

Early Years Foundation Stage Policy

The Foundation Stage begins at birth and continues until children in Key Stage 1 are ready to move onto the National Curriculum.

The Foundation Stage is important in its own right and prepares children for schooling in later life.

We are aware that children have already learnt a great deal before coming to school from a range of settings - nursery, pre-school and life within the community as a whole. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

Entry to school arrangements.

Entry into our Primary School is at the beginning of the school year in which the children turn five - every child regardless of birthday enters in September. The children will be in school for one week mornings only - until 12.00, one week they will stay for lunch - finishing at 1.00 and full time from then on.

In the summer term prior to the children starting in the Reception Class, there will be a week of meet the Practitioner sessions for the children to become more familiar with the Practitioner, support staff, classroom and the school as a whole. There is then a range of opportunities for parents to meet the Practitioner also.

Aims of the Foundation Stage.

The overarching aim of our Foundation Stage is helping children to learn to - stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by:

- ☺ Providing an effective education using the relevant Curriculum with Practitioners who are well trained and can implement the EYFS curriculum requirements
- ☺ Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.
- ☺ Being aware that young children develop rapidly during their early years - physically, emotionally intellectually and socially

- ☺ Ensuring that children feel secure, included and valued
- ☺ Building upon what the children already know
- ☺ providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- ☺ Setting the standards for the learning, development and care young children should experience, ensuring that every child makes progress and that no child gets left behind;
- ☺ Parents and Practitioners being able to work together in an atmosphere of mutual respect with in which children can have security and confidence.
- ☺ Giving children opportunities to engage in activities planned by adults and also those that they plan or initiate themselves.
- ☺ Practitioner being able to observe and respond appropriately to children. Through well planned, purposeful activities and appropriate observations and evaluations children will engage in the learning process tailored to their needs and make progress in their learning.
- ☺ Ensuring that children have rich and stimulating experiences by having a well planned and well organised learning environment both indoors and outdoors.

Learning and Teaching

The features of effective learning and teaching in our school are defined in our policy on learning and teaching. They apply to the learning and teaching in the Foundation Stage just as much as they do in key stage 1 or 2.

Features of good practice

- ☺ The partnership between Practitioners and parents that helps our children feel secure and develop a sense of well-being and achievement
- ☺ The understanding that Practitioners need to know how children develop and learn and how this must be reflected in their teaching
- ☺ The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop the children's play, talk or other means of communication

- ☺ The carefully planned and fully inclusive curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage
- ☺ The provision for children to take part in activities that build upon and extend their interests, and develop their intellectual, physical, social and emotional abilities
- ☺ The encouragement for children to communicate and talk about their learning and to develop independence and self management.
- ☺ The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors.
- ☺ The identification, through observations, of children's progress and future learning needs which are regularly shared with parents
- ☺ The regular identification of training needs for all adults working within the Foundation Stage.

Curriculum

Children are competent learners from birth and develop and learn in a wide variety of ways. We therefore, look carefully at our children as individuals and, consider their needs, their interests, and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of Learning and Development. It is crucial to their future success that children's earliest experiences help to build a secure foundation for learning throughout their school years and beyond. Children need to be stretched, but not pushed beyond their capabilities, so that they can continue to enjoy learning.

We work within these Themes and Commitments set out in the EYFS document -

A Unique Child - every child is a competent learner who can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and a key person.

Enabling Environments - the environment plays a key role in supporting and extending children's development and learning.

Learning and Development - children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

These are incorporated into the planning, learning and teaching throughout the delivery of the curriculum. We also work within the guidance of the statutory early learning goals which establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning throughout the EYFS, so laying secure foundations from birth for future learning.

There are six areas covered by the early learning goals and educational programmes, with these being split into prime areas and specific areas:

Prime areas -

- 😊 Personal, Social and Emotional Development;
- 😊 Communication and Language;
- 😊 Physical Development;

Specific areas -

- 😊 Literacy,
- 😊 Maths,
- 😊 Understanding the World;
- 😊 Expressive Arts and Design.

None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities

Personal, Social and Emotional Development

We plan and teach within the requirements for this area as set out in the EYFS document. It states that -

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

To give all children the best opportunities for effective development and learning in Personal, Social and Emotional Development we will give particular attention to the following areas.

