception Classes Aged 4 – 5 years	Two classes led by qualified teachers, all supported by at least one qualified teaching assistant.	Children attend for whole days (following an initial settling period of two weeks at the start of the year) in three classrooms which share an additional construction area, 'café' room and outdoor accommodation. The school day runs from 8.40am (though children may arrive from 8.30am when parents and carers can talk to teachers) until 3.00pm. The lunch hour is supervised by MDAs from 11.45 – 12.45, though EY staff will support children to settle into the lunch hour from 11.30am.

Learning Environment

In both the Nursery and Reception rooms, space is divided into learning areas which provide continuous provision supporting learning across the Prime and Specific areas of the EYFS curriculum (Development Matters, 2012): children will always have access to a range of resources organised in a clear, inviting way designed to foster children's innate curiosity for learning through play and role-play. Though areas may be added to reflect curriculum themes, children's interests and seasonal changes, the provision in both settings will generally include (as core) the following areas;

- Domestic role play
- Topic role play
- Mark making (writing)
- Mathematics
- Creative (expressive arts and design)
- Reading (book corner)
- Construction
- Small world
- Play-dough
- Water / sand play
- Sensory / music
- Painting
- Continuous snack
- Outdoor play: water, digging, bikes, garden area playhouse, sand pit and other PD equipment

Practitioners may incorporate enhancements to the areas into weekly or medium term planning, however children will always be able to access core provision. The school operates 'free-flow' which enables children to move freely from area to area (over many rooms in

Reception) ensuring that each space offers different provision to maximise the use of space. All practitioners rotate between the areas enabling them to build positive relationships with all children.

Curriculum

Following guidance set out in the Statutory Framework for the EYFS (2014), the school aims to offer a curriculum based on Development Matters (2012) and which incorporates different styles of learning, including;

- **playing and exploring** - children investigate and experience things, and 'have a go';
 - **active learning** - children concentrate and keep on trying if they encounter difficulties and they enjoy achievements;
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Statutory Framework for the EYFS, 2014)

Development Matters (2014) separates the curriculum into two areas which are linked to the Early Learning Goals used in compiling the Foundation Stage Profile;

Prime Areas: focused on 'Communication and Language', 'Physical Development', and 'Personal, Social and Emotional Development'

Specific Areas: focused on 'Literacy', 'Mathematics', 'Understanding the World', and 'Expressive Arts and Design'

Topics and Themes

Teachers develop long term planning at the start of each year: they gather information about the interests of the pupils in each cohort during a two-week transition period in FS2 and from Home Visits and 'Come and Play' sessions in FS1. There are no prescribed topics to follow, but teachers will make good use of resources from topics previously studied. Typically, pupils will study 'All About Me' in both FS1 and FS2 at the start of the year which supports baseline assessment of PSED. In FS1, pupils typically study 'People Who Help Us', 'Under The Sea' and 'Are We There Yet'. In KS2, pupils typically study 'Celebrations, Festivals and Light', 'Growing' and 'Pirates and Princesses'. FS1, and FS2 into their Y1 will study transition units designed around pupils' needs and underpinned by sharing a high-quality story book to build foundations in literacy planning for the following year.

Phonics and Reading

The school recognises the importance of the Prime Areas, particularly Communication and Language and Understanding, in preparing children for learning to read and strives to ensure all children are supported in developing these skills. From term 1.1 EYFS teachers plan daily phonics activities and lessons based around the Read Write Inc. program which involves children learning to hear and say, then blend phonemes before being able to read at sight. Each lesson is divided into three distinct parts: reviewing grapheme-phoneme recognition (knowledge), learning new sounds and graphemes (including letter formation), reading short sections based on

phonemes and graphemes learnt (application). Progress through the program is tracked and monitored half-termly (or sooner if appropriate) to ensure children make rapid progress.

Children also take home a book from the Oxford Reading Tree once per week and each child is listened to reading this book once per week. Records are kept to track children's progress through the scheme and parents are encouraged to record their observations of their child's reading in a reading record.

