

EARLY YEARS FOUNDATION STAGE POLICY

‘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.’

The Early Years Foundation Stage (EYFS) seeks 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 of and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that each child is included and supported.

(Statutory Framework for the Early Years Foundation Stage 1st September 2014)

The early years, is the place where the valuable foundation of learning is laid down. Research shows that a high quality Pre-school education has a positive impact on children’s learning for the rest of their lives. It is important to recognise that the early years foundation stage caters for children of all areas of development. When planning the curriculum staff take into consideration the fact that children enter the setting with different levels of confidence, competence and experiences. Adults, through conversation with the children and observations, support and extend the play and maximise the children’s learning. Staff take account of each child’s differing ability and support the development of his or her potential. We are working in partnership with parents and/or carers, to promote the learning and development of all children in our care, and to ensure they are ready for school.

Practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The curriculum is broad, balanced, differentiated and relevant. It takes into account the assessment of children’s progress. It promotes equal opportunities, irrespective of gender,

ethnic grouping or socio-economic background. It responds effectively to children's special educational needs.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- The areas of learning and development which must shape activities and experiences for children;
- The early learning goals that providers must help children to work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

The four guiding principles in the Early Years Foundation Stage that shape practice are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programme (described below);
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- the assessment requirements.

There are seven areas of learning and development. All areas of learning and development are important and 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, the *prime* areas, are:

- communication and language;
- physical development;
- personal, social and emotional development.

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

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

The specific areas are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Educational programmes involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The children have access to safe, enclosed outdoor play areas where they can access all seven areas of learning. Outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example, for unsafe weather conditions). They also have regular use of the school halls and library. The classrooms are divided into areas to facilitate the delivery of the curriculum.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Plans are flexible enough to adapt to circumstances such as a new baby, a visit to hospital or a snowy day. The children are encouraged to be positive about their tasks. The importance of praise is acknowledged in raising self-esteem and every opportunity is taken to do this.

In planning and guiding children's activities, staff reflect on the different ways that children learn. They then reflect these in their practice. The three characteristics of effective teaching and learning 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

The Early Learning Goals

The Prime Areas:

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow

the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas:

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

ASSESSMENT AND RECORDING

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Parents and/or carers will be kept up-to-date with their child's progress and development. Practitioners will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Progress check at age two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving other professionals (for example, the Special Educational Needs Co-ordinator) as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary will highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It will describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three

it is expected that the progress check will be undertaken by the setting where the child has spent most time.

Practitioners will discuss with parents and/or carers how the summary of development can be used to support learning at home. Practitioners will encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and provide support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see above). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The results of the Profile are shared with parents and/or carers and they are given the opportunity to discuss the Profile with the teacher who completed it. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. Providers will consider whether

they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Information to be provided to the local authority

Early years providers report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department. Providers permit the relevant local authority to enter their premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments. Providers take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Absence

It is crucial that you inform us if your child is going to be absent.

For children at **Robinswood Pre-school** either phone

Robinswood Primary School on **(01452) 530430** or leave a message on **(01452) 538401**.

For children at **Waterwells Pre-school** phone

Waterwells Primary Academy on **(01452) 881962**.

Accident or Injury

A first aid box is accessible at all times with appropriate content for use with children. A written record is kept of accidents or injuries and first aid treatment. A member of staff will inform parents and /or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given. At least one member of staff who has a current paediatric first aid certificate will be on the premises and available at all times children are present, and will accompany children on outings.

Behaviour

Staff are responsible for managing children's behaviour in an appropriate way. Visual picture cards are used to help the children follow instructions and rules e.g. 'walk in the classroom.'

Staff do not give corporal punishment to a child. Staff take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or who is in regular contact with a child. A person will not be taken to have used corporal punishment where physical intervention is taken for the purposes of averting immediate danger of personal injury to any person (including the child) or manage a child's behaviour if absolutely

necessary. Staff keep a record of any occasion where physical intervention is used, and parents and/or carers are informed on the same day, or as soon as reasonably practicable. Staff do not threaten corporal punishment, and do not use or threaten any punishment which could adversely affect a child's well-being.

