

Temple Meadow Primary School



Temple Meadow
Primary School

Growing together, learning together

Early Years Policy

Safeguarding Policy Statement-

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

Policy Ownership: Early Years Lead

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3.25. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA

certificate. PFA training³⁰ must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified³¹ entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting³². Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

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Rationale

At Temple Meadow, we greatly value the importance of early years in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance (EYFS Statutory framework to ensure that each child has a happy and positive start to their school life, in which they can build a foundation for a love of learning.

“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. The Early Years Foundation Stage (EYFS) sets the standards that all early year’s 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.”

EYFS seeks to provide:

- quality and consistency in all early year’s settings, so that every child makes good progress and no child gets left behind.
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- partnership working between practitioners and with parents and/or carers.
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

This policy is intended to be used in conjunction with the following school policies:

- Assessment Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Drug and Substance Misuse Policy
- Food Policy
- Disability & Equality Policy
- Medical Policy
- Health and Safety Policy
- Data Protection Policy
- Nursery Admissions Policy
- Admissions Policy

Our Vision for EYS

Temple Meadow Primary school is a partnership of children, staff, parents and governors, working together. In the early years at Temple Meadow our children are happy. They are excited and motivated to learn through, rich and challenging learning experiences. They have ample opportunities to explore and take risks. They have imaginative hands on experiences. We have high expectations for all our children and recognise that children have different starting points to their learning. Children are supported and cared for through a nurturing and safe environment. We plan according to the children’s’ stages of development so all children can thrive and develop. We aim for children to develop as well-rounded individuals who are independent, resilient, and confident in themselves and with others. We welcome and celebrate diverse cultures and encourage good citizenship and values. We are a

cohesive team with play-based child centred learning at the heart of our practice. Our expectation is that children will reach their full potential as we strive for excellence in everything we do.

Our EYFS Philosophy

Early childhood is the foundation on which children build the rest of their lives. It is not just preparation for the next stage- it is vitally important in itself. Therefore, the physical, intellectual, emotional, social and cultural aspects of each child's life are considered and respected. These are identified as the prime areas of learning, underpinned by the characteristics of effective teaching and learning.

We believe that every child deserves the best possible start in life and the support that enables them to reach their full potential. Children develop and learn in different ways and at different rates. Each child is unique and is valued as an individual. At Temple Meadow we offer a breadth of curriculum choices so that all children develop into independent and fearless lifelong learners.

Aims

Through the implementation of this policy, Temple Meadow aims to:

- Give each child a happy and positive start to their school life, from 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 and friendly atmosphere.
- Support children in building relationships through the development of social skills, such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- Promote a child's well-being' ensuring they always feel at ease and free of emotional tensions.
- Support pupil's safety through our protective behaviour culture.
- Encourage the children to develop positive relationships with their peers and adults.
- Ensure smooth transitions from home to nursey, nursery to reception and from reception to year one.
- Value each child as a unique individual.
- Support and encourage all children to achieve their best in a nurturing and caring environment.
- Have high expectations in a 'can do' culture where the children rise to the challenge and take responsibility.
- Provide a curriculum that is stimulating and develops the children's, enjoyment, confidence, ability to think and reason, ability to co-operate and share ideas, resilience and independence.
- Provide a curriculum that reflects the society in which we live, including, using the latest technology, awareness of cultural diversity, developing tolerance and global responsibility.
- Develop the children's experience of nature and outdoor spaces by using it as a teaching resource.
- Foster a sense of community amongst parents, staff, pupils and the local area developing a sense of social responsibility.
- Promote every child's voice and a sense of ownership within school.

The Early Years Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of their reception year. Our early year's foundation stage accommodates children from the age of 3 to 5 years old.

Nursery

We have one nursery class, which splits into three cohorts: AM Nursery, PM Nursery and our group of 30-hour children who stay from 8.45 to 3.30 (including lunch time.) These children are known as the rabbit group. The other two family groups are named moles and owls. This is to ensure each child has an allocated key worker which they work in during circle time. In the provision there is a family group board so children have a sense of belonging. Each Nursery family group has 13 places and children are offered a place at the beginning of the term following their third birthday. The school office facilitates Nursery Admissions (see Nursery Admissions Policy).

Reception

Admission to reception is handled by Sandwell School Admissions. Children are eligible for reception in the academic year in which they turn 5. We operate two reception classes, with thirty places available in each class; therefore, an overall PAN (Pupil Admission Number) of 60.