Children also take home a library book once per week from the school's library. These are real books and are selected to be age-appropriate and enjoyable to read. Parents and carers are encouraged to read these books to the children to promote a joy for reading.

The school recognises that there are some children who do not have sufficient opportunities outside of school to engage in reading. These children are identified and offered additional opportunities to read with an adult or an older pupil in school at least once per week.

Mark Making and Writing Development

Practitioners provide opportunities both through activities and the continuous provision for children to mark-make or write for meaning. They recognise that each child develops writing abilities at different rates and celebrate all children's attempts at writing. Most writing and mark-making will be self-initiated, though practitioners will encourage writing through scaffolding opportunities for children. Practitioners will ensure that writing is regularly modelled in daily phonics lessons, early morning work and either through focused whole-class teaching or in informal situations such as in role-play. Essentially, the ethos practitioners will adopt is to encourage and model writing for meaning across the EYFS.

Mathematics Development

Practitioners provide opportunity through activities and the continuous provision for children to experience two key strands of mathematical understanding: numbers, and shape, space and measures. Practitioners will ensure that children practice counting, and labelling numerals or recognising shapes daily such as during 'carpet time' in the morning or following afternoon registration. Naturally occurring opportunities for using number skills will be fostered and modelled by all adults and children will be encouraged to examine links to numbers, shapes, space and measures within the setting. Children will receive weekly whole-class teaching of mathematics as well as participate in focused activities.

Teaching and Learning

Much of the curriculum can be taught through the continuous provision or through focused activities, which can be led by any of the adults working in the setting. Continuous Provision plans (reviewed annually) detail how each provision area can support children's learning. It is the responsibility of class teachers to plan exciting learning activities weekly and monitor children's progress towards age-related expectations. Adults may use a range of teaching approaches including;

- Whole-class ('carpet')
- Small group 'focused' activities (led by teachers, HLTAs or TAs)
- Peer modelling
- Individually – 'one to one'
- Teachers / support staff work with / teach children in their own classes as well as from parallel classes

The curriculum is to an extent, directed by children's interests and allows a balance between adult-led and child initiated activities. There is sufficient time during the school day for children to engage in self-directed play which the school feels is extremely important in enabling each child to make progress in their overall development.

Outdoor Learning: Drapers' Pyrgo Priory School recognises and values the unique and challenging environment the 'outdoors' can offer. There are ample outside spaces provided to both Nursery and Reception classes. Pupils are provided with a range of age-appropriate activities which promote different learning experiences only afforded by being outside (e.g. 'mud kitchens' and construction on a larger scale) and which are linked to the Prime and Specific areas of Development Matters. Each area is risk-assessed by practitioners for safety and children are encouraged to manage risks for themselves as they learn to explore and control their bodies. All practitioners model play in the outside environments and enhance the provision according to interests and needs.

Daily Routines: each class teacher is responsible for setting the routines such as self-registration, changing books and general classroom organisation for each class. In Reception, the classes will operate a time table which has parity across the year group in order to allow streaming of phonics groups, rotation of staff in each area and a shared continuous provision.

Transitions: there are two main transition points concerned with the EYFS. These are when Nursery children move to Reception and at the end of the EYFS when children move to Key Stage One.

Nursery to Reception: teachers will collaborate then plan a transition unit for pupils nearing the end of Nursery in term three which will run into the first two weeks of term one in Reception. In the first two days of term, teachers will invite children to visit Reception with their parents/carers as an opportunity to get to know one another. During the first two weeks of term one, Nursery practitioners will split their time (while Nursery children are not in school) between Nursery home visits and supporting settling into Reception. The children are organised into either morning or afternoon sessions, mirroring the Nursery times they have been used to. This means that for the first two weeks of term one, the class sizes will be halved while practitioners (with support from Nursery practitioners) familiarise and build relationships with the children.

