



Early Years Foundation Stage (EYFS) Policy

Forest Fields Primary and Nursery School	
Adopted by the Governing Board on 23rd September 2025	
Signed	
Chair of Governing Body:	<i>James Verran</i>
Head Teacher:	<i>Shahida Chowdhury</i>
To be reviewed September 2026	

Aims/Intent

At Forest Fields Primary and Nursery School we recognise that every child is an exceptional individual. We believe that all children deserve an education that is rich in wonder and memorable experiences that allows their natural creativity and curiosity to flourish.

We put children at the heart of all we do. We provide a secure foundation for future learning and development within a safe, stimulating and respectful environment that inspires exploration and encourages collaboration. We ensure that our children experience an ambitious and inclusive curriculum that educates in knowledge, skills and understanding. It is designed to be creative, inspiring and challenging, to provide all children with opportunities to be aspirational learners. We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. We create opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. Language theory research informs us that young children's language development is influenced by many factors, including having sensitive adults and older children around them who will listen and attend to their expressions and use and model appropriate language themselves. The research of Hart and Risley (1995) identifies a 30 million word gap, the findings from the Oxford Language Report recognises that the word gap has a significant impact on a child's academic potential. We understand that language development is part of their holistic development, emerging from cognitive, emotional and social interactions. Therefore, the social and cultural environment, the people in it and their interactions are absolutely fundamental to language development. We wish our children to believe in themselves, their abilities and capabilities, to belong to the school learning community and the wider community.

Curriculum Design:

Our Early Years curriculum is one that has been designed, tailored and enhanced specifically for the F1 and F2 children at Forest Fields Primary School based on educational theory and research. It aims to embed opportunities to develop social and cultural capital so that they develop a love of learning and confidence in their place in the world. Through well-chosen texts and experiences, children are provided with exciting opportunities to apply their learning in real life contexts and make links with the community around them as well as the wider world. There is a strong focus on the child as a whole person and support for the child's overall development. Relationships and participation are central to learning. We understand that children develop and learn in many different ways that are socially and culturally approved and constructed. Our practitioners develop a respectful, secure, caring relationship with each and every child. We provide our children with the skills to build social capital through their relationships and friendships that they make with people from all different backgrounds with all different needs

In F2, children receive a carefully balanced diet of directed teaching in Little Wandle Letter and Sounds Phonics sessions, Little Wandle Reading sessions, Creative Writing, Pen Patrol, Mathematics, Understanding of the World, Expressive Arts and Forest School which is complemented by daily extended continuous provision where they have the opportunity to put these skills into practice through independent application. To facilitate this, our highly skilled practitioners observe and identify “teachable moments” specific to that child through the modelling of language, modelling, demonstrating and explaining, exploring ideas and questioning, providing a narrative and setting challenges to measure understanding of each taught concept.

Implementation / Pedagogy / Learning and teaching

In the Early Years children are developing more rapidly, intellectually and socially, than at any other subsequent stage in their lives. This growth is, however, very individual and children vary greatly in their maturity in the different areas of development and each child enters the setting with a unique range of experiences, abilities and understanding. The educational experiences planned at Forest Fields Primary will take account of these individual achievements and needs. The aim of the Early Years Curriculum at Forest Fields Primary School is to nurture and build upon children's natural energy, enthusiasm, curiosity and sense of humour.

Staffing arrangements

We have Three 3 F2/Reception classes. These are supported by teachers, teaching assistants and care assistants as required.

Our F1/Nursery children attend for either morning or afternoon sessions, both of which run for 3 hours. We offer 15 hours to all 3-year olds. 30 hours children is also available to those children who parents are entitled to this support. The Nursery is supported by a teacher, teaching assistants and, if required, care assistants.

Daily Structure

In F2 the children come in to a morning RMC (Recall, Misconceptions and Catch-up) task. This is name recognition or name writing in the Autumn term and moves onto phonics and sentence writing as the year progresses. They have a daily phonics session and we use the Little Wandle Letters and Sounds scheme. The children then have a Creative Writing session based on the text of the week. There is time for developing and rehearsing their skills in continuous provision in door and outdoor followed by maths input session. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, concentration etc.