Curriculum aims and principles

The four themes of the EYFS underpin all the key guidance. The document-Development Matters shows how these themes, and the principles that inform them, work together for children in EYFS. Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early year's education we offer our children is based on the principles below:

- To provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- To build on what children already know.
- To ensure that no child is excluded or disadvantaged.
- To work in partnership with parents and within the wider context.
- To plan challenging learning experiences, based on the individual child and their interest, informed by observation and assessment.
- To provide rich and stimulating environments for all children both indoors and outdoors.
- To have a key person approach to develop close relationships with individual children.
- To ensure every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- To ensure children learn to be strong and independent through positive relationships.

Overarching principles (taken from the statutory framework)

- 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 practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

Outside learning environment

We have an outside learning space which children have access to each day. We like the children to be outside whatever the weather to ensure that we are not providing any barriers for learning. The outside area is an extension of our continuous provision and there is a variety of resources to facilitate learning. The EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices. Risk assessments are completed for the use of outdoor learning daily which is located on the risk assessment board in reception.

Forest school

Reception children take part in regular forest school sessions. When a child is allocated to a group, this is added onto Sims. Any new starter will also need to be given a letter and added to a group. On the day where children are taking part in forest school, children will come to school with appropriate forest school clothing/wellies to change into.

We believe that our forest school is a child-centred inspirational learning process, that offers our children many opportunities for play, exploration and risk taking. It develops their confidence and self-esteem through hands-on experiences. Many of our children when they start reception, lack confidence with making relationships with their peers, have poor communication skills and struggle with fine motor skills. With lots of communication to the forest school leader from the teacher about different groups of children and their next steps in these areas, the forest school leader then plans opportunities and activities in forest school to support their needs.

Seven areas of learning

All the seven areas of learning and development are important and are inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the **prime** areas:

Prime areas

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

Specific areas

Children are also supported through the four **specific** areas, through which the three prime are strengthened and applied. The **specific** areas are:

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

Understanding the World

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

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 teaching and learning:

At Temple Meadow, we believe that how children learn has huge potential on empowering our children as confident, creative lifelong learners. We support children with the experiences they encounter. The characteristics of effective teaching and learning are explored through play and each characteristic is represented by a different animal. Children will be introduced to these animals and their particular characteristic throughout their time in Early Years. Children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions. The characteristics of effective teaching and learning that we explore with our children 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.

Planning

At Temple Meadow we create long, medium and short term plans to ensure full curriculum coverage and a progression of skills and knowledge in Early Years and into KS1. Although we create plans, teachers must still remain flexible in their approach and adapt teaching and learning where necessary in response to the children’s interests and assessments. For example, if a creative activity has been planned and set up but very few children engage with it, staff need to respond to this and change the activity to something more engaging for the children. They should not continue with an activity that is not supporting learning correctly.

Long term planning

Each year the staff will agree on a series of topics or themes which will be covered during each term. By agreeing these topics, we are ensuring the curriculum remains broad and balanced. Both nursery and reception will follow these topics but will respond to the interests and learning of the children in their class. The long-term planning overview grid will detail which topics will be covered and what learning will take place for each area of the curriculum each half term. At the end of the Summer term, staff need to complete their long-term plan using the correct proforma linked to the new developmental stages. This plan shows the curriculum coverage over all areas of learning and shows the progression in skills that are being learnt. Staff use this long-term plan to inform their weekly planning. The long-term plan needs to be uploaded to their planning folder on the sdrive. At the end of every half term, staff need to highlight the skills green once they have been covered.

Weekly planning

Our weekly planning shows on a weekly basis how skills have been broken down to a specific learning intent. They show staff deployment and how a balance of teaching strategies are being delivered. The needs of specific groups or individuals are highlighted on these plans. Staff use their long-term plans to inform their weekly planning. All weekly planning needs to be saved in the appropriate class planning folders on the sdrive and printed off on a Monday morning and added to class planning boards.

Nursery weekly planning

Weekly planning	Evidence of lesson
Little Wandle Phase 1 Phonics Scheme	
Maths planning	Wow moments to be uploaded to Tapestry. Weekly evidence recorded in Maths Collaboration Books. Record of group and individual learning.

Literacy planning	Mark making/writing evidence in child-initiated writing books. Wow moments to be uploaded to Tapestry. Evidence recorded in Literacy Collaboration Books. Record of group and individual learning.
Expressive, art and design planning	Wow moments to be uploaded to Tapestry.
Understanding the world planning	Wow moments to be uploaded to Tapestry.

Reception weekly planning

Weekly planning	Evidence of lesson
Little Wandle Phonics Scheme	
Maths planning	Wow moments to be uploaded to Tapestry. Weekly evidence recorded in Maths Collaboration Books. Record of group and individual learning.
Literacy planning	Mark making/writing evidence in child-initiated writing books. Weekly guided writing evidence in guided writing books Handwriting evidence in guided writing books. Evidence recorded in Literacy Collaboration Books. Record of group and individual learning.
Expressive, art and design planning	Wow moments to be uploaded to Tapestry.
Understanding the world planning	Wow moments to be uploaded to Tapestry.

