



Early Years
Foundation Stage
Policy
September 2020.

Ryelands Primary School

Early Years Foundation Stage Policy

Introduction

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.

Introduction to Statutory Framework for the Early Years Foundation Stage

The overarching aim of the Early Years Policy at Ryelands Primary School is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance.

The Statutory document states the requirements for schools and early year's settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Themes, Principles and Practice

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Safeguarding

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- regular safeguarding training, including child protection training and updates for staff.
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting.

Ryelands Policy on mobile phones and personal cameras- these should not be used in EYFS. No photographs or videos should be taken on mobile phones or members of staff's personal cameras.

Ryelands policy- if any member of staff has concerns about behaviour of colleagues, especially in relation to safeguarding and welfare of the children, these concerns need to be brought to the attention of the EYFS Leader and/or Head teacher IMMEDIATELY. (Links to whole school e-safety policy and allegations against staff procedures)

- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill (We use Health Protection Agency guidelines grid to inform us about the length of time children must remain absent from school following an illness/ infection.)
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys are checked
- the maintenance of records and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them. Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. We must ensure that any staff member on medication only works 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 the reach of children at all times.
- appraisals for Early Years Teachers and Teaching Assistants. Training and development needs of all staff meet where possible,
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.
- Administration of Medicine-

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. The administration is recorded accurately and parents sign the record book to acknowledge the administration of a medicine.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

“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 the Early Years Foundation Stage DfES 2007).

At Ryelands Primary School we also follow the following procedures:

- *If the fire bell rings the fire drill is always followed.
- *The outdoor areas are checked daily for hazards by the site supervisor, before school.
- *Outdoor play structures undergo a termly inspection.
- *We follow whole school restorative behaviour system.

Nursery

The children are collected from nursery, via the entrance area. They are only allowed to leave the nursery with an adult (over 16), who is known to the staff or someone who has been given the child's password by the parents or carers. The external green security fence is locked at 9.15 am and opened again at 2.50 pm. The red nursery garden gate is locked when the children are learning outside.

The indoor side door remains locked and only staff members know the key code.

The kitchen door and cupboard doors remain shut (and locked where necessary) to keep the children safe.

Reception

The children are collected individually from the classroom by adults (over 16), who are known to the staff.

There is a password system in Reception for collecting children too. The garden gates are locked by the site supervisor around 9.15 a.m. and then Reception staff open the side gate before the children go home. Children are taught not to open the doors but to get an adult.

The nursery building is also used for breakfast club and after school club. Breakfast and after school club staff will try and contain resources with small pieces e.g. lego in trays with sides. They will take extra care to tidy all the resources away, so no small lego pieces or marbles etc are left out, which could cause potential choking hazards for EYFS children. Nursery staff will all also be made aware of this possible issue and be extra vigilant to look out for choking hazards for the nursery children. **Starting September 2020, there will be a temporary change in the nursery timings to open at 9.00 am and close at 3.00pm. This will allow a short period of time between breakfast club and nursery and between nursery and after school club to allow nursery to be cleaned, toilet (only one used for BC and ASC) and resources swapped over. (BC and ASC bubbles will have their own boxes of resources.) This will be reviewed regularly, following Government guidelines on Covid 19.**

POSITIVE HANDLING IN EYFS

The Education Act, Section 550A (DfEE Circular 10/98) states that reasonable force and restraint may be used to prevent a pupil from doing, or continuing to do, any of the following:

- *Committing a criminal offence
- *Injuring themselves or others
- *Causing damage to property (including the pupil's own property)
- *Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils.

DfEE Circular 10/98 gives examples of situations which may fall within the categories above:

- *A pupil attacks a member of staff, or another pupil
- *Pupils are fighting
- *A pupil is engaged in, or is on the verge of deliberate damage or vandalism
- *A pupil is running in a way he or she might cause an accident
- *A pupil absconds from class
- *A pupil persistently refuses to obey an order to leave a classroom
- *A pupil is behaving in a way that is seriously disrupting a lesson.

