



# St Mary's RC Primary

## Early Years Policy

Last updated: September 2022

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Signed by:

\_\_\_\_\_ Headteacher      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors      Date: \_\_\_\_\_

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## **Mission Statement**

**Jesus teaches us to love God and neighbours as ourselves. Our mission as a Catholic School is to put that into practise in the way we live, teach, learn and work together.**

We will show we love God by making God part of our school day: by our prayers, by our acts of worship, by listening to the Word of God, by our respect for God's creation. We will show we love God by letting the teachings of Jesus and his Church guide our daily choices, words, actions and attitudes. We will practise compassion, forgiveness, tolerance, honesty and respect in all situations.

The children are our neighbours: we will show love for them by respecting them as individuals, knowing them and their needs, and carefully planning their education so that each can reach their full potential. We will show love for them by creating a safe, nurturing, listening environment. We will show love for them by having the highest expectations, and challenging them to reach for the stars and be the best they can be.

Parents are our neighbours: we will show love for them by offering our guidance and help, seeking their active partnership in the education of their children, and understanding their particular situations.

All members of Staff are our neighbours. We will show love for them by working as a team, sharing our skills and care, praising and celebrating excellence, communicating effectively and understanding each other's needs. Children and parents too will show this love by their respect for all staff and the rules that create a peaceful and safe learning environment.

Our neighbours are all around us in our local community: we will show we love them by a warm welcome to everyone who visits Saint Mary's, and by our outreach to those in need. The poor too are our neighbours: we will show we love them by supporting charitable works at home and abroad.

## Statement of intent

**‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’**

At St Mary’s RC Primary School, we are committed to providing a high quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

‘The Early Years Foundation Stage (EYFS) sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.’

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child at St Mary’s has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## **1. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Photography Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equal Opportunities Policy: Pupils
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-School Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy

## **2. Roles and responsibilities**

St Mary's Governing Body are responsible for:

- Ensuring that there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are any safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part

in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.

- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

St Mary's EYFS lead, in conjunction with the headteacher, has the responsibility for the day-to-day implementation and management of this EYFS policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

### 3. Aims

Through the implementation of this policy, we aim to:

- Give every child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure, happy and friendly atmosphere.
- Support children in building good relationships through the development of social skills such as cooperation and sharing.
- Work alongside all of our parents to meet each child's individual needs and ensure that they reach their full potential.

Four overarching principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, St Mary's RC Primary school:

- Provides a balanced curriculum which takes into account children's different stages of development.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

## **4. Learning and development**

In partnership with our parents, St Mary's RC Primary promotes the learning and development of pupils to ensure that they are ready for the next stage of education, as they move into Year 1.

The EYFS provision and practice is based on the observation of children's needs, interests and stages of development. Learning and development at St Mary's are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking
- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:

- Numbers
- Numerical patterns
- Understanding the world:
- Past and present
- People, culture and communities
- The natural world
- Expressive arts and design:
- Creating with materials
- Being imaginative and expressive

In organising and implementing educational programmes, St Mary's will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond, is set out in our school's Early Years Teaching and Learning Policy.

## **5. Assessment**

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents are kept up-to-date with their child's progress and development, and the EYFS lead addresses any learning and development needs in partnership with parents. (Through parents' days; Target setting; Tapestry online journal; end of year report; informal discussions and dojo communication.)

Ongoing formative assessments are used to assess the day-to-day learning and development of children in our EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

We will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge,



understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

St Mary's RC Primary reports their EYFS Profile results to the LA who are under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead/ SEND lead and/or class teacher will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

St Mary's RC Primary work to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay. We will use videos/ audios from home to support our assessments. (We are supported by Bury CLAS team where appropriate. Our dojo App translates all messages into hundreds of languages.)

Assessment procedures are set out in full in the Early Years Assessment Policy.

## **6. Inclusion**

All children at St Mary's are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum at St Mary's is planned in order to meet the needs of the individual child and support them at their own pace.

## **7. The learning environment and outdoor spaces**

The EYFS unit at St Mary's is organised to allow children to explore and learn securely and safely. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience/play, both indoors and out. We have worked to develop a natural environment with real resources. This enables children to make links with their home life and the natural and real colours prevent over stimulation. Creating spaces that are appealing, continually available and familiar to young children enables deeper learning – as children return to, repeat and extend their ideas

over time. This promotes mastery behaviour as children are introduced to and supported with the use of carefully selected high-quality resources. The EYFS has its own enclosed outdoor area. 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 the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning. As well as planned focused activities, we have set up areas of continuous provision in the outdoors environment allowing the children independence and to once again promote mastery behaviour.

We evaluate the effectiveness of the learning areas on a regular basis and make adaptations as necessary. E.g. when there are a lot of children wishing to access the writing area, we will extend it, when the children aren't using a specific role play area we know we need to change it.

At St Mary's we have four classroom bases, two areas of continuous provision - one for FS1/ Nursery, and one for FS2/ Reception. We have a shared section of continuous provision for sand, water, paint and malleable provision. Our outdoor provision comprises of a shared tarmacked area under a shelter and a grassed area.