Reception to Key Stage One: teachers collaborate then plan a transition unit for pupils nearing the end of Reception in term 3.2 which will run into the first two weeks of term 1.1 in Reception. Year One teachers will help moderate EYFSP evidence and spend time in Reception towards the end of term 3.2. Teachers in Year One will use and follow Development Matters alongside the National Curriculum for at least the first half term of term one, extending this to the whole term as necessary for identified children. At the end of term 1.1, Year One teachers will meet with the Assistant Headteacher and/or the EYL to review the progress of all of the children and ensure they have moved successfully to the National Curriculum and are supported further if they haven't yet met the ELGs.

Curriculum Enrichment: teachers plan for a range of enrichment activities linked to topics being studied or the curriculum more widely. This can include inviting visitors to the school (e.g. nurses / police officers / gardeners / story-tellers / visiting farms and animals) to either talk to the children or work with them on small-scale projects. In FS1, practitioners make good use of the school's grounds and regularly take the children on walks into the wooded areas and adjoining fields. In FS2, teachers plan for one educational visit per year.

Assessment

As set out in the Statutory Framework for the Early Years Foundation Stage (DfE, 2014), there is no statutory method for collecting assessment data and information in the EYFS. At Drapers' Pyrgo Priory Primary School, we have adopted the following assessment processes and procedures which we feel best enable practitioners to complete the statutory Foundation Stage Profile for each child at the end of the EYFS;

<u>Term</u>	<u>Assessment Action</u>
1:1	Baseline assessment for YN and YR – age bands recorded on SIMs (submitted to the LA for analysis) Baseline phonics assessment / allocate groups in YR Team moderation Teachers complete Pupil Passports for children with SENDs – shared at with parents. Parents Consultations 1
1:2	Pupil Progress Review between SLT / teachers to set RAPs where needed. Teachers attend cluster moderation. Review phonics assessment / reallocate groups – record group on s. On-going assessment – end of term age band recorded on SIMs

2:1	<p>Team moderation</p> <p>Pupil Passports for children with SENDs reviewed and new targets set – shared with parents.</p> <p>Parents Consultations 2</p>
2:2	<p>Pupil Progress Review between SLT / teachers to set RAPs where needed.</p> <p>Teachers attend cluster moderation.</p> <p>Review phonics assessment / reallocate groups – record phase on SIMs.</p> <p>Mid-year report card to parents detailing targets.</p> <p>On-going assessment – end of term age band recorded on SIMs.</p>
3:1	<p>Teachers attend cluster moderation.</p> <p>Pupil Passports for children with SENDs reviewed and new targets set – shared with parents.</p> <p>Teachers begin assessing children against ELGs in YR.</p>
3:2	<p>Teachers attend cluster moderation.</p> <p>Review phonics assessment / reallocate groups – record phase on SIMs.</p> <p>On-going assessment – end of term age band recorded on SIMs</p> <p>YR teachers complete EYFSP</p> <p>End of year report to parents detailing targets.</p>

Drapers' Pyrgo Priory School also makes good use of Early Essence, an electronic system of compiling observations and other notes into individual learning journeys which track observational evidence against DM statements and ELGs. In preparation for termly data drops, teachers ensure each child's learning journey is up to date. Periodically throughout the year, parents/carers are invited to view these and make contributions to our assessment at parents' consultations, come and play sessions, workshops and parent/teacher interviews which are planned according to needs.

To support teacher judgements, other assessment records will be kept and may be adapted to the needs of the department, such as: phonics / guided reading records, annotated planning and notes, reading records, picture assessments, number and shape recognition assessments or any other assessment record seen as appropriate within normal practice.