The Act allows all teachers at school to use reasonable force to control or restrain pupils. At Ryelands EYFS unit only staff who have received the Team Teach training are authorised to use positive handling techniques. Staff will always consider carefully whether physical intervention is necessary or if other options could be used to defuse the situation.

Tumble Area (These areas will not be used initially in Autumn Term 2020, to reduce the amount of contact between pupils and pupils and staff, due to Covid 19 guidelines).

Following staff training on Physical Development provision from Primed for Life, we have developed tumble areas in Nursery and Reception. The tumble areas allow children to develop their physical development skills, which will in turn promote brain development and effective learning. The skills to be developed in the tumble include; rolling, spinning, crawling, dancing, balancing, stretching and wrestling. The children make the rules with the staff and there are clear boundaries that the children understand about what they can and cannot do in the tumble area. The risks have been assessed in the tumble area and we have put in some measures to avoid injury to the children whilst using the tumble area, for example adding cushions around the skirting boards to avoid banging into them and taping the mats together to avoid body parts becoming stuck in between the mats. Staff oversee the children learning in the tumble area and check that the children are safe. Children are also taught to manage their own risks whilst using the tumble area and are taught a safe word to use to stop their peers if they want the tumble play to stop.

EYFS Provision at Ryelands Primary School

Our EYFS Provision consists of:

Our school provides Nursery places for children, the term in which they turn 3 years old. We offer free 15 hour places or free 30 hour places for children who are eligible for the funding. A child's 15 hours of free Nursery provision can be taken as parents wish- Mornings, afternoons, or full days. There is also the option to pay for additional lunchtimes (11.45-12.30). A child's 30 hours are taken as 4 full days and a half day, with the option to pay for the additional half day. When sessions are not full parents have the option to pay for additional sessions in nursery, at a cost of £10 per extra session. We can fill 74 places in total, with no more than 37 children in each session. The nursery lunchtime cover will usually be covered by a teacher, a level 3 TA and at least half the other staff qualified level 2 TAs. When the teacher has to leave the building for a short period of time and during the teacher's PPA, the level of supervision will ensure high quality provision, with a level 3 TA, and at least half the other staff being level 2TAs. Lunchtime and PPA cover will always have a ratio of 1 adult: 8 children, to ensure the highest quality provision at all times.

We have 2 Reception classes, with 30 places in each class. Currently there is 1 teacher and 2 full time TAs in each class.

The main aims of the EYFS at Ryelands are:

- To provide a welcoming environment for children and their families.
 - To ensure that all children feel included, secure and valued.
 - To establish positive relationships with parents.
 - To keep parents well informed about the curriculum and their child's progress.
 - To build on what children already know and can do and to celebrate achievement.
 - To help children make links in their learning.
 - To stimulate positive attitudes and dispositions to learning.
 - To encourage independence.
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- To value children's interests, providing a balance of adult directed, adult guided and child initiated.
 - To help children build friendships and learn to co-operate with each other.
 - To provide a solid foundation in the seven areas of learning (3 primes and 4 specifics) through well planned, rich and stimulating experiences.
 - To make careful observations in order to support and extend children's learning appropriately.
 - To ensure that children with special educational needs are identified and receive appropriate support.
 - To ensure that the children are well prepared for the next stage of their learning within the school environment.
 - To have opportunities to develop and show children's characteristics of effective learning.

Staff in the early years are:

Mrs Jenny Knowles- Early Years Leader and Nursery Teacher

Miss Kirsty Harris- Reception class teacher

Mrs Jackie Edwards-Reception class teacher

Mrs Laura Mather- TA Level 3- Nursery

Miss Tanya Arnold- TA Level 2b- Nursery

Miss Katie Gardner- TA Level 2b- Nursery

Mrs Lindsey McAuley- TA Level 1 Nursery

Mrs Emma Sherrington- TA Level 1 Nursery supporting child 1:1

Mrs Demelza Wright- Nursery TA apprentice

Miss Michelle Doherty- TA Level 2b-Reception

Mrs Claire Smith- Reception TA SEN support

Miss Joanne Stevenson- TA level 2b- Reception

Mrs Joanne Cooper- TA level 2b- Reception

Mrs Emma Lane- TA completing L3 apprenticeship- Reception.