In the afternoon we have maths RMC (Recall, Misconceptions and Catch-up) time then our Little Wandle Reading sessions, Big Question activities, Finger gym and Pen Patrol. There is a story time every day.

5) Food daily snack and lunches

The children have milk and fruit every morning. All children are entitled to a free school meal. Our food is halal. Children can have a packed lunch if they prefer.

Unique Child:

At Forest Fields Primary School we support each Unique Child by recognising and respecting children's individual characteristics and temperament. We value the child's culture and home language and benefit from the metacognitive and metalinguistic advantages our EAL children have. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we build very good links with their families. We get to know each child really well through sensitive observations of their freely chosen play; by listening to them and their parents/ carers and by interacting in their play. As a result, we are able to tune into their interests, schemas, communication, and learning styles. We ensure children feel valued, secure and confident to learn by acknowledging them as competent learners and building on what they can already do and understand. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. We praise and affirm their communication, commenting on what they are doing or the focus of their attention and take opportunities to explain, repeat and expand vocabulary.

By working in partnership with parents and other agencies, and by providing an accessible and welcoming environment, we aim to include all children effectively. We provide additional support for children's developing speech and language skills by using photographs, symbols, gestures and sign language. We provide warm, responsive care and have an effective safeguarding policy and procedure. We respect and support children's dietary and medical needs, provide a range of healthy food and ensure fresh drinking water is always available. Children get fresh air and exercise through access to our secure outdoor area. We provide a safe, secure environment both indoors and outdoors where children can pursue enjoyable and challenging activities with a balance of physically active and restful activities. We explain and demonstrate clear, consistent boundaries and routines and help children to learn to assess risks and keep safe.

Positive Relationships:

At Forest Fields Primary School we provide Positive Relationships by working as a close co-operative staff team and in partnership with parents, to support every child in our care. We make time to form good relationships with children and their families, initially through individual meetings with parents and their children and then through sensitive induction into our setting. We have a diverse range of languages within our

staff at Forest Fields and this helps us make positive links with all families. We communicate with practitioners from previous settings to help make transitions smooth and seamless for children and families. When children first start F1 and F2, parents are welcomed to stay with their children during the “Stay and Play” sessions, giving time for informal dialogue between parents and staff. In EYFS we add information and planning to Weduc and Google classroom sharing topics to be covered, the targets children will work towards and support that children could be given at home to support their development. Parents are valued contributors to their child’s learning and there is a two-way flow of information about children’s progress.

We hold a Little Wandle Phonics workshop in the Autumn term, a maths workshop in the Spring Term and a Forest School workshop in the Summer term to give parents more information about how to support their child.

All staff are dedicated to getting to know the children really well, responding sensitively to their feelings, ideas and behaviour and helping them become settled, secure and confident. We help children understand their own feelings and those of others, and support them in building friendships. Stories and circle times are used to promote understanding and respect for different needs, views and cultures. By valuing their contributions, tuning into their interests and needs, encouraging and praising their achievements, we nurture children’s self-esteem and give them a strong sense of belonging. F1 children are helped with the Transition into F2 by making regular visits, across the final half term, accompanied by familiar staff into the F2 learning environment. Children also have continuous opportunities throughout their time in F1 to interact with, learn alongside and become familiar and confident with F2 children and Staff.

Enabling Environments:

Our setting provides children with an Enabling Environment. We understand that when children’s physical and emotional needs are met they are more ready to take advantage of the play and learning opportunities on offer. Good communication with multi-agency professionals and links with other local settings helps us to support continuity of learning and consistency of care for children, enabling them to settle in quickly. Through building positive relationships with the children we enable them to learn. When children feel confident and secure in the environment they are willing to try things out, knowing their effort is valued. In order to ensure that children’s experiences and our teaching matches the needs of the children, we observe them in their play and scaffold their learning. The children have a writing book and a maths book where they can record their learning and we keep a record of their learning on Weduc and Classroom Monitor. We have conversations with children about their learning; and dialogue with parents. Careful analysis of this information will be used to identify and track their progress across the six areas of learning and development; highlight children’s achievements or their need for further support; and most importantly to plan the next steps for children. Whilst our planning is informed by our observations of children’s interests and developmental needs, where possible we also try to involve children in planning their learning experiences. We then link the children’s ideas to objectives in the six areas of learning and development in the

EYFS Framework and also ensure a balance of child-initiated activities and adult-led teaching.