Moderation: practitioners at the school engage in moderation on three distinct levels;

- Internal and school based (which will involve EYL, core curriculum leaders, Year One colleagues, support staff)
- Cluster: practitioners will meet with practitioners of local schools to compare assessment evidence
- Local Authority: practitioners attend moderation sessions hosted by the local authority

Moderation is an essential component of EYFS assessment through which practitioners can bring and share observational evidence of what their pupils can do, reviewing it in light of assessment

criterion. EYFS teachers will meet weekly, using this time for moderation as needed. In addition, when whole staff meetings are not applicable to the EYFS, the time will be used for moderation. Support staff are always welcome to attend these meetings.

Approximately once every three years, the school will be moderated by the local authority. This will involve locally appointed external moderators reviewing the school's assessment data and supporting evidence and meeting with / interviewing teachers and practitioners. The local authority will provide written feedback with recommendations for future practice.

Working With Parents and Carers

At Pyrgo Priory Primary School, we operate an 'open-door' policy: parents are invited to discuss concerns and other issues with teachers and school leaders at the beginning of the day and are able to make appointments with relevant staff members if necessary. There are, however, set times and activities for working with parents and carers throughout the year;

Nursery home visits: prior to the start of each academic year, the nursery teacher with a nursery practitioner (and sometimes the Family Support Worker) visits the home of each child to get to know the family and answer any questions parents and carers may have.

Reception child and parent/carer interviews (transition): during the first two days of the year, Reception children are invited with their parent / carer to an appointment with their class teacher: the focus is for teachers to get to know the child's parents/carers and initiate on-entry assessment and for parents to ask any questions they may have. During the interview, the child will be able to play in the continuous provision while practitioners informally observe to get to know the child.

Parents' / Carers' consultations: usually in October and February each year where parents / carers can make appointments with class teachers to discuss their child's progress and attainment.

Open Evening: usually at the end of the summer term where parents and carers are invited in to review children's work and achievements with their child during the school day.

Christmas Nativity: parents and carers are invited to watch their children perform in a nativity production at the end of term one.

Parents / Carers questionnaires: these are sent out prior to parents' / carers' consultation evenings and request information about children which contributes to teacher assessment.

'Wow Moment' certificates: parents / carers are encouraged / invited to record significant development / learning achievements outside of school and send them into school where they are displayed in the classrooms and celebrated within the class.

Nursery Mascot: nursery children are invited to take home and look after a mascot, with their parents and carers recording a journal of the mascot's and child's weekend – this is offered by turn.

Me and My World books: each child in FS2 has a book to take home each week in which parents/carers and extended family members are encouraged to help the child record their activities at home. For example, if a child visits the cinema, they might stick in their ticket and draw then label a picture connected to the film seen or if they have visited a family member, the

child could be supported at home to draw / write a recount of the visit. EYPs and teachers will then review the books with children.

Stay / come and play sessions: parents and carers are invited to play (for up to an hour) with their children within our setting, usually once in terms two and three. The focus of these sessions is set and determined by the EYFS practitioners and offer parents opportunities to learn about how their children are educated in school while gaining ideas about activities they could try at home.

Reporting to Parents/Carers: practitioners will communicate with parents/carers as and when necessary /appropriate either in person, in writing or by telephone. At the first Parents' consultation (usually in October), Parents/carers receive a list of end of year expectations we expect children to achieve. They are given advice and guidance on how to help at home. At the mid-term parents' consultations (Usually in March), parents/carers receive a report card showing how much progress their child has made towards these end of year expectations. Teachers talk to parents/carers about how to support at home. At the end of the year, parent receive a completed report card showing which of the end of year expectations their child has met along with a written report to include the Characteristics of Effective learning and the EYFSP for FS2 children.

Home/School Reading Record: pupils in Nursery and Reception receive a reading folder which they are expected to bring to school one per week. Practitioners support the children in selecting a book for home which parents and carers are encouraged to read to their children in order to foster a love for reading and sharing books. In addition, pupils in Reception are given books from the school's Oxford Reading Tree scheme (or phonic readers from Floppy Phonics) which parents and carers are asked to support their children to read. A reading record is also provided for parents and carers as well as practitioner to make brief notes about each child's reading.