Time for rhyme

Time for rhyme is an opportunity we provide for our children as it:

- Improves language, vocabulary and understanding.
- Helps prepare children with reading knowledge and skills.
- Improves children’s memory ability.
- Strengthens a parents and child relationship in the home learning environment.

In nursery and reception, time for rhyme needs to be delivered daily for 5-10 minutes. Children will learn two nursery rhymes per term. These can be located on the Time for rhyme overview grids. At the beginning of each term, the lyrics for the nursery rhyme is sent home and uploaded onto Tapestry for the children to learn. The children have the opportunity to perform the song in front of their peers and parents/carers in our time for rhyme celebration. Once the child has learnt all the rhymes, they are given a certificate to celebrate.

Parents as partners and the wider context

At Temple Meadow, we strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate confidently in their child’s education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children’s experiences by taking them on outings and inviting members of the community into our setting, such as: the vet and fire fighters and we take the children to Cradley Heath library.

There is a programme in place where health services come into school on a regular basis to check weight and height and vision. Health professions areas also invited into school to talk to the children about healthy lifestyles and how to look after their teeth. We also have close links with our school nurse who attends our parents evening to support any parents with toileting needs.

Sandwell LA runs a parent referral system where staff assess children’s speech and language development on entry to nursery using the Wellcom toolkit.

How are parents involved in the Foundation Stage curriculum?

At Temple Meadow, we firmly believe that the EYFS cannot function without the enduring support of parents. We believe that parents and carers are a child’s first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. Every term, parents have the opportunity to come to our ‘stay and play’ which gives them the opportunity to share their child’s learning environment, have time to talk informally with the staff and to meet other parents. We also offer parents a variety of learning workshops to provide advice and information on how they can support their child’s learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child’s learning with their teachers. Parents are also invited to termly parents’ evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

At Temple Meadow we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. Parents can write observations on their child using Tapestry. These are an opportunity for all, to celebrate the children’s progress and achievements, and to share areas for further development.

Parents/carers are also informed on Tapestry any communication from the team about key events or general reminders.

Parents/carers also have the opportunity to be a ‘mystery reader’ on a Friday afternoon where they can read a story to our nursery/reception and share their favourite story. Photos are then added to our mystery reader floor book which is kept in our class book corner.

Home learning

At Temple Meadow we believe that home learning provides additional learning opportunities for all pupils. It allows children to practise and rehearse key skills; to research and explore topics and ideas and to apply their learning in imaginative ways. We aim to provide opportunities to support key skills in Communication and language, phonics and maths. Please see below.

	Nursery	Reception	
Phonics	<p>A talking ticket is given linked to the aspect the children are learning in phase 1 phonics.</p> <p>Phase 2 work is given for those children who are working on phase 2 phonics.</p> <p>They will also have the sounds and tricky words uploaded to Tapestry that they have been learning on that week.</p>	<p>Little Wandle Phonics Home Learning.</p> <p>Children will have weekly sounds, words and tricky words uploaded to Tapestry based on what they have been learning in the lessons that week.</p>	
Maths	<p>Children will be given a Maths task to complete.</p>	<p>Children will be given a Maths task to complete.</p>	
Reading and library book	<p>Children to read their book for ten minutes each night.</p>	<p>Children to read their book for ten minutes each night.</p>	

Home learning is set on a Friday with the expectation that children hand in or complete this work by the following Friday. Home learning is then marked or commented on. If home learning is uploaded to Tapestry, it is the teacher's responsibility to add a comment and upload to their learning journey. Home learning is then tracked on the home learning tracker. If children are not completing home learning, teachers are to discuss with parents to see if there are any barriers that can be overcome.

Inclusion

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs.

We will provide: a wide range of opportunities to motivate and support children and to help them learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children's progress and take action to provide support as necessary. Where a specific need is identified we will liaise with the Special Educational Need co-coordinator and seek advice from outside agencies, such as the speech and language service. We adhere to appropriate school policies.

SALT

Children who are identified as being on SALT are given targets from the Speech and Language therapist. These are then shared with the team who can provide opportunities within the provision to meet their needs. An LSP will also complete SALT work towards their targets which are recorded in the individual child's SALT folder. There is a proforma which needs to be completed when working with the children and evidence from the class teacher can be added and evidence from Tapestry added to the folder to show where the child has used their targets during child-initiated play.

