



At St. Barnabas and St. Paul's, we are guided by our Christian Values and we endeavour to 'Be the best for God you can be.'

Mission Statement:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself' - Matthew 22:37

Trust:

'Trust in the Lord with all your heart and lean not on your own understanding'

Proverbs 3:5

Compassion:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'

Matthew 22:37

Thankfulness:

'Be thankful in all circumstances. This is what God wants from you in your life'

Thessalonians 5:18

Hope:

'But those who hope in the Lord will renew their strength'

Isaiah 40:31

Perseverance:

'I know your deeds, your love and faith, your service and perseverance'

Revelations 2:19

Forgiveness:

'For if you forgive other people when they sin against you, your heavenly father will also forgive you'

Matthew 6:14

Early Years Foundation Stage Policy

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Introduction

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23*, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

1. At St Barnabas and St Paul's, we recognise that every child deserves the best possible start in life and the support that enables them to fulfil 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 reach their full potential.
2. St Barnabas and St Paul's has a commitment to promoting child-friendly teaching and learning during the Early Years Foundation Stage. This, ensures children's readiness for school, as well as equipping them with a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
3. This policy is written with regard to Department for Education (DfE) Guidance "[Statutory Framework for the Early Years Foundation Stage](#)" issued in 2021 and , which sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe.

Aims

4. To set out the curriculum that underpins teaching and learning for those children in Reception at St Barnabas and St Paul's primary school.
5. To provide quality and consistency, so that every child makes good progress and no child gets left behind.
6. To provide a secure foundation through learning and development opportunities which are planned around the needs and interests of the child and are assessed and reviewed regularly.
7. To create a culture of partnership working between practitioners and with parents and/or carers.
8. To support the mission, vision and values of St Barnabas and St Paul's primary school.

Who is responsible for this policy?

9. The Governing Board and Head teacher have the overall responsibility for:
 - Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy.
 - The implementation of this policy.
 - Ensuring the policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

10. Staff are responsible for:

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

11. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the EYFS leader and class teacher to implement and develop specialist learning throughout EYFS.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on how best to adapt activities according to pupils' individual education plans (IEPs).
- Advising staff on the use of TAs or 1:1s to meet pupils' needs.

Requirements

12. The DfE's Early Years Foundation Framework specifies requirements for learning and development and for safeguarding children and promoting their welfare.

13. The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years' settings;
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five);
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

14. The safeguarding and welfare requirements cover:

- the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

15. Four guiding principles shape practice in our early years settings. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates.

16. This policy covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Learning and development requirements

17. The EYFS learning and development requirements comprise of:

- The seven areas of learning and development that shape education programmes in early years' settings;
- The early learning goals, which summarise the knowledge, skills and understanding that the overwhelming majority of children should have gained by the end of the Reception year;
- The assessment requirements, including when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers.

The areas of learning and development

18. There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

19. Three areas are particularly crucial for igniting children's curiosity for learning and their capacity to learn. These three areas – known as the Prime Areas - are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

20. There are also four Specific Areas through which the three Prime Areas are strengthened and applied. The Specific Areas are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

21. The school develops programmes of activities and experiences for children, focusing on the seven areas of learning and development. The educational programmes as set out in the EYFS statutory framework are as follows:

22. **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems will give children the opportunity to thrive. Extensive opportunities to use and embed new words in a range of contexts needs to be provided. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, children become comfortable using a rich range of vocabulary and language structures.

23. Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

24. Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

25. Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

26. Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

27. Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, Coastguards and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

28. Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

29. The school considers the individual needs, interests, and stage of development of each child in their care, and uses this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
30. If a child's progress in any prime area gives cause for concern, the school discusses this with the child's parents and/or carers and agree how to support the child. The school considers whether a child may have a special educational need or disability which requires specialist support. The school then links with, and helps families to access, relevant services from other agencies as appropriate.
31. For children whose home language is not English, the school takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. The school also ensures that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring that children are ready to benefit from the opportunities available to them when they begin Year 1.
32. When assessing communication, language and literacy skills, the school assesses children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
33. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. The school responds to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

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34. In planning and guiding children's activities, the school considers the different ways that children learn and ensures that this is reflected in its practice. Three characteristics of effective teaching and learning are:
- 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 enjoy achievements;
 - Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
35. Each child is assigned a key worker (which is also a safeguarding and welfare requirement). The school informs parents and/or carers of the name of the key worker and explains their role when a child starts to attend a setting. The key worker helps ensure that every child's learning and care is tailored to meet their individual needs. The key worker seeks to engage and support parents and/or carers in guiding their child's development at home. They also help families engage with more specialist support, if appropriate.
36. The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

The Early Learning Goals - the Prime Areas

Communication and language

37. ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

38. ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

39. ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

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- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

40. ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

41. ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

42. ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

43. ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

The Early Learning Goals - the Specific Areas

Literacy

44. ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

45. **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

46. **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

47. **ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

48. **ELG: Numerical Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

49. **ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

50. **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

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- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

51. ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

52. ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

53. ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Assessment

54. Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves EYFS staff observing and engaging with children to understand their level of achievement, interests and learning styles, and to then shape learning-experiences for each child reflecting those observations. Observations of children's learning will not be 'recorded' however, staff will meet weekly to discuss children's learning, progress and next steps.
55. Assessment does not entail prolonged breaks from interaction with children, nor take the form of excessive paperwork. Paperwork is limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers are kept up-to-date with their child's progress and development. The school addresses any learning and development needs in partnership with parents and/or carers, and any relevant professionals.
56. Evidence of a child's development is collected in a variety of ways to provide a holistic view. Evidence of 'collectable' pieces of work are filed in their individual 'Learning Journey'. The learning journey is a collection of different pieces of work the child has completed within continuous provision collected by key workers that provides a picture of a child's development. The aim is to build a unique picture of what each child can do as well as his/her particular interests.

Each child will also have an individual workbook for the following areas of learning; Reading (phonics), Writing and Art. There will also be floor books for Maths, RE and Topic (PSHE, RE and Music).

- 57. The workbooks will provide a selection of evidence and will show progression throughout their time in Reception, again, demonstrating what each child knows, feels and can do.
- 58. Half termly summative assessments of the 17 aspects of learning are undertaken using the EYFS Assessment Framework and recorded using an on-track/not on-track tracker. The focus is on teacher professional judgement and excessive evidence collecting should be avoided.

Reception baseline and the statutory Reception Baseline Assessment (RBA)

- 59. At St Barnabas and St Paul's, a common procedure is used for baseline assessment in the Reception Year. Within three weeks of the start of the academic year, all pupils are teacher assessed against the criterion in the EYFS framework, in all seventeen aspects of the seven Prime and specific Areas of learning, as outlined above. Using the non-statutory guidance (Birth to Five Matters and Development Matters), teachers will use their professional judgement to make the decision if the child is on track or not on track.
- 60. A 'WellComm' assessment also supports this baselining process. WellComm is a complete speech and language toolkit for screening and intervention in the Early Years. It supports teachers to understand a child's current level of speech and language, and assists the baselining process for the Prime Area of Communication and Language.
- 61. The Reception Baseline Assessment (RBA) is a short statutory assessment, which must be taken in the first six weeks in which a child starts reception. It assesses a child in early mathematics, literacy, communication and language.
- 62. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. The RBA is not used to make judgements about early years provision, either current or retrospective. It is solely intended for use within the primary school progress measure.
- 63. The RBA is not suitable as a formative or diagnostic assessment. Scores are not shared or published to prevent any labelling and streaming of children or judgement of schools. Instead, teachers receive a series of narrative statements informing them of how the child performed on the day. There is no expected standard and children cannot pass or fail.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

- 64. In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 65. Each child's level of development is assessed against the early learning goals. Staff indicate whether children are achieving the 'expected' level or 'emerging', in relation to each early learning goal.

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66. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.
67. The school records judgements on a cohort tracker and inputs data on to iTrack in readiness for Year 1. Here, a child's level of development can also be recorded as being at the level of a Year 1 child. In these cases, for the purposes of the EYFSP, they are automatically denoted as being at the 'expected' level.
68. Year 1 teachers are given a copy of the Profile report and there is dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs in order to assist with the planning of activities in Year 1.
69. The school shares the results of the Profile with parents and/or carers and explains to them when and how they can discuss the Profile with the teacher who completed it.
70. The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. The school considers whether to seek specialist assistance to help with this.
71. Children have differing levels of skills and abilities across the Profile so the school ensures there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Information to be provided to the local authority

72. The school reports EYFS Profile results to the local authority. Local authorities are under a duty to return this data to the relevant Government department.

Safeguarding, safer recruitment and welfare requirements

73. 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. The safeguarding and welfare requirements, specified in this section, are designed to help the school to create a high-quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.
74. The school takes all necessary steps to keep children safe, happy and well. The Safeguarding (Child Protection) Policy sets out what the school does to:
- safeguard children.
 - ensure the suitability of adults who have contact with children.
 - promote good health.
 - manage behaviour.
 - maintain records, policies, and procedures.
75. A key worker is identified for each child in the early years; s/he is clear about their responsibilities with respect to this child.
76. **Staffing ratios:** Reception classes do not exceed infant class size regulations.
77. **Induction:** this includes safeguarding of young children and procedures for reporting concerns, administering medicine and the acceptable use of mobile phones/ technology.
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78. **First Aid:** at least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present and accompanies children on outings.
79. **Accidents:** first aid boxes are easily accessible at all times with appropriate content for use with children. The school keeps a written record of accidents or injuries and first aid treatment and informs parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.
80. **Medicines:** the school has a detailed policy for the administering of medicines, which the EYFS department follows.
81. **Food and drink:** all food provided for the school's children is healthy, balanced, and nutritious. Before a child is admitted to the school, the school obtains information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible at all times. The school records and acts on information from parents and carers about a child's dietary needs. All children have access to free breakfast and lunches. The school has suitable facilities for the hygienic preparation of food for children and for ensuring that those responsible for preparing and handling food are competent to do so, with the required food hygiene qualifications.
82. **Toilets:** all toilets are adequate and hygienic.
83. A supervision process is in place for all staff working with early years' children that enables the confidential discussion of sensitive issues.
84. Clear processes are in place to ensure children are only released to individuals notified to the school, and that no children ever leave the premises unsupervised.

