



Early Years Foundation Stage Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council. The policy will be reviewed by the school governing body in line with the review cycle detailed below.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy

Policy Created:		September 2024	
First Presented to Governors for approval:		Curriculum Committee DATE AUTUMN TERM 2024	
Proposed Review Cycle/Next Date:		Annually	September 2025
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:	Jan 2024	Date:	Sept 2024
Key Changes: The children who are still 2 years old are on a 1:5 ratio for staffing until their 3 rd birthday.		Key Changes: Children attending breakfast club can only start on/after their 3 rd birthday. No 2 year old children can attend breakfast club. Increased places at breakfast club and after school club. ASC will remain open until 6.00p.m. Clubs will now be in Reception.	
Presented to Governors: Autumn 2024		Presented to Governors: Autumn 2024	
		Presented to Governors: Autumn 2024	

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.

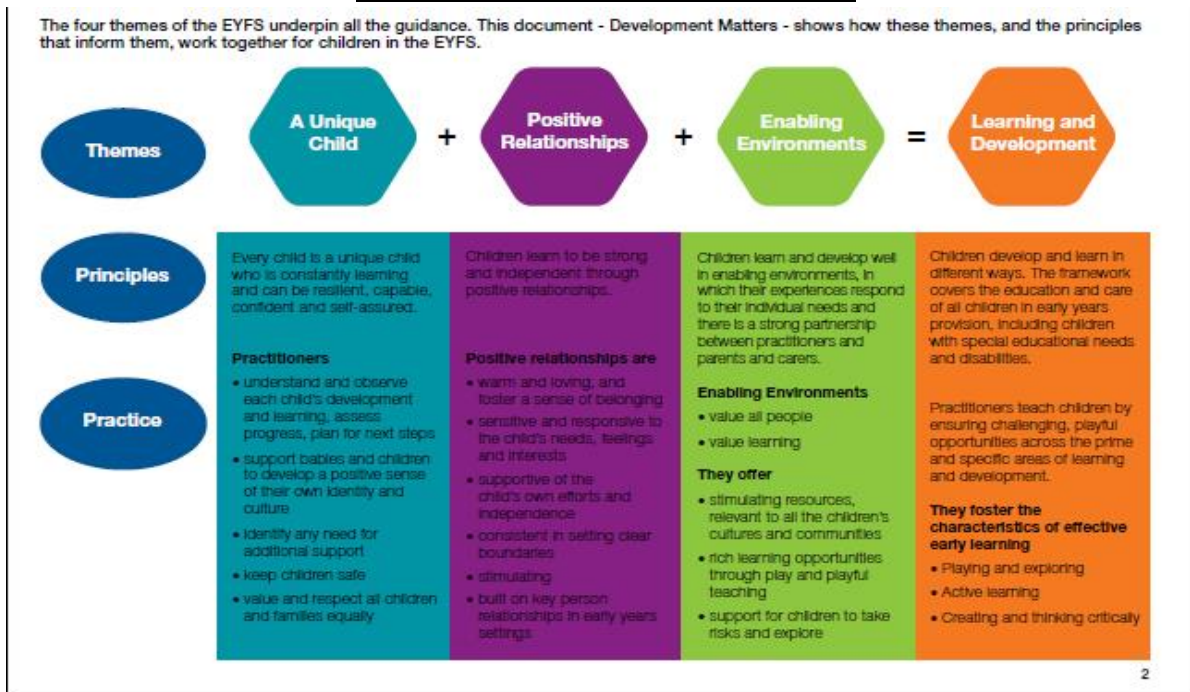
Introduction to Statutory Framework for the Early Years Foundation Stage

The overarching aim of the Early Years Policy at Ryelands Primary and Nursery School is to promote the principles of the EYFS Statutory Framework 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, safeguarding and welfare. The Statutory framework 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.

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



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)

All staff ipods and ipads have locking codes on so these can't be accessed by the children without staff permission or supervision.

- 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 staff sign the record sheet 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 3pm. All gates in nursery garden are are 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.

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

Following staff training on Physical Development provision from Primed for Life, we develop tumble areas in Nursery and Reception at different intervals through the year. 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 5 mornings or 5 afternoons. There is 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, (Mon-Thurs full days and Fri morning) with the option to pay for the additional half day on a Friday. As we have had the major refurbishment to nursery we now have 96 places in total, with no more than 48 children in each session. We are still exploring the possibility of obtaining a room from CAPPS building to extend the nursery provision to further extend our availability. 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. The children who are still 2 years old when they start (Rising 3 children who start in the term in which they turn 3) will be on a 1:5 ratio at all times in nursery until their 3rd birthday. (For example if there are 5 children who are still 2 years old a Level 3 member of staff will be in charge of these children, if there are 10 children who are still 2 years old a L3 and another member of staff at level 2. Breakfast club and after school club will only be available to children on or after their 3rd birthday. No breakfast club or after school club provision will be available for children aged 2.

