

St Bernadette's Catholic Primary School



Early Years Policy

'Learn to Love, Love to Learn'

Mission Statement

“At St Bernadette's Catholic School you will find us caring, hardworking and cooperative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.”

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

- GDPR
- Health and Safety
- Intimate Care
- ICT Acceptable Use Policy
- Safeguarding and Child Protection
- SEND

Intent

St. Bernadette's Catholic Primary School is a beacon of hope and a place that offers children an education rich in wonder and memorable experiences. We believe all children deserve an education that allows their natural curiosity and creativity to flourish, alongside the purposeful acquisition of skills and knowledge. We want our children to succeed in our ever-changing world, we hope our education gives our children the best chance to become happy and well-rounded individuals, reaching their full potential and foster our school motto, 'Love to Learn, Learn to Love'.

At St. Bernadette's Catholic Primary School we recognise that every child is unique, we welcome and celebrate differences and our curriculum is designed to recognise children's diverse range of experiences and prior learning from their previous settings and their home environment. We know the crucial role that early years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

It's our intention to provide an enriched, rounded, safe and stimulating learning environment, where children can work with adults and peers in a climate of mutual respect and trust. We work in partnership with parents and carers to encourage independent, happy learners who thrive at school. Our curriculum is driven by our four fundamental EYFS curriculum drivers:

EYFS Curriculum Drivers

Learn to Love, Love to Learn We want children's curiosity and creativity to be nurtured so their love for learning is ignited. Through developing learning behaviours such as playing and exploring, active learning and creating and thinking critically, we want children to be autonomous with their own learning. We want them to plan, implement and review this process and do it with integrity and become successful, lifelong learners.

Communication Communication and language skills are the cornerstone of learning. We want our children to be able to speak clearly and process speech sounds, express their ideas and to understand and interact with others. We want them to develop an enriched vocabulary and a love for reading. Communication is the vehicle for learning, making friends and succeeding in life.

Community We want our children to develop a sense of pride in themselves and respect for others in their immediate and school community, as well as the world that is beyond their immediate environment. They need opportunities to experience the richness of our diverse community and show they care about its management and sustainability. We want to cultivate partnerships with families and engagement in their child's lifelong learning journey. We want children to develop a sense of citizenship in line with British Values. We follow the Values and Virtues from the Archdiocese of Birmingham's Catholic Schools' Pupil Profile, we see them in action in our lives and in the lives of others and we work on how to encapsulate these values in our lives.

Possibilities We are passionate about broadening the horizons of our children, providing rich learning opportunities and experiences to develop imagination, curiosity, creativity and ingenuity. Our children cannot aspire to things that they have never encountered, we want to expand their knowledge of the world in which we live.

Implementation

At St. Bernadette's Catholic Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the requirements and development in the EYFS. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our curriculum is judiciously balanced, with a focus on the knowledge and skills children need to flourish. It is based on wonder and awe, delivered through topics which engage the children. Each half term, children will cover a new topic, and they are given the opportunity to influence and plan the direction of their own learning by identifying what they already know, understand and would like to know about each new topic of work. Each topic is then flexibly delivered, incorporating an initial 'Sparky Start' to 'hook' the children's imagination in their new topic. At the end of each topic of work children are given the opportunity to evaluate their learning and celebrate their achievements and this celebration is often shared with parents and carers through 'Book Looks'. We ensure that we build solid relationships with the children, so we know their interest and likes to support learning.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This gives children the opportunity to use and develop taught skills throughout the year on a daily basis. Continuous provision supports children to develop key life skills such as independence, innovation, creativity, enquiry, analysis, and problem solving, as well as social and communication skills.

During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practise. Termly, we assess where the children are, using Development Matters and then ensuring our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps, while also recognising that Development Matters is not a tick list. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. End of year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals. We will include interventions for groups or individuals if and when necessary.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and

in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These 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.

We provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, open week, Bedtime Story Sessions, Book Looks, Proud Clouds, Friday Reading Sessions, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1.

Impact

At St. Bernadette's Catholic Primary School, our children have varied starting points, often lower than age related expectations. However we strive for our children to reach the Early Learning Goals at the end of Reception and strive to be at least in line with National Data. The last two academic years we have been just slightly below National Data for a Good Level of Development, 2018 – 70.1% and 2019 – 70.5%. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills. Summative assessment compares children's attainment to age related expectations using month bands in Development Matters. Our assessment judgements are moderated both in school and externally with local schools in our Sursum Corda Cluster. We also partake in local authority moderation which has validated our school judgements. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.