The behaviour policy is based on the staff listening to children. Adults try to understand what children are trying to communicate through their actions. Staff encourage children to care, share, take turns and respect one another and the environment. Adults actively discourage physical or verbal aggression. If a child displays difficult behaviour he or she will be reasoned with and staff will work with the child towards a positive resolution.

In Pre-school staff use a sand timer for calming down and thinking time. The child is able to sit on a large 'time out' floor cushion to calm down and think about what s/he has done. If a child is given 'time out' his/her behaviour is recorded in the 'time out' book and their parents and/or carers are informed at the end of the session.

Staff do realise that they will only fully understand the behaviour of children by discussion with parents. Staff will therefore talk to parents and/or carers about any behaviour that causes concern, for example, extreme shyness, wetting, nervousness, aggression or anger. Staff ask that parents and/or carers share any concerns that they may have about their child with them.

- See Behaviour Policy on school website.
- See also the EYFS Positive Behaviour Policy.

Collecting Children

Any people authorised to collect a child will be listed on the school contact form that parents are asked to complete before their child starts at the setting. Parents are asked to keep them up to date with correct telephone numbers and details of persons allowed to collect. Staff will need a dated note or verbal confirmation by a parent of anyone different coming to collect their child before we will allow that person to collect the child. In cases of emergency parents may telephone the school direct to inform staff that a change of person is coming to collect a child. Staff will hand a child directly over to a known, named adult.

Robinswood Primary School

Telephone: **(01452) 530430**

Waterwells Primary Academy

Telephone: **(01452) 881962**

It is the parents' responsibility to turn up on time in order to pick up their child from school. In the event of a child not being collected staff will keep the child with them. They will then telephone the adults named on the contact form in the order that they appear on the form. A member of the teaching staff will remain with the child until the child is collected. This

must be an exception and parents must not abuse this support. If in extreme cases pupils are not collected and we cannot contact anyone to collect them, we will be obliged to contact Social Care Services to collect the child.

Complaints

- See Complaints Policy on school website.

Ethnic Diversity

- See Ethnic Diversity Policy on school website.

Equal Opportunities

- See Equal Opportunities Policy on school website.

Food and Drink

Snacks and drinks provided are healthy, balanced and nutritious. Children are offered a drink of water or milk. They are also offered a piece of fruit or vegetable.

The children are being introduced to different healthy foods at snack time. We ask for a weekly contribution to go towards the cost. Parents and/or carers are asked to inform staff about healthy foods their child likes to eat in order for the setting to provide these healthy snacks.

Parents and/or carers are asked to provide information about any special dietary requirements, preferences and food allergies that their child has during the home visit. Fresh drinking water is available at all times. Children are provided with a named water bottle.

Packed Lunches (Reception children)

Packed lunches should be brought in a sealed plastic lunch box, clearly named.

Drinks must be in an approved screw top plastic flask.

For safety reasons, no bottles, cans of fizzy drinks, glass-lined (Thermos) flasks or Tupperware cups are allowed.

Lunches may only be eaten in the normal lunch time.

Sweets or bubblegum are not permitted in school.

Gender Equality

- See Gender Equality Policy on school website.

Health

Parents are required not to bring into the setting any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack. **(These are the guidelines recommended by the Health Protection Agency to prevent the spread of infection.)** We have no facilities or extra supervision for sick children and home is the best place when a child is not feeling well.

If children are taken ill during a session, attempts will be made to contact the parent/ and/or carer or emergency contact.

If a doctor considers a child fit to attend the setting while taking a course of medicine then the parent and/or carer must be responsible for giving the medicine. The only exception would be for asthma/diabetes or other long term illnesses. These prescribed medicines will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/ or carer. Staff will keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

If a child needs an inhaler on a daily regular basis we will need to keep an inhaler on site. The child's parent and/ or carer is requested other inhaler with spacer from their GP.

The child's parent and/ or carer is asked to provide information about any special health requirements that their child has before they start at the setting.