We have 2 Reception classes, with 30 places in each class. Currently there are 2 full time teachers and 4 full time TAs

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.
- 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

Mrs Yvette Pullen- Reception class teacher

Mrs Jackie Edwards-Reception class teacher
Mrs Laura Mather- TA Level 3- Nursery
Miss Tanya Arnold- TA Level 2b- Reception
Miss Katie Gardner- TA Level 2b- Nursery
Mrs Lindsey McAuley- TA Level 1 Nursery
Mrs Demelza Wright- TA level 2b- Reception
Miss Michelle Doherty- TA Level 2b-Reception
Miss Joanne Stevenson- TA level 2b- Nursery
Mrs Donna Gardner- TA Level 2 – Nursery
Mrs Sam Sharples- TA level 2- Reception
Miss Lexie Watt- TA apprentice- Nursery.

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 who their child's key person is, via evidence me.

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 skills 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 revised Early Years Curriculum is based on the revised EYFS documents 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/ Birth to 5 ranges (**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 predominantly use Birth to 5 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. However, we also use the new development matters for Maths and Literacy and specific programmes e.g. mastering number and primary PE passport for PE.

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.

EYFS Planning

Our planning file includes:

- Yearly overviews- updated each year.
- 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.
- 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- differentiated for 3-4 children and rising 3 children) 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 assessment. This information is inputted into assessment grids- to provide a 'Best fit' baseline for where the children are at, using the new development matters check points. 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.

On-entry all children complete the new statutory RBA and a non-statutory basic skills assessment (covering basic skills- speaking, communication, physical development, mathematics and literacy skills) within the first 1-5 weeks of starting school.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. (Statutory framework 2.7)

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

Within the first half term the teachers use all the information about each child, to complete the child's on-entry tracker on assessment grids, using the new development matters checkpoints. We have devised our own bespoke, school tracking ladders to assess where each child is in each area of learning and to plan their individual next steps. 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. An action plan is produced following the analysis.

Also, in nursery and reception the children are screened on-entry using Wellcomm screening assessment, to determine their level of understanding of language and use of language. Next steps for each individual child are produced for the on-entry assessment (wellcomm and basic skills sheets) and worked on in class and at home.

Formative Assessment

All members of staff in the EYFS have had training on the new documentation for the changes to the EYFS curriculum 2021. Staff understand how to observe children's play and learning and decide when to join their play to extend their learning and when to observe the children learning and plan future next steps from their interests and needs. Staff make some observations of children learning through play and record on Evidence Me- the online learning journeys. Some observations are linked to the characteristics of effective learning, where appropriate.

Staff also work on the children's individual next steps and make notes of formative assessments to know if a child is still needing working on those next steps or ready to extend their learning further.

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.
- 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, new assessment sheets (tracking ladders) and evidence me to complete the EYFS tracker on assessment grid to give an overview of the 'best fit' judgement for learning in Nursery and Reception.

The Early Years Leader analyses the data and, during pupil progress meetings, 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.

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. ranges 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 as higher ability- what changes have we made to the provision to aim to meet their potential.

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

'In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.' Statutory framework 2.9

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 work with local nursery settings and reception classes and hold regular moderation meetings to ensure consistency of our assessments in Nursery and Reception with other settings. We also meet with local Reception staff every term and moderate judgements in line with local schools in an early years local cluster meeting.

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 (2:10)

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.

To ensure effective transition to Year 1, Reception staff share the EYFSP, and individual children's assessments with Year 1 teachers.

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.

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.
 - Informal chats with parents at the beginning and end of sessions/days.
 - Operating an 'open door' policy so that parents can discuss any worries or concerns.
 - Stay and play days in Nursery and Reception.
 - Weekly family phonics sessions in Reception, where the parents join in with the phonics session every Wednesday.
 - Parents' evenings
 - Online learning journey to share children's learning in school with parents and for parents to comment on the observations and add their own observations from home.
 - Regular parental information shared with parents on evidence me e.g. the story of the week being read on evidence me or the sound of the week being taught for families to share at home.
 - Newsletters and information shared on evidence me.
 - Next steps shared on evidence me
 - Curriculum overviews shared on website and evidence me.
 - By providing parents with a report at the end of Nursery and Reception.
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- 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. Sports day, carol service, Christmas sing-a-long.
 - The Nursery and Reception pages on the school website and school facebook site- 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.

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.)

The parents receive a letter informing them of their home visit time and date. 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.

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 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.

Starting school:

Children start school with 2 weeks part time, then full time. As more and more parents start working when their children start nursery, due to the 30 hour funding codes available for working parents, we have further shortened our induction into reception for those children who attended nursery for 30 hours to allow them to start Reception full time from day 1 and a shorter transition into Reception for the other children.

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. Evidence me accounts also transfer from Nursery-Reception.

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.

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.

We also are part of many local cluster groups now- termly local EYFS teacher cluster meeting, termly Lancashire EYFS Teacher and TA cluster meetings, termly Lancashire initiative Walk and Talk group, Langaue lead cluster, Early Years Learning Together 2A Network meetings. These help us to be up to date with all local initiatives for EYFS children in our area.

Staff Development

All members of staff working in the nursery and reception are conversant with EYFS 2021, 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 appraisal meetings. The EYFS Team Leader also holds termly staff supervision meetings with all members of staff in EYFS to check staff wellbeing and highlight any issues or training needs.

The Early Years coordinator 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.

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 given to 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. The nursery children also only have the option of packed lunches every day now.

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 2025 by The Early Years Leader.