With the successful implementation of our judiciously enriched and balanced curriculum and a well-structured, safe, active and challenging learning environment, both indoors and outdoors, our children develop the skills, knowledge and understanding that enables them to be successful, lifelong learners. They are fully prepared for the next stage of their education as they transition from Foundation Stage to Year One. Children are actively engaged in learning and their enjoyment of this learning is apparent to all. All children experienced a curriculum that provides, exciting and enriching learning experiences and opportunities to learn through educational visits and hands on experiences. Children fully appreciate and understand the world around them, experiencing, through our topics, different cultures, music, dance, art and history. Children actively ask questions about the world around them and their learning experiences and they never fear making a mistake but instead see this as an opportunity to learn. Children can make links with their learning and develop their skills as they are able to use and apply skills learnt within their learning across the

curriculum. Children are aware of the world around them, developed tolerance, compassion and an understanding of their rights and the rights of others in an ever evolving world. Children at St. Bernadette's catholic Primary School 'Love to Learn, Learn to Love' and are successful, lifelong learners.

A Unique Child

At St. Bernadette's Catholic Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, stickers, prizes, positive reinforcement, good role models as well as celebration assemblies and rewards, to encourage children to develop a positive attitude and love of learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at St. Bernadette's are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- regular, detailed reporting to parents about their child's progress and feedback from parents about their child's development;
- monitoring children's progress and taking action to provide support as necessary.

In line with guidance from the EYFS and in line with the SEND Code of Practice we will strive to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary;
- Stretch and challenge all children;
- Encourage children to recognise their own unique qualities and the characteristics they share with other children;
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. Where children are identified as needing extra support within the setting this involves the SENCo, the parents/carer's and the child's key person working together to write a plan to identify how the child will be given extra support. We liaise very closely with the outside agencies, including Health Visitors, the School Nurse, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Educational Welfare Officers, Social Workers, Foster Carer's, Paediatricians, Dieticians, GP's and anyone else we feel will be able to support and help the child and their parents or carer's. We will ensure that the requirements of all pupils with SEND are met, e.g. through reasonable adjustments.

Positive Relationships

At St. Bernadette's 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.

Parents and Carers as Partners

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents and carers about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during 'Transition Day', through visits to school;
- inviting all parents and carers to an induction meeting during the term before their child starts school;
- offering parents and carers regular opportunities to talk about their child's progress in our Nursery and Reception classes;
- encouraging parents and carers to talk to the child's teacher if there are any concerns. There are two formal meetings for parents at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each term;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Stay and Play Sessions, Behaviour Assemblies, Nativity Play, Workshops, Bedtime Story Session, Friday reading sessions, Book Looks, Maths Open Week, Sports Day etc;
- operating an open door policy for parents with concerns or queries;
- providing parents with 'Proud Clouds' so they can comment on their children's achievements at home. 'Proud Clouds' are where significant events that happen at home can be recorded, they are available in each cloakroom and can be taken home to complete or can be completed with the support of a member of staff.

Key Person

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. Throughout our Early Years, all children are allocated a 'Key Person' within the first six weeks of starting school. The key person is assigned to each child based upon the relationships that develop between them.

Enabling Environments

At St. Bernadette's we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests,

development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the school's Curriculum Map which is based around half termly topics. These plans are used by the EYFS team as a guide for weekly planning; however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of both formal and informal observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's Learning Journey (Tapestry). They also contain information provided by parents and other settings. At St. Bernadette's Catholic Primary School, we also track the progress of pupils through the 'Early Years Outcomes' attainment bands. This information feeds into the formal reporting of attainment at the end of the Reception year through the EYFS Profile. Within the final term of Reception, we provide a written summary to parents, reporting their progress against the Early Learning Goals. The teacher will determine whether the child is meeting the expected levels (assessment rating 2), exceeding them (assessment rating 3) or emerging (assessment level 1). An assessment rating of 'A' indicates a pupil who has not been assessed due to long periods of absence, has attended the provision for an insufficient amount of time for an adequate assessment to be made or has an exemption. The child's level of development is assessed against the 17 ELG. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher. We also send a summary of these assessments to the Local Authority for analysis.

Reception baseline assessment (RBA)

The RBA is statutory, as of September 2020. The RBA is carried out within the first six weeks of pupils starting school. It is an activity-based, age-appropriate assessment of pupils' ability in language, communication and literacy and maths. It takes approximately 20 minutes per pupil and is administered by a Reception teacher. The RBA is used to create a baseline for school-level progress measures and will measure the progress pupils make from Reception until the end of Year 6. Pupils will not 'pass' or 'fail' and no numerical score will be shared. Staff will receive a series of short, narrative statements that tell them how their pupils performed in the assessment – teachers will use these to inform their teaching approaches.