Head lice are a continuing problem, not only in school but in many situations where people have close contact. We are advised by the Health Authority that letters are not sent to parents or carers informing them of an infestation in the class, so parents and/or carers are advised to check their child's hair regularly, at least once per week, for any signs of head louse eggs (nits) or lice themselves. They are asked to inform staff if their child is infected. Further advice is available from the School Nurse, their Health Centre or the Chemist. Co-operation is much appreciated.

Health and Safety

We are a 'no smoking' establishment.

- See Health and Safety Policy on school website.

Home Language

For children whose home language is not English, staff will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Staff also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

Key Person

Each child will be assigned a key person. Providers will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person will help ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support if appropriate.

Missing Pupils

- See Missing Pupils Policy on school website.

Mobile Phones

Parents are requested to switch off, or put their phones onto silent. They are not to be used in the setting.

- See Mobile Phones and Cameras Policy on the school website.

Nappy Changing

- See Nappy Changing Policy on school website.

Outings

- See Outings Policy on school website.

Parental Involvement

Effective partnership between home and school has a measurable and lasting effect on children's happiness and achievement. Staff want to develop this as fully as possible.

Parents are welcome and valued for the help they give in the classroom. They receive guidance on what is expected of them. Volunteers are supervised at all times and never allowed to be with a child on their own.

Parent consultation meetings are held during the school year. Parents are able to talk to staff about their child. Parents are given written targets to support parents and/or carers in guiding their child's development at home. A summative development record for transition is completed by the child's key person when they move between settings. This is shared with the child's parents and/or carers. A written report is sent home at the end of the reception year.

In addition to the parent consultation meetings, parents are able to make appointments to talk to staff should they need to ask questions or discuss personal concerns. Staff are available to speak to parents informally at the end of each session.

Parents are invited to attend school open mornings/ afternoons. This is an opportunity for parents to spend time alongside their child and to join in with the activities. Parents are also invited to visit other classes around the school. Parents can gain an insight into the sort of activities children are involved in from ages 3 years -11 years. Parents and/or carers of children pre-school are encouraged to 'stay and play' for one session each term once their child is settled at the setting.

Meetings are held in order to advise parents on ways that they can develop their child's pre-reading and pre-writing skills through play situations and activities. Parents are then able to further their child's learning at home.

Letters are sent home at regular intervals to inform parents about themes, activities and rhymes that the children have been following. The ideas can then be discussed and extended at home. The school is currently developing a Virtual Learning Environment for its pupils to access learning away from the site. We anticipate that over the year we will develop similar opportunities for pre-school parents and children as well.

All children have the opportunity to borrow books from the classroom to share at home. Parents are encouraged to take an interest in their children's reading by being invited to comment on the books taken home.

If a child does something special this is acknowledged by the child being given a certificate. In Pre-school the certificate or 'wow' voucher is presented in the classroom.

In Reception it is presented in the 'Good News Service', through 'good worker' and 'good behaviour' certificates. Also prizes are given for completing stars through good work and good behaviour.

'Wow' vouchers, are offered to parents to complete celebrating children's achievements at home. They can bring them back to our setting for us to celebrate together.

Learning journey diaries can be borrowed and taken home to add to or share with family members at any time. They will be sent home to keep at the end of the Pre-school year and the end of reception.

Through the use of 2Simple 2BuildaProfile app, staff are able to update information and photos of what children have been doing during the session times. These are sent three times per school year.

A meeting is held in Term 1 for Reception parents. This explains the school's approach to reading and writing. It includes information on the 'Linking Sounds & Letters' which is used with the children.

There are a number of special occasions throughout the year when parents are invited to school. Staff aim to give parents plenty of notice of dates.

Newsletters are given to parents and also put onto the school website.

Positive Handling Policy

- See Positive Handling Policy on school website.

Premises

The premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of the children cared for and the activities provided on the premises. Staff comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

Reasonable steps are taken to ensure the safety of children, staff or others on the premises in the case of fire or any other emergency, and an emergency evacuation procedure is in place. Appropriate fire detection and control equipment is available and in working order. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

Safeguarding

- See Safeguarding Policy on school website.