## **8. Safeguarding and welfare**

At St Mary's all necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training as we as reading KCSIE.

The DSL is Mrs R Gerrard (EYFS lead). The deputy DSL is Mr J Travis.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

## **9. Mobile phones and devices**

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.

Photography policies and procedures are addressed in full in our Photography Policy.

### **Use of personal mobile phones by staff members**

Staff members must not use personal mobile phones or cameras when children are present. Staff 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 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 and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

### **Use of mobile phones by parents, visitors and contractors**

Parents, visitors and contractors at St Mary's 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.

St Mary's RC Primary request that photographs or videos taken at the school or school events on social media are not published. 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**

School devices must only be used for work related matters, for example recording and documenting a child's learning. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, this information must be recorded on CPOMS.

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.

## **10. ICT**

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives pupils access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children to access a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

(See Curriculum documents for further information.)

Teachers will not use formative assessments for ICT, but will use summative assessments to help track children's progress. Resources will be shared fairly between pupils and, where needed, tasks and equipment will be adjusted to suit pupils' needs and abilities.

The EYFS lead will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching ICT.

Staff delivering the ICT curriculum will be responsible for:

- Encouraging pupils to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to pupils' age and respective abilities.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The Online Safety Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring pupils are supervised appropriately when using the internet. In the event of pupils accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

## **11. Health and safety**

St Mary's RC Primary will promote the good health of children in the EYFS, including the promotion of good oral health. Children will be supported with brushing their teeth in school and parents given advice and support.

A member of staff will report any accident or injury involving a child, and the first-aid treatment administered, to their parents on the day it occurs. Accidents and injuries will be recorded in an accident book, located in the EYFS unit. Accident slips are sent home with children and an alert wristband given to each child. Any head injuries are reported to parents when they occur with request for parents to come to school if we deem it necessary.

The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box is located in the EYFS unit and taken outdoors at lunchtimes.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines. A medical record book containing each pupil's information is shared with all relevant staff.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

St Mary's RC Primary has a Fire Safety Policy in place and staff have undertaken online training. Fire evacuation practises take place termly.

## **12. Staff taking medication or other substances**

St Mary's RC Primary implements a zero-tolerance approach to drugs and alcohol misuse.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in staff lockers.

### **13. Staffing**

A robust school Safer Recruitment Policy is in place at St Mary's, which aims to ensure that members of staff employed in the EYFS are suitable. The EYFS lead and other SLT members have completed Safer Recruitment training.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience such as further EYFS and safeguarding training. Weekly meetings ensure that staff are kept up to date.

All members of staff who have contact with children and families will be supervised by the EYFS lead or another member of staff. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

At St Mary's the EYFS lead holds a B.Ed. degree and has many years' experience. There are three more qualified teachers working in the EYFS and the majority of the teaching assistants hold a full and relevant level 3 qualification and over five years' experience working in an early year's setting.

Other teaching staff will provide cover for the EYFS lead in their absence and are deemed fully qualified to do so by the EYFS lead and headteacher.

We currently have four members of staff who hold a current paediatric first-aid (PFA) certificate on the school premises at all times, and we will ensure that one will accompany children on any school outings.

We are aware that any newly qualified staff with a level 2 or 3 qualification will need to be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found on our school training spreadsheet.

St Mary's RC Primary provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and Maths qualifications will count towards the staffing ratios at level 3.

St Mary's adopts the following staffing ratios:

- For children aged three and over in our Nursery:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- For children in Reception classes:
  - Class sizes will be limited to 30 pupils per school teacher.

Each child at St Mary's is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

## **14. Information and records**

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and pupils



- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with children to look after children.

## **15. Parental involvement**

At St Mary's we recognise that parents are a child's first educators and know that to ensure that children learn and develop well we must work together. It is important therefore that there is a strong partnership between class teachers, teaching assistants and parents and/or carers.

Children are assigned a key person to support both the child and parents/carers.

Parents are invited to termly parents' evenings to share and celebrate their child's learning. Reports are completed at the end of nursery and reception.

We have an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents are asked to complete review sheets at different points in the year giving updates on how they feel their child is developing and what support they feel they and their child need.

Parents are signed up to dojo and Tapestry to keep them involved and give them information about their child's learning. Parents are encouraged to comment on their child's learning and also to share information about their child and to ask questions and discuss their child's learning from home.

Our learning foci are shared through our weekly newsletter which encourages our parents to support their child in their learning through our weekly challenge and our focused rhymes, stories and vocabulary.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms and a medical form.



All parents/children are visited at home before the child starts at school. All parents are given the opportunity to share information about their child, with staff.

## **16. Transition, continuity and coherence**

At St Mary's we recognise that starting school and moving classes has the potential to be a stressful time for both children and parents. We believe that a high-quality early years' experience provides a firm foundation on which to build future academic, social and emotional success and that the key to this is by ensuring continuity between settings. We plan our transition process carefully and are continually updating it.