Positive Relationships

- ☺ Form warm, caring attachments with children in the group.
- ☺ Establish constructive relationships with parents, with everyone in the setting and with workers from other agencies.
- ☺ Find opportunities to give encouragement to children, with practitioners acting as role models who value differences and take account of different needs and expectations.
- ☺ Plan for opportunities for children to play and learn, sometimes alone and sometimes in groups of varying sizes.

Enabling Environments

- ☺ Ensure that each child has a key person.
- ☺ Make sure there is time and space for children to concentrate on activities and experiences and to develop their own interests.
- ☺ Provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.
- ☺ Establish opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds.
- ☺ Support the development of independence skills, particularly for children who are highly dependent upon adult support for personal care.

Learning and Development

- ☺ Plan activities that promote emotional, moral, spiritual and social development together with intellectual development.
- ☺ Provide experiences that help children to develop autonomy and a disposition to learn.
- ☺ Give support and a structured approach to vulnerable children and those with particular behavioural or communication difficulties to help them achieve successful Personal, Social and Emotional Development.

Communication and Language

We plan and teach within the requirements for this area as set out in the EYFS document. It states that -

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

To give all children the best opportunities for effective development and learning in Communication and Language we will give particular attention to the following areas.

Positive Relationships

- ☺ Help children to communicate thoughts, ideas and feelings and build-up relationships with adults and each other.
- ☺ Give daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories.
- ☺ Identify and respond to any particular difficulties in children's language development at an early stage.

Enabling Environments

- ☺ Plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.
- ☺ Allow plenty of time for children to browse and share these resources with adults and other children.
For children who may need to use alternative communication systems provide opportunities for them to discover ways of recording ideas and to gain access to texts in an alternative way, for example through ICT.
- ☺ Provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups and between the children themselves. Allow children time to initiate conversations, respect their thinking time and silences and help them develop the interaction.
- ☺ Show particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.

Learning and Development

- ☺ Link language with physical movement in action songs and rhymes, role-play and practical experiences such as cookery and gardening.
- ☺ Show sensitivity to the many different ways that children express themselves non-verbally, and encourage children to communicate their thoughts, ideas and feelings through a range of expressive forms, such as body movement, art, dance and songs.
- ☺ Talk to children and engage them as partners in conversation. Show them how what they say can be written and read.

Physical Development

We plan and teach within the requirements for this area as set out in the EYFS document. It states that -

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

To give all children the best opportunities for effective development and learning in Physical Development we will give particular attention to the following areas.

Positive Relationships

- ☺ Build children's confidence to take manageable risks in their play.
- ☺ Motivate children to be active and help them develop movement skills through praise, encouragement, games and appropriate guidance.
- ☺ Notice and value children's natural and spontaneous movements, through which they are finding out about their bodies and exploring sensations such as balance.
- ☺ Provide time to support children's understanding of how exercise, eating, sleeping, and hygiene promote good health.

Enabling Environments

- ☺ Provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills.
- ☺ Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play.
- ☺ Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working in partnership with relevant specialists such as physiotherapists and occupational therapists.
- ☺ Use additional adult help, as necessary, to support individuals and to encourage increased independence in physical activities.

Learning and Development

- ☺ Plan activities that offer physical challenges and plenty of opportunities for physical activity.
- ☺ Give sufficient time for children to use a range of equipment to persist in activities, practising new and existing skills and learning from their mistakes.
- ☺ Introduce appropriate vocabulary to children, alongside their actions.
- ☺ Treat mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices.

Literacy

To give all children the best opportunities for effective development and learning in Literacy we will give particular attention to the following areas.

Positive Relationships

- ☺ Allow children to see adults reading and writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.

☺ Enabling Environments

- ☺ Plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.
- ☺ Allow plenty of time for children to browse and share these resources with adults and other children.

- ☺ Show particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.

Learning and Development

- ☺ Show sensitivity to the many different ways that children express themselves non-verbally, and encourage children to communicate their thoughts, ideas and feelings through a range of expressive forms, such as body movement, art, dance and songs.
- ☺ Develop children's phonological awareness, particularly through rhyme and alliteration and their knowledge of the alphabetic code
- ☺ Develop children's awareness of languages and writing systems other than English, and communication systems such as signing and Braille.

Maths

We plan and teach within the requirements for this area as set out in the EYFS document. It states that -

Children must be supported in developing their understanding of Maths in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

To give all children the best opportunities for effective development and learning in Problem Solving, Reasoning and Numeracy we will give particular attention to the following areas.