Security

At Waterwells adults wishing to gain entry to the Pre-school building must press the buzzer on the automated gates and wait for a member of staff to answer.

At Robinswood adults wishing to gain entry to the Pre-school must go to the main school building.

Visitors must sign in and wear a visitor/security badge.

Visitors must sign out.

Deliveries will not be accepted at the Pre-school building. They must be taken to the school office.

The school premises (including playground/field/car park) are out of bounds after 3.30 p.m. at **Robinswood Primary School**, and after 3.00 p.m. at **Waterwells Primary Academy** unless pupils are attending school activities.

Adults should not approach other children in the playground or on any other part of the school premises.

Adults must use appropriate language at all times.

No dogs are allowed in the school grounds.

Do not allow older children to play on the Pre-School equipment.

Special Educational Needs

Appropriate provision is made for children with special educational needs. Julie Burgess is the named Special Needs co-ordinator (SENCO). She is based in school. In order to provide the best possible education and care, practitioners will observe each child carefully and monitor their progress. If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. They will link with, and help families to access, relevant services from other agencies as appropriate.

- For more information see SEN Policy on school website.

Staff : child ratios

Staffing arrangements meet the needs of all children and ensure their safety.

For children aged two;

- There is at least one member of staff for every four children.

For children aged three or over where a person with Qualified Teacher Status or another suitable level 6 qualification is working directly with the children:

- There is at least one member of staff for every 13 children;

For children aged three and over where a person with Qualified Teacher Status, or another suitable level 6 qualification is not working directly with children;

- There is at least one member of staff for every 8 children;

Reception classes are subject to infant size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is in place.

Students

Students have regular supervised placements.

Sun Safety

- See Sun Safety Policy on school website.

Toileting Arrangements

Occasionally a child wets or soils him/herself. Staff will clean a child and change him or her. Parents are asked to send their child with a change of clothing in a named bag, which can be hung on his or her peg.

There may be occasions when staff will need to contact parents to collect their child, if they are unable to deal appropriately with the situation.

Uniform

Reception children are expected to wear school uniform.

The school colours are burgundy and grey. Grey trousers, white shirts, white polo shirts, grey skirts and white blouses are available at local shops and from most chain stores. In the summer girls can wear red/white gingham dresses, again available from local shops. School sweatshirts are available from the school uniform shop located in school. Uniform prices are available from the school office.

Uniform is not compulsory for Pre-school children however children like to wear it especially if they have older siblings or friends attending the school.

Pre-school children should wear practical clothing that they can move freely in. Pre-school children need to bring a pair of named slippers to change into in the classroom. This will enable them to feel very comfortable during their session. They will be developing independence as they change from their shoes into their slippers. It will be quicker as they put their wellington boots on for outdoor play. It will also help reduce the level of noise in the classroom and help to keep the carpets clean.

The children have daily access to the outdoor areas. We ask therefore that the Pre-school children bring a named pair of wellington boots that they can keep at Pre-school. They will then be able to enjoy outdoor play and not worry about getting their shoes dirty.

All children are expected to wear sensible outdoor footwear. High heels, sling backs or clogs are not suitable. Clothes must be named. All children will need a coat every day as they are able to access outdoor play even when it is cold or raining. During warm weather, the children will need to bring in a named sunhat. You will need to apply sun cream to your child before they attend each morning.

Valuables

Early Years Foundation Stage children should not wear watches to school. Jewellery, necklaces, rings etc. should not be worn to school. Dangling earrings of any kind are not permitted in school both for the safety of the wearer and other children. Children who wear studs must be able to take them out for themselves. They must not be worn for games or PE, or outdoor play.

Studs which cannot be removed, due to newly pierced ears will need to be taped over before coming to school in the morning, or before each Pre-school session.

Toys should not be brought to school unless requested by the class teacher.

Money should only be brought for a specific reason (e.g. dinners or trips). The money should be brought in an envelope with the child's and teacher's name.