Organisation and management of provision:

Nursery is in a separate building (part of CAPSS), with their own outdoor area. Reception is organised into 2 classes, with a shared outdoor area. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g. hall, library, cookery room etc.

All children are assigned a key person. Parents are informed of whom their child's key person, via an individual letter home and a list of key persons and explanation poster about the role of the key person is displayed for the parents and carers.

Organisation and management of the learning environment:

In line with the principles of the EYFS (***unique child, positive relationships, enabling environments, learning and development***) our practice starts with the child and their interests, abilities and skills rather than the curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Indoors, Nursery and Reception children have access to some or all of the following areas of continuous provision: role play, small world, construction, malleable / sensory experiences, mark making, reading area, creative workshop, ICT, loose parts play, gross and fine motor skill development etc. (Not all of these areas are available at the same time, it depends which ones are relevant to the topic. All of these areas will be available though throughout the year at several times.)

Outside children will have opportunity to develop their gross motor and fine motor skills and other experiences e.g. gardening, exploration and investigation, wildlife etc.

The environment allows children to demonstrate the characteristics of effective learning and adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS1 in a way that is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children. The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- personal, social and emotional development
- communication & language;
- physical development;

4 Specific

- literacy
- mathematics;
- understanding of the world;
- expressive arts and design;

At Ryelands we are working towards children achieving the early learning goals by the end of the reception year. Development Matters age related bands (**Unique Child**) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. We use the Development matters **Positive Relationships** and **Enabling Environments** when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

The curriculum at Ryelands allows a balance of all 7 areas of the curriculum to be taught in Reception. Nursery cover all 7 areas of the curriculum, but with more emphasis on the prime areas in the children's early stages of their time at Nursery,

The wider curriculum at Ryelands consists of:

- Educational visits and visitors, e.g. family members, members of the local community
 - Opportunities to access the local and wider environment including shops, parks, countryside, libraries. Links with local community organisations, e.g. High School students and students from Lancaster and Morecambe College.
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EYFS Planning

This year in EYFS we are continuing to follow the approach- Planning in the Moment. This approach does not expect forward planning, but planning in the moment experiences which are an extension of a child's interests. Practitioners will be sensitive to teachable moments and mindful of how they can extend children's thinking.

Planning will still be documented, but this may be retrospective and all staff add onto the planning, for example the weekly continuous provision planning, what activities and resources are provided for the children and WHY.

There will be a yearly overview of skills to be taught in all 7 areas of learning, predictable interests and possible texts. This will be displayed on the website for parents/carers to see.

Our planning file includes:

*Yearly overview.

*Weekly planning for carpet sessions and the adult directed activities. The objectives on these plans should be differentiated to meet the needs of all the children and should be highlighted to match the colour code we use for the development matters band objectives.

*Weekly planning for enhancements in continuous provision indoors and outdoors- this will be on-going and annotated through the week as provision changes.

*Timetable for the week so all adults know where they are at what their roles are at all times of the day.

*Any additional information about how SEN children are supported and AGT children extended.

*Phonics plans and guided reading plans. (Reception)

Observation and Assessment

On Entry Assessment

When children enter Nursery, staff collect previous information from previous settings, parents and other professionals e.g. health visitors, speech and language therapist, children's centres. Staff enquire if the child has had their 2 year old check and how the check went. Parents are given an assessment sheet to complete before starting nursery assessing where parents feel their child's development lies in social communication, speaking, understanding and listening and attention.

On-entry all children complete a basic skills assessment (Sheet covering basic skills- speaking, communication, physical development, mathematics and literacy skills) within the first 4-6 weeks of starting Nursery.

On-going observations are also made of the children which are recorded in the child's individual learning journey.

Within the first half term, the teachers use all the information about each child to complete the child's on-entry tracker. This information is then transferred onto SIMS- to provide a 'Best fit' baseline for where the children are at in the development matters age-related bands in each of the 12 aspects and an overall best fit baseline for the 5 areas of development. The Early Years Leader then analyses this on-entry data and identifies children

who need extra support or an individual programme to extend their learning. An action plan is produced following the analysis.