Positive Relationships

- ☺ Give children sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language during child-initiated activities in their own play.
- ☺ Encourage children to explore real-life problems, to make patterns and to count and match together, for example, ask, "How many spoons do we need for everyone in this group to have one?".

- ☺ Support children who use a means of communication other than spoken English to develop and understand specific mathematical language while valuing knowledge of Problem Solving, Reasoning and Numeracy in the language or communication system that they use at home.
- ☺ Value children's own graphic and practical explorations of Problem Solving, Reasoning and Numeracy.

Enabling Environments

- ☺ Recognise the mathematical potential of the outdoor environment, for example, for children to discover things about shape, distance and measures, through their physical activity.
- ☺ Exploit the mathematical potential of the indoor environment, for example, enabling children to discover things about numbers, counting and calculating through practical situations such as finding out how many children are in the music area or how many story books a child has looked at today.
- ☺ Ensure that mathematical resources are readily available both indoors and outside.

Learning and Development

- ☺ Develop mathematical understanding through all children's early experiences including through stories, songs, games and imaginative play.
- ☺ Provide a range of activities, some of which focus on mathematical learning and some which enable mathematical learning to be drawn out, for example, exploring shape, size and pattern during block play.
- ☺ Use mathematical terms during play and daily routines.

Understanding the World

We plan and teach within the requirements for this area as set out in the EYFS document. It states that -

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

To give all children the best opportunities for effective development and learning in Knowledge and Understanding of the World we will give particular attention to the following areas.

Positive Relationships

- ☺ Use parents' knowledge to extend children's experiences of the world.
- ☺ Help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.
- ☺ Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.

Enabling Environments

- ☺ Create a stimulating environment that offers a range of activities which will encourage children's interest and curiosity, both indoors and outdoors.
- ☺ Make effective use of outdoors, including the local neighbourhood.
- ☺ Use correct terms so that, for example, children will enjoy naming a chrysalis if the practitioner uses its correct name.
- ☺ Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".

Learning and Development

- ☺ Plan activities based on first-hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion.
- ☺ Teach skills and knowledge in the context of practical activities, for example, learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.
- ☺ Encourage children to tell each other what they have found out, to speculate on future findings or to describe their experiences. This enables them to rehearse and reflect upon their knowledge and to practise new vocabulary.
- ☺ Give children accurate information which challenges cultural, racial, social and gender stereotypes.

Expressive Arts and Design

We plan and teach within the requirements for this area as set out in the EYFS document. It states that -

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

To give all children the best opportunity for effective development and learning in Creative Development we will give particular attention to the following areas.

Positive Relationships

- ☺ Ensure children feel secure enough to 'have a go', learn new things and be adventurous.
- ☺ Value what children can do and children's own ideas rather than expecting them to reproduce someone else's picture, dance or model, for example. Give opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials.
- ☺ Accommodate children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.

Enabling Environments

- ☺ Provide a stimulating environment in which creativity, originality and expressiveness are valued.
- ☺ Include resources from a variety of cultures to stimulate new ideas and different ways of thinking.
- ☺ Offer opportunities for children with visual impairment to access and have physical contact with artefacts, materials, spaces and movements.
- ☺ Provide opportunities for children with hearing impairment to experience sound through physical contact with instruments and other sources of sound.
- ☺ Encourage children who cannot communicate by voice to respond to music in different ways, such as gestures.

Learning and Development

- ☺ Present a wide range of experiences and activities that children can respond to by using many of their senses.
- ☺ Allow sufficient time for children to explore and develop ideas and finish working through these ideas.
- ☺ Create opportunities for children to express their ideas through a wide range of types of representation.

We work with the understanding that by the end of the EYFS, some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals - particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language.

Play in the Foundation Stage

Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally. In playing, children behave in different ways: sometimes their play will be responsive or boisterous, sometimes they may describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.

Play underpins the delivery of our Foundation Stage Curriculum with our children having open access to play indoors and outdoors. Through play we provide our children with opportunities to explore learning experiences that help them to make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for boundaries. They have the opportunity to think creatively both alone and alongside others. They communicate with other children as they investigate and solve problems. They express fears or re-live anxious experiences, in a safe, secure nurturing environment.