EYFS profile moderation

Staff will ensure that internal moderation is carried out; for example, this could include two members of staff having informal discussions regarding evidence of a pupil's development. We also moderate with schools in our Sursum Corda Cluster. If we are scheduled to have an LA moderation visit, staff will ensure that interim judgements against each ELG for all pupils in their care are in place.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. Nursery and Reception have their own enclosed outdoor space. In Nursery, physical activity often dominates, with climbing, running, cycling and other active games being key. Reception have a smaller outdoor area so often have more physical play during break and lunch time, they have two P.E. sessions a week and occasional extra sessions on the Nursery playground. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their

senses and be physically active and exuberant. We plan activities and resources for the children to access the outdoors that help the children to develop in all seven areas of learning. In the outdoor environment we provide children with a wide variety of adult led and child initiated activities and opportunities for the children to work independently and collaboratively both on large and small scales. We value the outdoor environment as an integral learning area for all children with unrestricted access. The outdoor area is used in all weather helping children to develop their skills and knowledge of the world around them. The area promotes creativity, investigation, problem solving, enables them to build and practice skills, develop communication, collaboration, active learning and enjoyment. As well as using our outdoor areas, we also have regular access to The Wildlife Trust EcoPark. Hidden in the middle of a built-up inner-city area, just a short walk from school, EcoPark is a secret wildlife oasis. EcoPark offers opportunities for children to get hands on with nature and discover the wonders of the natural world for the first time. Children in Reception have the opportunity to visit weekly, undertaking many outdoor educational opportunities; pond dipping and den building to name a few.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years' settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- **Literacy**
- **Mathematics**
- **Knowledge of the world**
- **Expressive arts and design**

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in the children's play, extending it where possible. Throughout the year, the children in Reception will experience many more adult directed tasks as they prepare for their transition to Year 1.

At St. Bernadette's we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’ Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

The School Community

The routines in the Foundation Stage are clearly set out giving children clear guidelines and expectations. They are still very flexible and change to meet the needs of the children. The Reception classes are more involved in whole school activities attending a weekly act of worship, becoming involved in more formal teaching of Phonics through the RWInc programme and Mathematics, as the year progresses. These more formal teaching sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc. St. Bernadette’s is a Catholic school with well-established links to the local church of Holy Family. We attend a termly service at the Church and the Church is also used as a resource when children learn about the locality in which we live. At St. Bernadette’s we embrace the Catholic ethos but also ensure our children learn about the wide variety of cultures and beliefs of other faiths within our diverse society, at an appropriate level for Foundation Stage children. The Governing Body take an active role in all aspects of School life and the governors liaise with the Foundation Stage Team to ensure that they are fully up to date and kept informed of the changes and developments that affect Early Years.

Safeguarding and Welfare

(Please see whole school Child Protection and Safeguarding Policy)

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children. (See whole School Child Protection Safeguarding Policy and EYFS risk assessment)

At St. Bernadette's Catholic Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Good Health - All children are provided with a snack each day as well as being given the choice of milk. They have access to water at all times. Meals provided in school meet nutritional standards and parents are given advice on 'healthy' lunchboxes for those who do not eat school meals. Children are also taught good hygiene routines within school to help them maintain good health.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child (See Intimate Care policy and Safe Changing of Soiled Children Policy for more detail).

Use of Mobile Phones and Cameras

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Use of mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. They may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips. Staff who do not adhere to this policy will face disciplinary action. Staff may use their professional judgement in emergency situations. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during

school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff are provided with an iPad to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection. School devices must only be used for work related matters. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns. School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to:

- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Purchase uniform and book bag
- Explain the arrangements for the induction in to Reception

New class sessions - The children are given an opportunity to come in to school to meet their new class teacher and other children in their class. They will spend an afternoon in their new class and children from our school Nursery will spend a day in Reception. This means that before they join their new class the Reception environment is already a familiar place to them.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children. Children have the opportunity to meet their new class teacher and spend a day in their new class during the summer term.

Monitoring and review

It is the responsibility of the Foundation Stage Team to follow the principles stated in this policy. The Head teacher and Foundation Stage Manager in conjunction with the Senior Leadership Team and Middle Leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

E.Finnegan
EYFS Co-ordinator
Updated June 2020