SEND

Children who have been identified as having SEND needs will need to have an individual SEND folder set up with their provision map and child friendly targets which are written on our Widgeit tool. The class teacher is responsible for ensuring these needs are being met by using different strategies from their provision map. Evidence towards their targets needs to be collected in their folder on the correct proforma and evidence can also be printed off from Tapestry.

Any children who the staff are concerned about due to their learning/behaviour needs are discussed in phase and an internal referral will need to be made, making the phase leader and SEND lead aware.

Assessment and reporting

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities and assess the need for support. We use formative assessments to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. This information is then used to shape experiences for each child.

Statutory Reception baseline assessments

The reception baseline assessment (RBA) is a measure of a cohort's starting point, and has been introduced to allow progress within the school to be measured more accurately. When children have joined and settled into reception they will need to carry out the statutory reception baseline assessment. It has to be completed within the six weeks of a child starting school. Materials and resources will need to be checked once they arrive and then stored in a confidential filing cabinet in the head teacher's office. The assessments are to be carried out by a class teacher in a quiet space and recorded on the online system. Once all children are completed and assessments have been checked these then need to be sent off on the [Reception Baseline Assessment \(education.gov.uk\)](https://www.education.gov.uk). Any new children who start reception that haven't completed the baseline at their previous school will need to carry out the assessment and scores will need to be sent off.

Baseline Temple Meadow assessments

When a child starts nursery/reception we let the child settle into the environment and become familiar with the routines and build relationships before we conduct our baseline assessment. The teacher will assess the ability of each child using observations, phonic assessments, child-initiated writing evidence and teacher judgement. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children (interventions.) This first/baseline assessment also considers any other records we receive from previous pre-school settings, parents and childminders. Once the baselines assessments have been made, the teacher is to record this information on their class EYFS assessment grid for each area of learning. Once the class EYFS tracker on SIMS has been completed staff need to complete the EYFS termly progress grid and identify children not on track and what opportunities/interventions these children can be exposed to ensure they make progress and get on track. These trackers are discussed in phase meetings so all staff can contribute and forest school leader also used to ensure on weekly forest school planning these children are identified. The class teacher then needs to update the journey to date document with the baseline data. The EYFS lead then analyses the data and shares this information with the phase and SLT.

Termly assessments

Once termly assessments have been made, the teacher is to record this information on their class EYFS assessment grid on SIMS for each area of learning. The EYFS trackers are to be completed every term, baseline-Autumn 1, Autumn 2, Spring 2 and Summer 2. Once the class EYFS tracker has been completed staff need to complete the EYFS termly progress grid and identify children not on track and what opportunities/interventions these children can be exposed to ensure they make progress and get on track. These trackers are discussed in phase meetings so all staff can contribute and forest school leader also used to ensure on weekly forest school planning these children are identified. The class teacher then needs to update the journey to date document with the data and then pass tracker onto the office so they can input the information onto Sims. The EYFS lead then analyses the data and shares this information with the phase and SLT.

New starters will need to be assessed and added to the EYFS class tracker and SIMs.

Phonic assessments

We believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Nursery

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Reception

Daily phonics lessons in Reception

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Please refer to the school Phonics and Reading policy.

Pencil grip assessments and letter formation

When a child starts nursery/reception, the teacher assesses their pencil grip and records this on the class EYFS tracker. This identifies which children need support with their gross/fine motor skills. The data is analysed and then this information is updated on the journey to date document. As well as the EYFS tracker, staff also update the pencil grip sheet in the back of each child's child-initiated writing book in nursery and their guided writing book in reception. This assessment also includes letter formation. This pencil grip and letter formation assessment is completed Aut1, Aut 2, Spring 2 and Summer 2. This information is then passed onto Year 1 staff during the transition meeting.

New starters will need a pencil grip assessment and to be added to the pencil grip tracker.

We use Little Wandle Phonics scheme to support our teaching of handwriting and letter formation. Children are taught the letter formation as part of their daily phonics sessions. Through child-initiated opportunities and guided writing sessions children practice letter formation and fine motor skills.

Wellcomm assessments

Nursery

All children in Autumn 1 will be Wellcomm screened. Staff completing the screening assessment will need to record this information on the Wellcomm screening word template which informs staff of which children passed (green) didn't pass (amber and red) with what sections they need to work on. This data then gets analysed and gets added to the nursery EYFS tracker and then updated onto the journey to date document. In Autumn term, the office will send an email with a date that this nursery Wellcomm data must get sent to the Local Authority on the excel template they send. Wellcomm data is shared in phase and SLT.

The teacher will then add the children who are amber and red to their weekly planning to ensure activities are planned for in lessons with the sections they need support with. The nursery teacher will also share the data with the child's parents and give them an activity pack to support with at home.