We understand at Forest Fields that the children come from very diverse settings and that adult involvement is key to supporting the learning of English as a second language. We have developed carousels of activities that support these needs.

Outdoor music, drama, and yoga sessions are led by practitioners to support communication, language and pre-reading and writing skills.

We use large scale climbing equipment that we change and add challenge to regularly to support gross motor development.

The children have a daily dough disco and finger gym session to build hand strength and fine motor control.

We also have a Write Dance intervention for extra support.

Every week we are helping the children improve their speaking, listening and writing skills with our scheme called "Pen Patrol." The children are really engaged in it as we have linked it to the Paw Patrol characters. Each Monday we ask the children to bring an item into school to talk about. The parents have a half-termly letter which informs them of the item/subject we would like them to talk about at home using the sentence starter, the ambitious vocabulary to help them improve their speaking skills and the spellings they will need for the related writing task.

The children have Expressive arts, People and Communities and Forest School sessions in the afternoon, where our "Big Question" is explored and "Sticky Knowledge" is embedded.

Learning and Development:

Forest Fields Primary School follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The Early Years Foundation Stage (EYFS) is mandatory for all schools and early years providers in Ofsted registered settings attended by young children i.e. from birth to the end of the academic year in which a child has their fifth birthday. There are four themes in the EYFS which express important principles underpinning effective practice in the care, development and learning of young children. The four themes are;

- ▮ A Unique Child
- ▮ Positive Relationships;
- ▮ Enabling Environments
- ▮ Learning and Development.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are:

- ▮ Communication and language

- ▮ Physical development
- ▮ Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- ▮ Literacy
- ▮ Mathematics
- ▮ Understanding the world
- ▮ Expressive arts and design

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, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

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.

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.

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).

Mathematics: Developing a strong sense of subitizing and encouraging children to look at a group of objects and asking them “How many do you see? And How do you see them?”

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 tens frames, rekenreks and whole part part models- 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.

Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. 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. Taking part in Forest School activities to understand the changes and similarities in the environment and appreciate the natural world.

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.

Characteristics of Effective Learning: The EYFS also includes the characteristics of effective teaching and learning. The F1 and F2 teachers plan activities within their classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. (In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately EYFS 2021)

The three characteristics 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.

Staff plan learning opportunities and experiences for children that enable children to develop and learn effectively. Staff also take into account the individual needs, interests and stage of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's learning, staff reflect on the different ways that children learn and include these in their practice.

Teaching strategies:

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 learning opportunity or game with them; at other times they will participate in a child's game, extending it where possible. By the Summer term in F1, the children will experience more structured, adult directed tasks as they prepare for their transition to F2, and likewise the children in F2 experience many more adult directed and independent tasks as they prepare for their transition in Year one.

The importance of play:

Learning through play is an integral part of our Early Years curriculum. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

Teaching:

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much learning the children have understood and taken on. Each day we use a timetable with routines in place.

The Role of the Adults in the Early Years Setting:

All adults who work or interact with young children play a crucial role in their learning. Children need interested, sensitive adults to support them as they learn by promoting qualities, skills and attitudes which enable them to think and act for themselves, to begin to understand moral issues and to accept social responsibilities. All adults will encourage the children to strive towards our school values:

- Creative
- Curious
- Resilient
- Respectful
- Diligent
- Excellence

In the Early Years Foundation Stage of Forest Fields Primary School we will ensure all the teaching staff have:

- ▢ a professional qualification and training;
- ▢ an understanding of child development and how children learn;
- ▢ the ability to plan programmes of learning appropriate to the particular group of children and/individuals;
- ▢ the ability to teach using a variety of strategies and approaches;
- ▢ an understanding of the Early Years curriculum and the EYFS in the context of their future learning
- ▢ self-confidence and self-esteem;
- ▢ the ability to work as a member of a team and have good interpersonal skills;
- ▢ a sense of humour;
- ▢ good observational skills
- ▢ the ability to work under their own initiative
- ▢ inestimable energy, enthusiasm and patience;
- ▢ the ability to articulate their educational philosophy;

- ▮ imagination;
- ▮ intellectual curiosity and vigour;
- ▮ commitment to teaching in the Early Years.