Other additional home-school communication may also need to be set up such as regular meetings with parents/carers, home-school communication books or phone-calls home as appropriate for children with additional needs.

Uniform and Staff Dress Code

Children in the EYFS need to wear clothes enabling them to continue to develop fine and gross motor skills, as well as increase their independence in self-care. Parents / carers are also asked to provide wellington / waterproof boots and wet-weather wear for outdoor learning. Long hair should be tied back at all times and jewellery is not permitted. Uniform for children includes;

Day wear: red polo / jumpers for boys or cardigans for girls (with school logo), black shorts / jogging bottoms, black trainers with Velcro fastening.

PE kit: white polo shirt, black shorts / jogging bottoms, black trainers with Velcro fastening

All adults working in the setting need to wear comfortable clothes enabling them to work within the setting and in the outdoor environments. Practitioners should wear formal clothing when appropriate but are able to wear 'smart' jogging bottoms, trainers, sweatshirts and polo shirts that do not have branded logos prominently displayed on them. Short skirts or shorts, jeans and high heels are not permitted.

Keeping Children Safe in Education (Safeguarding)

At Drapers' Pyrgo Priory School, we are fortunate to have a dedicated team of pastoral staff including a Home School Support Worker and two learning mentors. Their role is to support families experiencing difficulties and offer advice and guidance to families as appropriate; to keep children happy and safe.

The designated Child Protection Officer for Drapers' Pyrgo Priory School is the Headteacher and in his absence, the Deputy Headteacher or the Home School Support Worker.

Every member of staff receives appropriate training for KCSIE and Safeguarding and there is a cycle of training in place. Staff are trained to recognise signs of abuse and their role in responding to these signs. A Single Central record is kept for the school which includes children in the EYFS. A Speaking Up policy (whistle-blowing) is in place and displayed in the staff room: it details the school's LADO and procedures for contacting the LADO in the event that a member of staff is not able to talk to a designated Child Protection Officer. Live cases are discussed weekly at SLT meetings and staff are aware of the children in their classes who are known as vulnerable. All members of staff (including visitors, outside agencies, students and volunteers) must adhere to strict confidentiality at all times.

Information about the child: once a place is offered to a child, parents/carers are sent a number of forms by the school's office. Once returned, the school updates SIMs with key information: full name, date of birth, name and address of each parent or adult with Parental Responsibility, which parent/carer the child normally lives with and emergency contact details. A hard copy is also retained in the school's office as well as in the EYL office area. Additionally, the school collects information about any outside agency the family is working with, possible needs (including SENDs or medical and EAL), previous settings attended including where available any previous assessment information (e.g. PVI age-bands or age two check).

Child Protection: All adults working at the school have a duty to report as soon as practicable, any concern they may have over the emotional and physical well-being and safety of all children they work with. As a concern arises, no matter how insignificant or trivial it may appear, All practitioners should record precisely what their concern is on the school's template. A copy of this is in all teacher planners and may be photocopied or a form should always be available in the classrooms. All adults should hand-write their concerns and ensure they deliver it to the staff members detailed above immediately. Feedback will not be given, though the child protection officers may need to ask further questions. Concerns passed on should be treated as confidential at all times.

Intimate care: due to the age of the children, it is likely that practitioners will need to support children with personal care which could involve, for example, changing children and helping with toileting. At all times, unless stated on a health care plan / Pupil Passport, staff should encourage children to do these tasks as independently as possible. During home-visits for Nursery pupils, staff will stress the importance of children being completely toilet trained prior to starting at the school. If a child needs to be changed, two members of staff should be present. If a child has needed to be changed (nappies and pull-ups) a record of which adult changed the child and the time should be kept and parents / carers should be informed at the end of the session / day. If children's clothes need to be changed, their soiled / wet clothes should be placed in a plastic bag and handed to parents / carers when they are informed at the end of the session / day.