The children who are amber will take part in our Talk Boost intervention.

All children in Autumn 2 will be Wellcomm screened. Staff completing the screening assessment will need to record this information on the Wellcomm screening word template which informs staff of which children passed (green) didn't pass (amber and red) with what sections they need to work on. This data then gets analysed and gets added to the nursery EYFS tracker and then updated onto the journey to date document. In Autumn term, the office will send an email with a date that this nursery Wellcomm data must get sent to the Local Authority on the excel template they send. Wellcomm data is shared in phase and SLT.

The teacher will then add the children who are amber and red to their weekly planning to ensure activities are planned for in lessons with the sections they need support with. The nursery teacher will also share the data with the child's parents and give them an activity pack to support with at home.

The children who are amber will be put into a Talk Boost group.

All children in Spring 2 and Summer 2 will be Wellcomm screened. Staff completing the screening assessment will need to record this information on the Wellcomm screening word template which informs staff of which children passed (green) didn't pass (amber and red) with what sections they need to work on. This data then gets analysed and gets added to the nursery EYFS tracker and then updated onto the journey to date document. Wellcomm data is shared in phase and SLT.

The teacher will then add the children who are amber and red to their weekly planning to ensure activities are planned for in lessons with the sections they need support with. The nursery teacher will also share the data with the child's parents and give them an activity pack to support with at home. The children who are amber will be put into a Talk Boost group. In Summer 2, the office will send an email with a date that this nursery Wellcomm data must get sent to the Local Authority on the excel template they send.

Any new starters in Spring 1 and Summer 1 will need to be Wellcomm screened and then allocated to Talk boost if the child is amber and the EYFS class tracker.

Reception

All children new to Temple Meadow and who didn't pass the nursery screening in Summer 2, in Autumn 1 will be Wellcomm screened. Staff completing the screening assessment will need to record this information on the Wellcomm screening word template which informs staff of which children passed (green) didn't pass (amber and red) with what sections they need to work on. This data then gets analysed and gets added to the reception EYFS tracker and then updated onto the journey to date document. Wellcomm data is shared in phase and SLT. Any children who do not pass in Autumn 1 will be added to forest school planning to ensure their needs are being met. The teacher will then add the children who are amber and red to their weekly planning to ensure activities are planned for in lessons with the sections they need support with. The reception teacher will also share the data with the child's parents and give them an activity pack to support with at home. The children who are amber will be put into our Talk Boost intervention group.

Children who did not pass the screening in Autumn 1, in Autumn 2 will be Wellcomm screened. Staff completing the screening assessment will need to record this information on the Wellcomm screening word template which informs staff of which children passed (green) didn't pass (amber and red) with what sections they need to work on. This data then gets analysed and gets added to the reception EYFS tracker and then updated onto the journey to date document. Wellcomm data is shared in phase and SLT.

The teacher will then add the children who are amber and red to their weekly planning to ensure activities are planned for in lessons with the sections they need support with. The reception teacher will also share the data with the child's parents and give them an activity pack to support with at home. The children who are amber will be put into a Talk Boost group.

All children who did not pass in Autumn 2, in Spring 2 and Summer 2 will be Wellcomm screened. Staff completing the screening assessment will need to record this information on the Wellcomm screening word template which informs staff of which children passed (green) didn't pass (amber and red) with what sections they need to work on. This data then gets analysed and gets added to the reception EYFS tracker and then updated onto the journey to date document and Wellcomm data is shared in phase and SLT.

The teacher will then add the children who are amber and red to their weekly planning to ensure activities are planned for in lessons with the sections they need support with. The reception teacher will also share the data with the child's parents and give them an activity pack to support with at home. The children who are amber will be put into a Talk Boost group. In Summer 2, any children who did not pass the screening will get Wellcomm interventions in Year 1 and this will be discussed at the transition meeting.

Any new starters in Spring 1 and Summer 1 will need to be Wellcomm screened and then added to our Talk boost intervention if they recorded amber and the EYFS class tracker will need to be updated.

Holistic assessment practice

All children are assessed by ongoing observations, adult-led activities, through discussions with parents/carers, through talking to children, child-initiated writing evidence and through professional discussion with members of the team, on a regular basis. These ongoing assessments are used to inform future planning and to help identify children who may have learning or behaviour difficulties, or who may be more able. They also help us to plan for children's next steps in learning.

The EYFS teaching team maintain a bank of on-going observations and assessments for each child. These contribute to the child's online learning journal, (Tapestry) which records all of their achievements. Each learning journal will contain wow moments which will comprise of photographs, written observations, pupil voice and pieces of work produced by the child. Parents/carers have access to Tapestry and are encouraged to contribute to the learning journey. Each child needs a range of wow moments recorded on Tapestry. Tapestry is monitored per half term to ensure the children have quality wow moments and parents are engaging with their child's learning journey. This can be done by clicking onto control panel, manage relatives and then observing when relatives were last active. If parents are not engaging, a discussion needs to happen with the parent to ensure any barrier to engagement is removed.