We will ensure a successful learning environment is provided by:

- ▮ sharing a common philosophy and perceptions of children's learning;
- ▮ supporting and providing a stimulating, supportive and purposeful ethos; ▮ sharing knowledge of child development and educational experiences
- ▮ planning collaboratively for and assessing children's learning
- ▮ sharing expertise, valuing each other's strengths and skills
- ▮ providing role models for children, and reflecting this in all our relationships within the school and the wider community; ▮ promoting equal opportunities showing respect for all
- ▮ setting agreed acceptable standards of behaviour and adhering to our school rules: Ready, Respectful and Safe.
- ▮ valuing and working towards a partnership between home, setting and community
- ▮ identifying individual needs for personal and professional development
- ▮ on-going reviewing and assessing the Early Years setting and how it supports children's learning and development.

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 stage of development, they may need some support, for example, dressing, verbal encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases intimate care is to do with personal hygiene. 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. It is our aim that all children should be independent and we consider our role to be one of supporting and encouraging rather than doing.

Assessment:

Assessment and record keeping will be consistent with the whole school's policy on assessment.

Baseline: Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first three weeks of the autumn term in F1 or F2 all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's

starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

The RBA (Statutory F2 Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from F2 until the end of KS2.

NELI (Nuffield Early Language Intervention) NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

Little Wandle Phonic assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Assessments are completed three times per year and the Class Teacher updates the progress children have made and plans next steps accordingly.

In the Summer term of F2, the EYFS Profile will be 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 15 expected levels, and their readiness for Year 1. The Profile will reflect on-going observation, all relevant records held by the setting, discussions with parents/carers and any other adults whom the teacher, parent/carer judges can offer a useful contribution. Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development ('Expected') or are working towards the expected levels ('Emerging'). This is the EYFS Profile. F2 staff will moderate children to ensure consistency with the judgements. Teachers will identify more able children that are working above the expected level of development and provide information to the year 1 teachers. Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in the seven areas of learning. These will inform a dialogue between F2 and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. EYFS profile data is submitted to the local authority.

Forest Fields Primary School will share the results of the profile with parents and carers and explain when and how they can discuss the Profile with the teacher who completed it. The Profile will be 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 will be made as appropriate. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

We are constantly working alongside Parents/Carers

▮ We value the child's previous and present home experiences, acknowledging that they have as much to learn from parents/carers and their special knowledge and

relationships with their individual children, as parents/carers have to learn about their children's continuing education in the school environment;

▮ We aim for all parents/carers to feel confident, valued and able to contribute effectively to the education not only of their child but also other children;

▮ We foster the use of parents/carers own skills, expertise and interests which reflect the cultural, social diversity and values that exist within the setting and wider community;

▮ We provide a warm and welcoming environment which fosters a sense of belonging so that the setting is not seen as an isolated but part of the community;

▮ We ensure opportunities exist for parents/carers to clarify and discuss how they can best be involved in the learning process; allowing for carers/family/social circumstances, work/further education commitments and personal inclination;

▮ We support and encourage parents/carers in home-learning activities and within the Foundation Stage;

▮ We show an awareness of the learning needs of the parents/carers themselves.