Behaviour management

85. Maintaining good behaviour is essential in all settings. The school uses a system of rewards and sanctions that are set out in the school Behaviour Policy.

Positive relationships

86. The school recognises that children learn to be strong and independent from secure relationships. The school aims to develop caring, respectful, professional relationships with the children and their families.
87. Parents as Partners – the school appreciates that parents are children's first and most enduring educators and values the contribution they make. The school recognises the role that parents have played, and their future role, in educating their children. The school aims to foster positive partnerships with parents by:
- Arranging an induction event for parents during the summer term, when they receive key information about how the Foundation Stage runs, what their children will be learning and information regarding dates, times, school uniform and operating procedures. The induction event also gives parents an opportunity to talk to the Reception team and representatives from other areas of school life e.g., governors.
 - Asking parents to sign permission slips for visits out of school, photographs of their child, and using the internet at school.
 - Encouraging parents to talk to their child's teacher if there are concerns.
 - Inviting parents to attend workshops which provide information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
 - Ensuring children have the opportunity to spend time with their teacher before starting school during taster sessions.

- Providing parents with a half termly report which reports on their child's achievement. If there are any issues, the class teacher will ask to meet with the parent. There is a formal Parent/Teacher meeting for parents each term, at which the teacher and the parent discuss the child's progress. Parents receive a final report on their child's attainment and progress at the end of each school year.
- Organising a range of activities throughout the year that encourage collaboration between the child, school, and parents / carers: topic related activities, class assemblies, Sports Day etc.

Key workers

88. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. EYFS teachers, with the EYFS support staff, act as 'key workers' to groups of children in EYFS. Each adult is allocated a key worker group within the first three weeks of the academic year, based upon positive relationships and attachments. The school has good links with the feeder preschools.

Enabling environments

89. The school aims to create an attractive and stimulating learning environment where children feel confident and secure and challenged. All children have daily access to both indoor classrooms and the outdoor environment that are set up in discrete areas of learning with planned continuous provision, allowing children to explore and learn securely and safely. There are areas where the children can be active and areas where they can participate in quiet time. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently.
90. The school recognises that being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. The school plans activities and resources for the children to access the outdoors, which help the children to develop in all areas of learning.

Risk assessments

91. The school takes all reasonable steps to ensure staff and children in their care are not exposed to risks. The school has written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how the school is managing risks if asked by parents and/or carers or inspectors. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Outings

92. Children are kept safe while on outings. The school assesses the risks or hazards which may arise for children, and identifies the steps to be taken to remove, minimise and manage those risks and hazards. The assessments include consideration of adult to child ratios.
93. Vehicles in which children are being transported, and the driver(s) of those vehicles, are always adequately insured.

Special educational needs

94. The school has arrangements in place to support children with SEN or disabilities and has regard to the Special Educational Needs (SEN) Code of Practice. Special Educational Needs provision is coordinated by the school's Special Educational Needs Co-ordinator (SENCO).

Information and records

95. The school records the following information for each child in its care as a minimum: full name; date of birth; name and address of every parent and/or carer who is known to the school (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.
96. The school keeps records, obtains and shares information (with parents and carers, other professionals working with the child, the police, social services and Ofsted) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. The school also incorporates parents' and/or carers' comments into children's records.
97. The school's records are easily accessible and available. Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them.
98. The school ensures that all staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.
99. The school makes the following information available to parents and/or carers:
 - How the EYFS is being delivered in school and how parents and/or carers can access more information.
 - The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home.
 - How the school supports children with special educational needs and disabilities.
 - Food and drinks provided for children.
 - Details of the school's policies and procedures, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
 - Staffing in the setting; the name of a child's key worker and their role; and a telephone number for parents and/or carers to contact in an emergency.

Complaints

100. A complaints policy and a list of procedures are available to view on the school's website.

Monitoring, evaluation and review

101. The policy is promoted and implemented throughout the EYFS department at St Barnabas and St Paul's CE Primary School.
102. The school monitors the operation and effectiveness of arrangements referred to in this policy.
103. The school reviews this policy every year in consultation with the senior leadership team.