Tapestry evidence and how to record evidence on Tapestry

Nursery

- Wow moments to be recorded for all areas of learning (Title of what child is doing or area of learning, C.I. short date)
- Areas of learning and characteristics of effective teaching and learning are flagged to support evidence tracking and monitoring.

Thirty-hour children

- Wow moments to be recorded for all areas of learning (Title of what child is doing or area of learning, C.I. short date)
- Areas of learning and characteristics of effective teaching and learning are flagged to support evidence tracking and monitoring.

Reception

- Wow moments to be recorded for all areas of learning (Title of what child is doing or area of learning, C.I. short date)
- Areas of learning and characteristics of effective teaching and learning are flagged to support evidence tracking and monitoring.

Class teachers need to monitor their own class evidence on Tapestry to ensure each child has evidence in each area of learning. This can be done on Tapestry, tracking, thoroughness, individual view, group view.

Next steps

Once baseline assessments have been completed, gaps in learning and next steps will be identified. These key targets for each child will be monitored by the class teacher. Next steps and target children will be discussed in phase meetings and outcomes of these discussions will inform planning and focused interventions.

Child-initiated writing assessments

Each child in nursery and reception will have a child-initiated writing book. This book will contain evidence of children's child-initiated mark making and writing. Evidence will be short dated and annotated with pupil voice to add context where required. Termly moderation takes place in phase across early years to ensure children are making progress and there is a clear journey. Moderation is also taken to SLT so they have a clear understanding of early years writing.

Recording and assessing

In the Summer term, no later than the 30th June, the EYFS profile must be completed for each child. This provides parents, carers and staff with a well-rounded picture of the child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for year 1. Each child's level of development must be assessed against the early learning goals. Teacher's must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). Once the profiles have been written and attainment added into Sims by a member of the school office, the results then need to be sent to the local authorities (please see deadline in the school assessment calendar/) The profile is then used as a discussion point in the Summer term parents evening and is also discussed during the year 1 transition meeting.

Early learning goals

The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement.

Communication and Language ELG: Listening, Attention and Understanding

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

ELG: Speaking

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 8 Teacher should be understood to refer to any practitioner working with the child.

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Physical Development ELG: Gross Motor Skills

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

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

Literacy ELG: Comprehension

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

ELG: Word Reading

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

ELG: Writing

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

Mathematics ELG: Number

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

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

Understanding the World ELG: Past and Present

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

ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design ELG: Creating with Materials

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

ELG: Being Imaginative and Expressive

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

Early Years Pupil Premium

All extra funding, we receive will be used to support areas in which we identify that the child will best benefit in interventions. We will track children's progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops. EYS Pupil Premium has been used to support Wellcomm interventions, resourcing and school experiences. See Pupil Premium report on our school web site.

Safeguarding and welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. (Statutory framework 2021)

Temple Meadow take all necessary steps to keep the children in our care safe and well. Any safeguarding or welfare issues are dealt with in line with our Safeguarding and Child Protection Policy, and all members of staff in the EYFS are required to read this policy and appropriate section of KCSIE (Keeping Children Safe in Education) as part of their induction and training.

At Temple Meadow Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We must:

- Provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Ensure staff have undertaken level 1 child protection training.
- Promote good health.
- Promote oral health.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all mobile phones, including staff and visitors are locked away each day during staff-pupil contact time.
- Ensure daily risk assessments are undertaken when gate locking in nursery.
- Ensure daily risk assessments are undertaken for the whole of the learning environment including the indoor and outdoor area.
- Ensure yearly assessments are made of all electrical equipment.
- Ensure staff inform the Foundation Stage Coordinator if there is anything that they think could cause injury or harm and they should then inform the site manager.
- Ensure staff complete risk assessments when planning an offsite trip.
- Ensure all staff have received appropriate training and are up to date with current DBS and Barred listing checks (refer to SCR)
- Ensure all staff have had Protective behaviours training as part of our PSHE curriculum.
- Ensure staff have regular safeguarding updates via staff meetings/phase meetings and in SLT newsletters and briefings by DSL (Designated Safeguarding lead)
- Ensure there is a designated child protection member of staff (this is the DHT)
- Ensure staff medication, is kept out of reach of children at all times.
- Ensure all members of staff in the foundation stage holds a relevant and current Paediatric first aid certificate
- Ensure all members of staff in the foundation stage holds a relevant Food Hygiene qualification.