When children enter Reception, staff collect previous information from previous settings, parents and other professionals e.g. health visitors, speech and language therapist, children's centres. For the children who have attended our Nursery or other Nurseries, Reception staff look at the child's Nursery tracker and check that they agree with the assessments as an accurate starting point in Reception. Parents are also given an assessment sheet to complete before starting reception assessing where parents feel their child's development lies in social communication, speaking, understanding and listening and attention.

On-entry all children complete a basic skills assessment (covering basic skills- speaking, communication, physical development, mathematics and literacy skills) within the first 3-5 weeks of starting school. On-going observations are also made of the children, which are recorded in the child's individual learning journey. Within the first half term the teachers use all the information about each child, to complete the child's on-entry tracker. This information is then transferred onto SIMS. The Early Years Leader then analyses this on-entry data to predict end of year GLD and to identify children who need extra support or an individual programme to extend their learning. This year, again, we are also identifying children to target to extend beyond the ELGs. An action plan is produced following the analysis.

Formative Assessment

All members of staff in the EYFS have had training on how to play with the children at their level and then make accurate observations of the children's learning. All members of staff observe the children in adult directed and adult guided activities and more importantly in their child initiated learning. These observations are written on a rectangular sticky label: the observer notes the child's name, date, initials of the person observing, the area of the curriculum observed and then what they have seen the child doing. This is later linked to development matters from the EYFS curriculum at the appropriate age- related bands, where possible and for some observations a next step is identified. When next steps are identified, they need to be written onto the child's individual next step list which staff work on in nursery/reception and which parents work on in the child's next step at home book. A follow up observation needs to be made to say if the child has met the next step or if further work is needed on this target. We also now use 2simple to record some of the observations and print the observations off to include in the children's learning journeys.

At Ryelands we are also focussing on recording what the children say and providing next steps to move the children's communication and language forwards.

We also record observations about which characteristics of development the children are displaying. Next steps are produced for CoEL to develop the characteristics which children aren't as strong in.

All these on-going observations are recorded in individual child's learning journeys along with photographic evidence and annotated samples of the children's work. These learning journeys are shared with children and their parents on a regular basis. Parents record parent comments in their child's learning journey on stars.

We, sometimes, use talking tubs, when children show an interest in a new topic, to find out about children's interests and existing knowledge before planning the activities. We also listen to our parents and try to incorporate their ideas into our planning where possible.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
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- Parents understand their child's progress and are helped to support learning and development at home.
 - Concerns about individual children's progress are identified and addressed.
 - The quality of provision is monitored and improvements made where necessary.
 - The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
 - The members of staff have the skills and knowledge they need to enable the children to make progress.

At the end of every term, the basic skills are assessed again on the basic skills sheet. The teachers use the basic skills assessments and learning journeys to complete the EYFS trackers and SIMS to give an overview of the 'best fit' judgement for each aspect of learning in Nursery and Reception.

The Early Years Leader analyses the data and, during pupil support interviews, the EYFS Leader and the class teachers identify children who need extra support or an individualised programme and put together an action plan for these children. The data is also analysed to identify areas of the curriculum, which need more of a focus on in the next term. This year, again, we are also identifying children to target to extend beyond the ELGs.

The following points are considered by the Early Years Leader:

- What is attainment on entry to nursery/ Reception in terms of the proportions of children meeting expectations in the age related expectations, i.e. development bands for the areas of learning (prime and specific?)
- In which areas of learning and development do children make most/least progress? How is this being tackled?
- What are the characteristics of the lowest attaining children and what strategies are being used to improve their progress?
- Progress of specific groups
- What is the attainment and progress in phonics?
- How much do children enjoy their learning? What is their interest, engagement and enthusiasm like across all areas of learning?
- Which children have been identified for exceeding the ELGs- what changes have we made to the provision to aim to meet the target set.