We always ensure a balance of child-initiated and adult-led play-based activities throughout the day which will continuously grow and expand with the children's development. We will use the observations and assessments of our children to decide what the balance should be and what equipment and resources the children require to meet their challenges.

The Learning Environment

We are continually reviewing our learning environment to ensure that we are providing the best possible area and resources to support the development and learning for all our children. We also ensure that all areas are accessible to all children regardless of need.

We provide a safe and stimulating environment, which:

- ☺ promotes physical, mental and emotional health and well-being;
- ☺ has enough space to play and opportunities to be outdoors with freedom to explore and be physically active;
- ☺ has dynamic and flexible systems of physical organisation that support personalised learning for all children, including the gifted and talented and children with special educational needs/disabilities;
- ☺ provides continuity of care that enables children to identify with key workers and develop relationships at all levels.

To ensure that our areas are safe and secure we will carry out a risk assessment on the areas in which the children will be on a daily basis and take the appropriate action needed to rectify any problems we find. We will also continually endeavour to update and refresh any equipment and resources as needed.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. It enables us to build up knowledge about how our children learn and make progress. It also provides opportunities for us to sustain a successful learning environment. We aim to make this a collaborative process between all adults working within the Foundation Stage classroom.

Our planning includes all children, including those with additional needs. We plan in 3 sections -

Long Term planning - This is planned entirely with the children at the centre. In each of the Foundation Stage Classrooms meetings are held at the start of the year where the children are encouraged to share the things that they would like to learn about for the following year. This is revisited on a regular basis and is built upon if the children find a new interest or new experience.

Medium Term Planning - The children's ideas and desires to learn are built upon in the medium term. Each topic will last for 2 or 3 weeks depending upon the depth

of the idea chosen. Medium Term Plans are then written retrospectively to allow practitioners to track the learning which has taken place and ensure full coverage of the Development matters and early learning goals.

Short Term Planning - We will write weekly plans and timetables for both inside and outside. From this focussed activity plans will be written to aid with future planning and assessment and to ensure that teaching is flexible enough to adapt to circumstances which arise on a day-to-day basis and will therefore ensure that the curriculum is tailored fully to meet the needs and interests of the children. In Nursery and Day-care we plan on a daily basis. We also plan a focussed activity which is evaluated and then helps to inform future planning.

Assessment

Ongoing assessment is an integral part of the learning and development process. We ensure that we are observing children and responding appropriately to help them make progress towards the early learning goals. These assessments are based on our observations of what children are doing in their day-to-day activities. As judgements are based on observational evidence gathered from a wide range of learning and teaching context we ensure that all adults who interact with the child contribute to this process, and that account will be taken of information provided by parents.

We aim to use detailed formative assessment which

- ☺ are systematic observations and assessments of each child's achievements, interests and learning styles;
- ☺ are used to identify learning priorities and plan relevant and motivating learning experiences for each child;
- ☺ are matched to the expectations of the early learning goals.

During the first term of entry to the Reception class the class Practitioners will assess each child against the Early Years Foundation Stage Profile. These assessments allow us to identify patterns of attainment for the children in the cohort and use this information to adjust the teaching programme and types of activities to suit the needs of individual children. These initial findings are then shared and discussed with parents within the first few weeks of the child started in Reception.

In the Nursery / Preschool / Day Care Unit entry assessments are made based on Development Matters to inform future planning.

Observational assessments are then carried out very frequently and the Practitioner will complete a more summative assessment at the end of each term

against the Early Learning Goals. These assessments are based on ongoing observation and assessments in all six areas of Learning and Development. Each child's level of development is recorded against the 17 assessment scales derived from the early learning goals. Judgements against these scales, are made from observation of consistent and independent behaviour, predominantly children's self-initiated activities.

The observation made on each child are recorded by all adults on stickers with the date, child's name, brief description of the observed event, and the observers initials. These are then stored in the child's named profile which is stored centrally within the classroom. Observations can also be photographic. Each class will have a photograph album for each learning area in which the photographs will be labelled with the Early learning goal number and a brief description of the observed event.

We understand that not all children will achieve the expected level by the end of the Foundation Stage. Children with special educational needs may be working below the level of the scales and require an alternative approach to assessment. In these cases we shall use the School's SEN policy for guidance on assessment. Within the Foundation Stage there is an opportunity to support the children with special needs using a nurture base, dedicated to the early identification of children with social or academic difficulties.