End of Day: teachers / HLTA (when covering) and EYPs are responsible for ensuring each child is collected by an appropriate adult. At the start of the year, parents / carers provide details about which adults are able to collect children at the end of the day. Teachers should keep records of this safely and ensure it is passed on to supply teachers / HLTA in the event they are not available to dismiss their class at the end of the day. Support staff will also be familiar with adults collecting children and can provide support to supply teachers in the unlikely event the class teacher is not available at the end of the day. If an adult comes to collect a child who is unfamiliar to staff/are unable to furnish staff with the agreed password provided by the child's parent / guardian on entry to the school, the teacher / HLTA must first check their records and if they have no records of that adult, the child should be kept back and taken to the office at the end of the day where a phone call to the child's named parent/carer will be made to confirm the adult's identity. The adult should be instructed to meet the child at the office by travelling around the outside of the building. Practitioners reserve the right at all times to withhold any child should they have any concern for the safety of the child: in such cases, the child should be escorted to the school office and a CP officer informed immediately while the adults redirected to the school office.

Emergency Cards: in each classroom there is a small pink card on the wall near the door. In the event of an emergency where there may be a safety risk to children or adults, the card should be sent with an adult or two competent children immediately to the school office who will alert the relevant member of staff.

Health and Safety

Adult – child ratios: at all times, the following ratios need to be maintained;

Nursery: either 1:13 in the event of the teacher (QTS) and at least one practitioner with a level 3 qualification present or 1:8 in the event of the HLTA (level 4) and at least one practitioner with a level 3 qualification being present. Adults assigned as 1:1 support assistants to specific children to not count in the ratios.

Reception: where a QTS is usually assigned (or HLTA for short periods of time / emergency cover) the ratio is 1:30. However, at Pyrgo Priory Primary School as far as practicable, an additional TA will be provided in all Reception classes.

Risk Assessments: all practitioners have a duty to ensure that all activities / resources provided are safe. Teachers should regularly check their rooms / learning environments for which they are responsible for hazards and safety. Once per term, the office will distribute a checklist, which should be completed to detail any hazards then return the form to the office. If any member of staff notices a hazard, they should report this in the office by recording in the caretaker's book as 'urgent' or 'non-urgent'.

There may be situations where additional risk assessments need to be made, and can include;

A child coming to school with an injury: usually the headteacher or an AHT will meet with the parent / carer and child before they attend school to detail any actions that need to be taken.

Activities which pose higher risks to certain children: e.g. organising a party where food is offered and catering for a child's food allergy – this risk assessment is usually recorded in the child's health care plan and should be consulted before the activity.

Educational visit: in each case where children are escorted off site, a risk assessment needs to be completed and reviewed by the head teacher, or AHT in his absence.

Children with Additional Needs

There are three main reasons a child may have additional needs: special educational (e.g. specific learning difficulties), disability or medical. These needs can mean the child is more vulnerable than their peers. In some circumstances, children experiencing difficulties in the home (and may be known to the school's pastoral team / child protection officers) can also mean adaptations to the curriculum and daily routines need to be made.

Special Educational Needs: the school has a part time SENDCo who is responsible for overseeing and monitoring provision for children with Special Educational Needs. The SENDCo must meet with the EYL to share information about EYFS children with SEND. Teachers may be required to carry out the following;

- Reviewing provision / progress and keeping SENs documentation up to date such as IPPs
- Meeting with parents/carers and other appropriate outside agencies (e.g. educational physiologists, medical professionals)
- Provide written accounts / data relating to the performance of a child
- Meet with the SENDCo to discuss a child's needs / provision

It is the daily responsibility of the class teacher / practitioners to ensure provisions detailed in the child's EHCP or Pupil Passport is adhered to. In the event that these provisions are not purposeful / practicable, teachers should discuss this with the SENDCo or report their concerns on the relevant form to the SENDCo. Practitioners are also welcome to seek advice from the EYL / SLT as appropriate. In the event that practitioners are concerned about a particular child who is not recognised as having SEND, concerns should also be recorded on the relevant form and forwarded to the SENDCo. Such examples should also be discussed at EYFS weekly team meetings.