Staff complete the EYFSP (Early Years Foundation Stage Profile) at the end of Reception.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile' Statutory Framework (2.7)

Reception members of staff use the LA & EYFSP exemplification materials to help them with their judgements. All the EYFS team also have internal moderation termly to ensure all members of staff in the EYFS are making accurate judgements of the children. We also now work with local nursery settings and reception classes and hold regular moderation meetings at Ryelands to ensure consistency of our assessments in Nursery and Reception with other settings.

We use information collected in learning journeys and trackers to complete the EYFSP for each child:

'The Profile must reflect: ongoing observation, all relevant records held by the setting; discussions with parents or carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.. EYFS Statutory Framework (2:6)

In Nursery, we provide all the Reception classes which our children go to, information on child's progress in all seven areas of learning and development, by sending them the children's individual trackers and learning journeys.

To ensure effective transition to Year 1, Reception staff share the EYFSP, the individual children's trackers and the Lancashire Tracker data with Year 1 teachers. The Year 1 teachers are also encouraged to look at the learning journeys before they go home to parents after the Christmas holidays. Also Reception staff will prepare a ***'short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning'*** Statutory Framework (2.8)

We also assess the children's language and communication skills through Wellcomm assessments when they enter Nursery and Reception and at regular intervals and set targets for development.

Reporting to Parents

At the end of the Reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals. Also throughout the year we have three parents' evening sessions, where parents are informed about their child's attainments and progress. At these appointments, members of staff share the learning journeys with the parents. Nursery and Reception have a regular stay and play sessions, where parents are invited to come into Nursery/Reception and play with their child and see what fun and exciting things that they learn. There is also an opportunity for parents to look at the learning journeys at these sessions.

In nursery, if a child joins as a rising 3 year (turning 3 in that term) the child's 2 year old report is written at the end of their first term and shared with parents/carers.

Parental Engagement & Involvement

At Ryelands Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We acknowledge that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played and their future role, in educating their children. We value their contribution and involve them in their child's education as fully as possible.

We do this through:

*School prospectus

*Information booklets on Nursery and Reception.

*Home visits for Nursery and Reception children.

*Reception induction evening.

*Information notice boards- in Nursery entrance hall. Information on Reception class entrance areas.

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- *Informal chats with parents at the beginning and end of sessions/days. (**Outdoors- due to covid 19)
 - *Operating an 'open door' policy so that parents can discuss any worries or concerns. (**Outdoor- due to covid19)
 - *Regular stay and play days in Nursery and Reception. (**Postponed until covid19 regulations change)
 - * Parents' evenings
 - *Regular opportunities for parents to look through children's learning journeys.
 - *By providing parents with a report at the end of Nursery and Reception.
 - *By providing parents with EYFSP data and a summary of the characteristics of effective learning at the end of Reception.
 - *Arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. Christmas plays, sports day, carol service, Christmas sing-a-long.
 - *Parents are invited in to volunteer. (** Postponed until after covid 19)
 - *Nursery provide parents with a newsletter which informs parents about the topic, what their child will be doing at Nursery and ways they can help at home.
 - *Nursery have a parents ideas board in the entrance hall, where parents can suggest ideas to be incorporated into the planning.
 - *The Nursery and Reception pages on the school website- showing photographs and information of the children learning.
 - *Next Steps at Home books- staff put activities linked to the children's individual next steps in the books for the parents to work on in fun, exciting ways at home.
- *** These activities are on hold, temporarily, due to Covid 19 guidelines about limiting parents/carers/visitors into school.**

Induction/Transition Procedures

Points of transition:

Home /Pre-School to Nursery

Parents can apply for a place at Ryelands Nursery for their child by completing a Nursery place application form, which can be collected from and returned to the school office or Nursery.

The EYFS Leader allocates Nursery places according to the Nursery Schools Admission in Lancashire requirements. (The Governors of Ryelands Primary School have agreed that priority will be given to 3-4 year olds and where there are spaces left for rising 3s, we will offer the places to the siblings of nursery children and then funded children before non-funded children, before looking at those living closest to nursery.)