First Aid

- 3.25. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA

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certificate. PFA training³⁰ must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified³¹ entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting³². Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

Health and safety

Children's safety and welfare is paramount. At Temple Meadow we create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. At Temple Meadow we aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill and we also encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

We have stringent policies, procedures and documents in place to ensure children's safety. On a daily basis, nursery will need to check and sign the indoor nursery risk assessment for morning and afternoon, the kitchen risk assessment and daily toilet checks will need to be recorded on the sheet. In reception on a daily basis, reception staff will need to check and sign the indoor reception risk assessment, the EYFS outdoor risk assessment and daily toilet checks will need to be recorded on the sheet.

We also have a handover policy that ensure safety and safeguarding is paramount in nursery which recently gets monitored.

We promote the good health of the children in our care in numerous ways:

- A first-aid box is located in nursery, reception and the café.
- On a Friday after school, support staff spray the toys with Milton spray.
- Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered – see Medical Policy.
- The school's Administering Medication Policy outlines the procedures for administering medicines - c.
- The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also reported to their parents. These will be reported in an accident book, located in nursery and reception classrooms - see Medical Policy.
- 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. (see Medical Policy – see Safeguarding Policy – Health and Safety Policy).
- The school has a Fire Evacuation Plan in place – see Health and Safety Policy.

- Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Food Policy.
- The head teacher will notify appropriate organisations regarding any incidents of food poisoning affecting two or more children appropriately; this may include OFSTED.
- Information about any dietary requirements, food allergies and any special health requirements a child is recorded and placed in class folders
- Fresh drinking water is available at all times.
- Smoking is not permitted on the school premises see Smoke Free Policy.
- The Health and Safety Policy outlines the school's policies and procedures.

Healthy eating

We are a healthy school, our children under five receive free milk, and all children have access to fresh water and free fruit.

Elements of the PSED curriculum are covered at this time where children are expected to wash their hands before eating and are encouraged to make healthy choices regarding their food. It is also a time when the class are able to come together and have a chat, reflect on their morning learning and make friendship groups.

Reception children are eligible for Universal Free School Meals or can choose to bring in a healthy packed lunch. Nursery and reception have access to toileting facilities; we teach the children the importance of hygiene, hand-washing techniques, and throughout the year, we plan cooking activities to give children experiences of a range of healthy foods, for instance making a fruit salad and fruit kebabs.

Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Substance misuse Policy.

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 the children and further action will be taken. See Safeguarding Policy re reporting a concern.

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 confirmed that the medication is unlikely to impair their ability to look after children properly. See staff handbook.

Any medication used by staff is securely stored in the school office.

Ratios

Nursery

Temple Meadow has robust recruitment practice in place, which aims to ensure that members of staff employed in the EYFS are suitable. All new 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. (See induction checklist.)

Staff are supported with undertaking appropriate training and professional development to ensure children receive the best quality learning experience.

The EYFS lead is a qualified teacher with at least two years' experience working in an early year setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification. At Temple Meadow our LSS are minimum of NVQ3.

Appropriate cover for the EYFS lead will be in place when absent.

Temple Meadow provides a staffing ratio in line with the safeguarding and welfare requirements set out in the ‘Statutory framework for the early year’s foundation stage.’

In Nursery during a teaching session the ratio is 1:13 as a teacher is working directly with the children.

3.34. For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, is working directly with the children³⁹:

- there must be at least one member of staff for every 13 children
- at least one other member of staff must hold an approved level 3 qualification

During the 30-hour lunch time, the ratio is 1:8 because the teacher is not working directly with the children. There MUST be a level three adult in charge and at least half of all the other staff MUST hold a level 2 qualification.

3.35. For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is not working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

Reception

3.39. Reception classes in maintained schools and academies are subject to infant class size legislation.⁴⁶ The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher⁴⁷ (subject to permitted exceptions) while an ordinary teaching session is conducted. ‘School teachers’ do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher⁴⁸.

3.40. Some schools may choose to mix their reception classes with groups of younger children (nursery pupils, non pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools’ partner providers must meet the relevant ratio requirements for their provision.

Paediatric First Aid

3.25. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA

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certificate. PFA training³⁰ must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified³¹ entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting³². Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

Our paediatric first aiders are displayed in our provision so adults are aware of who our first aiders are.

On our daily risk assessments for Nursery and Reception, our first aiders are displayed and adults must sign their name each day so the team are aware of the first aiders in the provision for that day.

How do we improve our teaching skills and knowledge of how children learn?

At Temple Meadow there is continuing in house training during phase meetings and staff meetings.

Staff are also encouraged and targeted for specific training that meets the needs of the school and is outlined in the School Improvement Plan.