Children with English as an Additional Language: the school welcomes children from diverse and varied backgrounds including those who speak English as an additional language. The school has a designated EAL coordinator who assesses the needs of children arriving with EAL. Within the EYFS, all children are exposed to language rich environments and are encouraged to develop their English vocabulary through play and planned lessons/activities.

Children with medical needs: such children will have healthcare plans overseen by the school's senior first aider who is responsible for disseminating important information to relevant practitioners. Class teachers are responsible for ensuring the healthcare plans are adhered to and should always seek support / assistance from the senior first aider if unsure over how to meet a child's medical needs or if dealing with an emergency.

Medicines and Rescue Medication: it is generally the rule that practitioners do not administer medication (if children are unwell enough to need medication, they are probably not well enough to be in school). There are certain situations where medication needs to be administered and in all

circumstances, the school's senior first aider should review this with the parent / carer: all EYFS staff should always refer parents/carers to the school's office and never accept responsibility for medications (e.g when children are dropped off at school). There are however certain rescue medications which should be kept in school and administered in emergency situations. In all cases, these children will have health care plans in place to be followed. Rescue medications may include the following;

Asthma Pumps / Spacers: clearly named / labelled and kept in school medical room / nursery first aid area.

Epi / Anapens (usually with antihistamine medication): clearly named / labelled and kept in a box along with a copy of the child's healthcare plan and clear instructions for use in the classroom, out of reach of the children but easily accessible to adults.

Buccal Midazolam: clearly named / labelled and kept in a box along with a copy of the child's healthcare plan and clear instructions for use in the classroom, out of reach of the children but easily accessible to adults.

Emergencies and First Aid

If all risk assessments are adhered to, it is unlikely that emergencies will occur. Nevertheless, accidents do happen and it is important that all situations are dealt with calmly and confidently.

First Aid Training: at Drapers' Pyrgo Priory School, teaching assistants (EYPs) are usually responsible for administering first aid to children in their classes and keeping relevant records. There are appropriate first aid kits kept in the nursery and in a grab bag in Reception. Although ideally, all first aid should be administered by trained (certificated) adults, all practitioners have a duty of care to act in case of emergencies. If presented with a situation an adult is not confident in dealing with, one of the school's senior first aiders should be asked to review the incident and will 'take over'.

All medical/first aid incidents are recorded in a carbon-copy book: a slip is sent home to parents/carers detailing any injury/treatment. Staff will telephone parents/carers to inform them of more serious injuries/illness and request for children to be collected if necessary. Serious Incident forms are stored in the school's central office and should be completed then passed to the school's senior first aider in the event of a serious injury/incident. These reports support procedures for reporting incidents, accidents and near misses to the local authority.

There are other situations when practitioners will be asked to attend training, such as learning to administer rescue medication or with general care of specific children.

Fire drills: the head teacher is responsible for ensuring fire drills are carried out, usually without advance warning. All practitioners must ensure they are aware of the location of fire drill information (usually displayed next to the fire door) and of their fire meeting point outside of the building. Following a fire alarm, staff will need to ensure all children walk safely to the fire meeting point it is then be the responsibility of the class teacher (HLTA) to headcount the children while waiting for the register to be handed to them to double check all children are present. EYFS staff

will practice this with their classes early on in the year in order to carry out a risk assessment and make adjustments as necessary.