At the end of the Foundation Stage we ensure that children are assessed against the 17 scales in the EYFS Profile. We record this information electronically using Target Tracker and conform to the regulations made under Section 99 of the Childcare Act 2006 which require us to provide information about these assessments to Essex local authority. These assessments and judgements are also monitored and moderated by the local authority to ensure that the assessments that are consistent across settings.

In the Reception classes parents receive an annual report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We also provide the parents with a summary of the child's progress against the early learning goals and the assessment scales stating whether the child is achieving at an Emerging, Expected or Exceeding level in each area. This information is also shared with the year 1 Practitioners to help them by informing their planning to meet the needs of their new children. Year 1 practitioners are also included in the discussions had before children are awarded with the Exceeding judgement.

Inclusion

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 we are planning for their future learning (see inclusion policy)

Meeting the individual needs of all children lies at the heart of our Foundation Stage. We plan for each child's individual care and learning requirements. We focus on removing or helping to counter underachievement and overcoming barriers for children where these already exist. We also identify and respond early to needs which could lead to the development of learning difficulties. There are also appropriate challenges for gifted and talented children. We do this to ensure our children get the best possible start in life.

We always promote positive attitudes to diversity and difference within all our children. In doing this we help them to learn to value different aspects of their own and other people's lives and ensure that all children and adults are treated as individuals and are not discriminated against; and that all children are listened to and respected.

We also aim to actively avoid gender stereotyping and challenge any expression of prejudice or discrimination, by children or adults.

Gifted and talented children should be included in the school's Gifted and Talented Register.

Monitoring and Key Person

In order to maintain a continuously improving setting our Foundation Stage leader will continually monitor the provision.

The Foundation Stage Subject Leader will:

- ☺ have energy, enthusiasm and a principled educational vision;
- ☺ employ a whole setting approach, support collaborative working and the collective identification and clear expression of pedagogical objectives related to the EYFS framework that promote achievement for all children;
- ☺ recognise the value of continuous quality improvement and how it impacts on children's achievement - engaging with local authority early years consultants and advisory Practitioners;
- ☺ use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review - assessing what the setting offers against robust and challenging quality criteria;

- ☺ draw on the full range of quality improvement tools
 - ☺ lead a collaborative learning culture - providing time and space for knowledge-sharing and support for continuous professional development for all staff;
 - ☺ lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.
- (EYFS Practise Guidance 2008)

At our school we aim to provide each child in the class a key person who has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A key person will help a child to become familiar with the school and the classroom and to feel confident and safe within it. They will also talk to parents to make sure that the needs of the child are being met appropriately, and that records of development and progress are shared with parents and other professionals as necessary. Even when children are older and can hold key people from home in mind for longer, there is still a need for them to have a key person to depend on in the setting, such as their Practitioner or a teaching assistant.

Role of the Parent

We believe that all parents have an important and vital role to play in the education of their child. We therefore recognise the role that parents have played and their future role in educating the children. This also include identifying learning needs and responding quickly to any difficulties. We do this through a range of different means -

- ☺ talking to parents about their child before they start school
- ☺ opportunities for the children to spend time with their Practitioner and parents before starting school
- ☺ inviting all parents to an induction meeting during the term before their child starts school
- ☺ offering parents regular opportunities to talk about their child's progress in our reception class
- ☺ encouraging parents to talk to the child's Practitioner if there are any concerns
- ☺ Offering a range of activities throughout the year that encourage collaboration between child, school and parent

- ☺ By inviting parents into the classroom to share special interests, activities and skill with the children.

Regular information is also provided for parents about activities undertaken by the children; for example, through wall displays, photographs and examples of children's work.

Transition

We aim to provide a high quality early years experience which provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all key stages and that children's social, emotional and educational needs are addressed appropriately.

Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents.

We have an open communication of information which ensures continuity of experience for the child between Nursery, Pre-school, Child-Minder and school. We use the summative assessment of each child recorded in the EYFS Profile to support planning for learning in Year 1 and our Year 1 Practitioners are familiar with the EYFS and likewise EYFS Practitioners are familiar with the KS1 curriculum.

This policy was written by Mrs L. Keys and Mrs T Smith

It will be reviewed by the Foundation Stage Manager, Head teacher and Governing body in two years or earlier if necessary

Review date - September 2018