Performance management and Appraisal supports staff development.

The early years lead targets staff needs in the phase in their coaching and mentoring slot where staff get support in different areas. Staff are then monitored to see if the support is having an effect in practise.

Information and records

Temple Meadow stores and shares information in line with the Data Protection Act 1998 and with regard to the school is 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, 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:

- How the school delivers the EYFS and how parents can access more information – EYS prospectus for new parents. This includes the daily routine and the activities offered within EYFS and how parents can assist their child’s learning at home.
- How the school’s EYFS supports children with SEND see SEN Local Offer.
- Details of the food and drink provided to the children.
- Information about the policies and procedures in place in the school’s EYFS and generally in school – see website policy grid.
- We run a comprehensive induction process for new parents and pupils where all key information shared including staff details.

Our obligation to inform OFSTED

Temple Meadow will notify Ofsted 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 – see Safeguarding Policy.

Transition

Transition periods

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

happily. At Temple Meadow, we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. To this end, we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group. At any transition, we acknowledge the child has needs and establish effective partnership with those involved with the child and other settings.

Nursery induction

Our Early Years Foundation Stage values the importance of a smooth transition into our team.

Parents are invited to look around the school and are then invited to a meeting to ensure they know about school procedures, daily routines, and the environment and to get to know the staff. From their school visit, a log is set up and added to myconcern once they are on roll at Temple Meadow. They can also voice any concerns they may want to express. Parents are given a transition leaflet and early years prospectus to take home.

Staff then carry out a home visit to build a relationship with the parents/carers and child and discuss the child's interests, medical information and family. These home visits are then shared with SLT, class teacher and pastoral. They are also discussed in phase to the team gains an understanding of the child and if there are any specific needs. It is then the pastoral's responsibility to add the home visit onto the child's my concern records.

The parent and child are then invited for a 'settling in session' where they get to know their new environment and can meet new friends and their new teacher. Once the child has started, the class teacher will then need to carry out the Temple Meadow starter induction checklist and will be to be signed and saved on the sdrive.

Reception induction

Parents are invited to look around the school and are then invited to a reception transition open meeting to ensure they know about school procedures, daily routines, and the environment and to get to know the staff. They can also voice any concerns they may want to express. Parents are given an early year's prospectus to take home. Any information from the parents' evening can be found on the school website. Children are also given transition packs for the summer holidays, which include items such as a name writing card, number formation sheet, phonic mat, a transition story card for parents so children can talk about how they feel about starting school in order to make them feel at more ease in September.

The early years phase leader also meets any nurseries that children are coming from other than Temple Meadow to share and discuss the development of the child; looking at the child in their familiar environment and looking through their learning journey/next steps. Notes of these are recorded on a log and shared with the team and added onto my concern. Staff then carry out a home visit to build a relationship with the parents/carers and child and discuss the child's interests, medical information and family. These home visits are then shared with SLT, class teacher and pastoral. They are also discussed in phase to the team gains an understanding of the child and if there are any specific needs. It is then the pastoral's responsibility to add the home visit onto the child's my concern records.

The parent and child are then invited for a 'settling in session' where they get to know their new environment and can meet new friends and their new teacher. A range of shared activities are planned for both classes to help develop children's confidence and to ensure continuity in experiences throughout the foundation stage. Children in reception make use of the whole school facilities, such as the learning zone and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and mixing with older children when they start school.

Children are also invited for our 'come dine with me' experience where they get to have their dinner in the school dining hall so they get used to their lunch time environment and get to know the lunch time staff.

When children join the school in September, we find that it is best for all children to start at the same time. We encourage parents to bring their children for full days from day one. Parents are invited to settle their children in the mornings for the first week, but we actively encourage independence.

Transition to Year 1

The EYS profile is used to support transition to Year 1. Some children in Year 1 continue on the EYFS curriculum and are assessed on Early Learning Goals whereas the majority move onto the National Curriculum and use our Learning Ladder assessment system.

The children are invited to a number of visits throughout the summer to their Year 1 class. They get to meet their new teachers and see their new learning environment. On some occasions, the children are buddied up with a current year 1 child allowing them to feel more secure. During this time, the children will be make a Year 1 display for their new classroom so they have something familiar when they start in September. During the summer term, parents are encouraged to help their children put a 'treasure box' together. It is used during September to support transition and to inform planning.

Parents are also invited to attend a Year 1 transition parent meeting where they get to meet the staff and find out all about their routine/time table. Parents are given a transition leaflet to take home.

In the summer term, reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1; including moderation in phase meetings. This discussion helps the Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

Year 1 staff also have the opportunity in the summer term to visit reception and observe their new children.