### **Transition to FS1/ Nursery**

- All parents of children new to EYFS unit are invited to a meeting with staff in January before children start in June;
- Parents are encouraged to contact school and share relevant information with staff at any time before they start school in September;
- All children are invited to an open day in May/ June, where they can meet other children and staff as well as have the opportunity to become more familiar with the environment;
- Home visits are undertaken for all children new to Foundation Stage 1;
- We visit nurseries and play groups as well, where possible or necessary due to a concern about a particular child, or where a child has SEN;
- Any child with SEN is invited to visit the unit on a number of occasions to enable them to become familiar with staff and the environment; Where appropriate children visit school with a support worker for as many visits as is appropriate;
- Children start school on a staggered intake basis, approximately 4 children per day to ensure that staff can work with individual children to support them in making a smooth transition;
- Parents complete a booklet with photographs and information to support staff in learning as much information about their child as possible;
- Photographs of staff are included in the packs for parents to share with their child;
- We ask parents to share their child's 2-year progress check with us.

### **Transition to FS2/ Reception- New children to St Mary's**

- All parents of children starting in Foundation Stage 2 are invited to a meeting with staff in June;
- Parents are encouraged to contact school and share relevant information with staff at any time before they start school in September;

- All children new to St Mary's are invited to an open day where they can meet other children and staff as well as have the opportunity to become more familiar with the environment;
- Any child with SEN is invited to visit the unit on a number of occasions to enable them to become familiar with staff and the environment; Where appropriate children visit school with a support worker for as many visits as is appropriate;
- Home visits are undertaken for all children new to Foundation Stage 2;
- Parents of children new to FS2 complete a booklet with photographs and information to support staff in learning as much information about their child as possible;
- Photographs of staff are included in the packs for parents to share with their child;
- We ask parents to share their child's 2-year progress check with us if we have not yet had sight of it;
- Children start FS2 on a staggered intake basis, approximately 10 children per day to ensure that staff can work with individual children to support them in making a smooth transition.

### **Transition to FS2/ Reception- Children already at St Mary's**

- All parents of children moving into Foundation Stage 2 are invited to a meeting with staff in June;
- Parents are encouraged to speak to FS2 staff to discuss any concerns, changes to circumstances etc., at any time before they start school in September;
- FS2 staff spend time with FS1 children in the Summer Term before they move to FS2. The children visit the FS2 new classrooms and have story time with the teachers;
- Throughout the Summer term, the FS1 children spend an increasing amount of time completing focussed activities;
- The FS1 children spend one playtime per week on the KS1 playground;
- The school holds a 'Move Up' morning, giving the children a taste of their new class;
- FS1 and FS2 staff share and moderate pupil's work to ensure that staff know the children's abilities;
- Learning journeys and other examples of learning are shared with the FS2 teachers to ensure continuity of learning;
- Children start FS2 on a staggered intake basis, approximately 10 children per day to ensure that staff can work with individual children to support them in making a smooth transition.

### **General Transition Information**

- As an EYFS unit team we discuss all the children in our care on a daily basis;

- We share observations and achievements at our weekly meetings;
- FS2 staff already know FS1 children when they are ready to move to FS2 as they have worked with them in the areas of CP and OP for a year. The children already know the FS2 staff.

### **Transition to Year 1**

- All information regarding the children's achievement of ELG's is shared with Year 1 staff;
- Learning journeys and other examples of learning are shared with the Year 1 teachers to ensure continuity of learning;
- FS2 staff work with Year 1 staff throughout the year to ensure that they are supported in planning for learning in Year 1;
- FS2 and Year 1 staff share and moderate pupil's work to ensure that staff know the children's abilities;
- We work together to ensure that Year 1 teachers are familiar with the EYFS curriculum and that EYFS teachers are familiar with the KS1 curriculum;
- Year 1 staff spend time with FS2 children in the Summer Term before they move to Year 1. They visit the children in the unit and the children visit the staff and new classrooms in KS1;
- The school holds a 'Move Up' morning, giving the children a taste of their new class;
- A shared topic is completed between FS2 and Year 1 in Summer 2;
- Throughout the Summer term, the FS2 children spend an increasing amount of time completing focussed activities;
- The FS2 children spend one playtime per week on the KS1 playground;
- During the Summer term FS2 staff support the children to become increasingly independent with regards to emptying their school bag each day, and handing in books, letters etc.;
- Parents are invited to a Year 1 transition meeting where they can meet the Year 1 teachers, visit the KS1 area and classrooms and ask any questions they might have;
- The Year One classroom is organised with areas of continuous provision to reflect the Foundation Stage (the amount of CP and which areas of CP, depend on the results of the children at the end of the Foundation Stage); The children also have access to the outdoor environment in the Autumn term.

## **17. Monitoring and review**

This policy is reviewed annually by the governing body and the headteacher. The EYFS governor ensures that they are up to date with all EYFS practice and provides feedback to the whole governing body.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is September 2023..