Emergency Exit Plans: for children with complex additional needs (e.g. who have an EHCP / HCP for medical or cognition needs or who have a physical impairment) a more detailed emergency evacuation procedure may be needed. Following the first fire drill after the child joins the school, the EYL will meet with the SENDCo to review their needs with regards to emergency evacuation so that appropriate plans may be drawn

Managing Behaviours

The EYFS follow the school behaviour policy. In brief, this consists of a system called 'Stay on Green'. A display in each classroom/Nursery shows a number of colour circles. The colour in the middle is green and indicates that if a child's name / photo in Nursery is on the green circle, their behaviour is acceptable. For children who demonstrate inappropriate behaviours, their name will move down the chart. At all times, the child can move back up the chart to green. If a child demonstrates exemplary behaviour, their name will move up the chart and they will be rewarded with stickers and praise. At all times the child can move back down the chart.

At the end of both the morning and afternoon sessions, children whose names are on 'green' or higher colours will be rewarded with five minutes of 'green' time where they may choose from a selection of activities. For children whose names are not on green or higher, they will miss between 1 and 5 minutes of the 'green' time. All children's names start on 'green' at the start of morning and afternoon sessions regardless of where they were in the previous session.

The school recognises that learning to behave is part of the development of every child and that for some children learning to behave is challenging. The school has a pastoral team who will support young children and their families when a child experiences behavioural difficulties and this can vary according to individual needs.

EYFS staff may use 'time out' during open learning times as an immediate consequence to negative behaviours such as hurting others for example. They will speak with parents/carers to discuss concerning behaviour patterns either at parents/carers' consultation evenings or by appointment.

Monitoring of Standards

As a member of the school's SLLT, the EYL (with support from an Assistant Headteacher) is responsible for overseeing and promoting the high standards of the school's EYFS. As such, the EYL will ensure the following tasks are carried out;

- Annual review, setting and revising of EYFS development planning which will feed into the whole school Development or School Improvement plan as appropriate.
- Oversee, review and analyse assessment procedures and data, feeding key messages back to the team and to SLT / SENCo as appropriate.
- Review and monitor planning for curriculum.
- Oversee and support moderation activities.
- Review and plan for CPD opportunities for all members of the team.

- Act as performance manager for teaching staff.
- Observe teaching and learning, providing constructive feedback, coaching and mentoring as appropriate.
- Review and monitor the quality of learning environments.

Staff Development and Training

Planning, Preparation and Assessment (PPA): all teachers (unless in their induction year) will receive as a minimum, the recommended 10% non-contact time for PPA. This will usually be in the form of one morning session per week out of class, covered by the team's HLTA. Teachers will be required to be flexible and prepared to have their time rearranged, normally within the same week in the event of staff shortages and other unforeseen circumstances. Teachers will be expected to make good use of their time to support CPD needs as appropriate. The school will endeavour to provide additional non-contact time for activities relating to responsibilities of a class teacher (e.g. for compiling the EYFSP or meeting with other professionals or home visits).

Newly Qualified Teachers: will receive an additional 10% non-contact time. This will usually mean the teacher receives a day out of class in each week and will be expected to balance the time between general duties of a teacher and those relating to professional development required during induction.

Continual Professional Development: all teachers will be assigned a performance manager, which is usually a member of SLT. During annual performance management review meetings, the reviewer will consider the teacher's performance and set targets related to whole school objectives for the coming year. All teachers will have opportunity to set a target relating to their personal professional goals as far as they are reasonable and can link to the school development plan as far as possible. All teachers are expected to attend whole school and team INSET sessions usually held at the school but on occasion, at other local locations. There may be training opportunities presented to the team and all practitioners are welcome to apply to attend training: the headteacher/SLT will decide if the training is viable.

All support staff will be assigned a performance manager who is usually a senior or middle leader of the school. In the same way, targets are set according to whole school objectives and personal aspirations. All support staff in the EYFS are invited to EYFS specific training but may attend on a voluntary basis.

All members of the team are encouraged to take personal responsibility for their own CPD to an extent and engage in some or all of the following suggested activities;

- Attend internal, cluster and local moderation sessions.
- Observe practice in parallel classes, different year groups or at local schools (building links with local colleagues).
- Liaise and meet with curriculum leaders.
- Research and be aware of national / local educational initiatives.