Parents receive a letter to allocate their child a place at Nursery. The parents are then given another letter informing them of their home visit time and date (Sept 2020- limited to only new families to Ryelands, to limit the contact with people). They are also allocated a start date. Each term we have a staggered start; so the returning children can settle back into Nursery and then the new children can be settled in in small groups. Sept 2020- we have adapted our induction process, to settle the children into nursery, in the current unprecedented situation. Each family have a 1 hour visit, then a 2 hour visit and then a start date if the children seemed settled when visiting with parents/carers.

On the home visits and first session members of staff ask parents to transfer any information from other settings, or health professionals and what the child is like at home. A Nursery induction booklet is given to the parents. Personal information from parents about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits is also obtained.

Nursery to Reception

Prior to September:

1. In the Summer Term all children and parents are invited to three stay and play sessions in Reception to become familiar with the staff and the Reception setting.
2. Feeder nurseries are contacted to arrange visits from members of Reception team to the Nursery to observe and discuss the prospective school children.
3. In the Summer Term all parents/carers are invited to attend an induction evening at school to gain information about the Early Years Foundation Stage.
4. Members of Reception staff exchange with members of Ryelands Nursery staff on several sessions for the Reception staff and children going to Reception to get to know each other, play together and lead carpet sessions e.g. story times and song times.
5. Home visits to children and families new to Ryelands School are made by class teachers.
6. Home visits are offered to all children and families from Ryelands, if they want one.

SEPT 2020- Due to covid 19 restrictions children starting Ryelands Reception only had one visit session with their parents to see their new classroom and videos on the website for children to watch with their parents, from their new teachers. Also the induction information was sent out in letters and a video and powerpoint were put on the school website. Home visits and nursery visits didn't happen. Reception teachers spoke to nurseries, over the phone.

Starting school:

Children start school with 2 weeks part time, 1 week with part time and lunch, then full time.

Personal information about the child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits is passed on from Nursery to Reception, along with the children's learning journeys and EYFS trackers.

Reception to Y1

Reception members of staff share information including assessment data with Year 1 staff. The children visit Year 1 before the end of the reception year. The Year 1 teachers are invited into the Reception classes to meet the children and look at the learning journeys before they are sent home.

Liaison with other agencies

The Early Years Leader is responsible for liaising with other agencies and sources of contact. All teachers in the Early Years are responsible for supporting parents to access help for their child e.g. from speech therapy, child development centres, health professionals, children centres etc. Teachers will be supported by the Early Years Leader, the SENDCO and the DSP where needed.

Staff Development

All members of staff working in the nursery and reception are conversant with EYFS 2014, and procedures for observation, assessment, record keeping and planning.

All members of staff have understanding of attachment theory and key person role. All permanent members of staff are allocated as key person to a group of children, ***'Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'*** The class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management meetings. The EYFS Team Leader also holds regular staff supervision meetings with all members of staff in EYFS to check staff wellbeing and highlight any issues or training needs.

The Early Years co-ordinator will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.
- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

Resource Audit

The Early Years Leader will regularly audit the indoor and outdoor resources in Nursery and Reception, using the Evaluation of Foundation Stage Learning Environments and the Reflecting on Practice Audits.

An action plan will be produced and a list of resources we need to purchase will be drawn up.

Food policy

In the EYFS at Ryelands children are offered fruit or vegetables provided by the Fruit and Vegetable Scheme at snack time. Nursery children also bring one piece of fruit/veg each into Nursery every day to share at snack time.

The children are offered semi-skimmed milk at snack time or water as an alternative. Milk is free until the term after a child's 5th birthday and then the parents are opportunity to pay for their child's milk. Water bottles are available for the Reception children all day.

Parents of children who stay for packed lunches are asked to provide healthy packed lunches for their child. In our induction booklet, we inform the parents that fizzy drinks and sweets are not allowed in packed lunches.

The induction booklet provides parents with suggestions for healthy packed lunches.

Reviewing the Early Years policy.

The Early Years Leader, head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

This policy will be reviewed on an annual basis, the next review will take place in September 2021 by The Early Years Leader.

Review Date	Signature	Position
		Head

		EYFS Governor EYFS Leader
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