Special Educational Needs:

Practitioners will need to plan for each child's individual learning requirements, including those children who need additional support or have particular needs or disabilities and also for children who appear gifted or talented. The focus should be on removing barriers for children where they already exist and on preventing learning difficulties from developing. Early years practitioners have a key role to play in identifying learning needs and responding quickly to any area of particular difficulty, to develop an effective strategy to meet these needs so that later difficulties can be avoided. Wherever possible, practitioners should work together with staff from other agencies, such as therapy and sensory impairment services, to provide the best learning opportunities for individual children. Practitioners should take specific action to help children with special educational needs to make the best possible progress by:

▮ providing for those who need help with communication, language and literacy skills through, for example: - using alternative and augmentative communication, language including signs and symbols; - using visual and written materials in different formats, including large print and symbol text; - using information and communication technology, other technological aids and taped materials

Planning, where necessary to develop understanding through the use of all available senses and experiences through, for example: - using materials and resources that children can access through sight, touch, sound and smell; - using word descriptions and other stimuli to make up for a lack of first-hand experiences; - using information and communication technology, visual and other materials to increase children's knowledge of the wider world.

▮ Planning for full participation in learning and in physical and practical activity through , for example: - providing additional support from adults when needed; -

adapting activities or environments and providing alternative activities where appropriate; - using specialist aids and equipment.

▮ Helping children who have particular difficulties with behaviour to take part in learning effectively through, for example: - adapting activities or environments and providing alternative activities where appropriate; - setting reasonable expectations which have been discussed with the child; - establishing clear boundaries; - appreciating and praising children's efforts; - giving children every chance and encouragement to develop the skills they need to work well with child or children; - helping children to value and respect their own contribution and that of others.

English as an additional language:

The majority of our children have a home language other than English. We value the metalinguistic, metacognitive and cultural capital advantages that our children have and the experiences they have had linguistically and culturally are a huge strength of our school. Practitioners will value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. These children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign or facial expression and other visual images is encouraged. Learning opportunities should be planned to help children develop their English, and support given from staff within the setting.

Transition

We have close links between staff in Year 1, F2 and F1 classes, play groups, carers and parents.

▮ Exchanges of work e.g. F1 children's pictures displayed in F2 class prior to admission;

▮ Shared record of an individual child, including medical information which may affect learning and assessment;

▮ Gradual introduction into the new F1 setting so that children can be admitted in small groups where possible, with children they know from previous setting;

▮ Sensitive introductions to the routines e.g. playtimes and lunchtimes.

▮ Preparing for transition by introducing some routines and teaching styles from the next setting.

▮ Induction meetings and workshops for Parents and Carers, sharing information and giving the opportunity for them to ask questions.

▮ Regular time in the final half term for F1 children to visit their new Teacher and classroom, accompanied by familiar staff.

▮ F2 children having opportunities to meet and visit their new Year One Teacher and classroom. Adults will ensure equal opportunities: With regard to race and culture by providing experiences that:

- ▮ Recognise, respect and give value to children and families from all races and cultures;
- ▮ Actively seek to ensure good role models;
- ▮ Do not serve to reinforce negative stereotypes; With regard to gender by providing experiences that involve all children in the full range of the curriculum;
- ▮ Engender an equal expectation. With regard to children with special educational needs and or disability by providing appropriate resources to aid accessibility to all aspects of the life of the setting and opportunities that encourage independence and raise levels of confidence
- ▮ Staff development that ensures an understanding and knowledge of the needs of the individual child

Safeguarding/Welfare of Pupils:

The class teacher is responsible for the pastoral care of each child as well as the academic side of school life. All safeguarding and child protection concerns will be reported to the Designated Safeguarding Lead and procedures followed in accordance with the School's Child Protection and Safeguarding Policy. Named members of the Early Years teaching team are qualified in Paediatric First Aid. Medication will be kept well out of reach of pupils and administered in accordance with the Medicines in School Policy. We promote good oral health, as well as good health in general, in the early years by talking to children about:

- ▮ The effects of eating too many sweet things
- ▮ The importance of brushing your teeth

We recognise the need to safeguard our pupils through education and the curriculum in school

We have identified areas of our curriculum where the different forms of abuse that our pertinent to our school can be addressed.

- Neglect
- Emotional harm
- Peer on peer abuse
- Mental health
- DV/relationships

Impact:

At the end of EYFS our children;

- We are working towards the National Standards for GLD.

- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.
- take pride in all that they do, always striving to do their best,
- demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become confident in their own abilities,