Achieving 2 Year Olds

Funded Places for Two Year Olds

A2YO places are available for children in the term following their second birthday, for up to 15 hours a week. We provide this through, 3 hour daily sessions, 5 times per week. These times are during school term time only.

See the **Waterwells** timetable below.

If parents and/or carers think their child may be eligible for an A2YO place they must contact the Gloucestershire Family Information Service for more information about early education and applying for a place.

Telephone: 0800 542 0202 (Mon-Fri 9am to 5pm. Answer machine at all other times). **Direct Line:** 01452 427362

Email: familyinfo@gloucestershire.gov.uk

If a child meets the criteria they are entitled to a free place from the term following their 2nd birthday, for example:

A child is born between **1 April** and **31 August** will be eligible for a free place from 1 September following their 2nd birthday;

A child is born between **1 September** and **31 December** will be eligible for a free place from 1 January following their 2nd birthday;

A child is born between **1 January** and **31 March** will be eligible for a free place from 1 April following their 2nd birthday.

Pre-School Admission Policy

At **Waterwells** children are accepted to Pre-school the term after their third birthday.

If a child is born between **1 April** and **31 August**, they will be eligible for a free place from 1 September following their third birthday, until statutory school age.

If a child is born between **1 September** and **31 December**, they will be eligible for a free place from 1 January following their third birthday, until statutory school age.

If a child is born between **1 January** and **31 March**, they will be eligible for a free place from 1 April following their third birthday, until statutory school age.

Priority is given to those children that have attended the A2YO group. However it is not possible to guarantee that these children will be able to continue in the same time session that they attended previously as the sessions offered will be dependent on places available.

Option A	Waterwells Pre-school				
8.30-11.30 a.m.	Monday	Tuesday	Wednesday		
12.15-3.15 p.m.				Thursday	Friday

OR

Option B	Waterwells Pre-school				
8.30-11.30 a.m.				Thursday	Friday
12.15-3.15 p.m.	Monday	Tuesday	Wednesday		

At **Robinswood** children are accepted for Pre-school education at the beginning of the academic year in which they reach their fourth birthday.

Children are entitled to receive 15 hours a week of free early years education through the Nursery Education Grant Fund. We provide this through, 3 hour daily sessions, 5 times per week. These times are during school term time only.

The sessions are arranged as follows:

Option A	Robinswood Pre-school				
8.45-11.45 a.m.	Monday	Tuesday	Wednesday		
12.30-3.30 p.m.				Thursday	Friday

OR

Option B	Robinswood Pre-school				
8.45-11.45 a.m.				Thursday	Friday
12.30-3.30 p.m.	Monday	Tuesday	Wednesday		

Please note children may not attend a morning and afternoon session on the same day.

Children are initially admitted on a part-time basis. The sessions increase until they are more confident with the setting.

Parents requesting a Pre-school place for their child are asked to complete an admission form stating child's name, date of birth, address and telephone number, and names of siblings in school.

It is beneficial for your child to attend for a minimum of two sessions per week.

Admission Procedures and Organisation in Pre-School

Parents will be contacted the term before they are due to start, or as a place becomes available. If there is a waiting list, the following criteria will be applied:

- a) those children that attended the A2YO group,
- b) the child's date of birth, starting with the oldest on the waiting list, with priority given to those that would like to attend all sessions (15 hours).

Induction process to the Pre-school

Parents and/or carers will receive the dates for their home visit, where their child's key person will visit them at home with another member of staff. The key person, with the child's parent and/or carer will complete the Pre-school admission form together. The child's birth certificate will need to be seen. To make the transition from home to school as smooth as possible the induction process is organised into several steps. These are detailed in each child's individual welcome booklet that the child's key person will bring to the home visit.

Children are initially admitted on a part-time basis. The sessions increase until they are more confident with the setting.

Organisation of sessions

The children are able to undertake a number of activities. This could involve working with a member of staff, a small group of friends or they may choose to spend time working on their own. The children are encouraged to tidy up and prepare for the next activity. During each session the children participate in some type of physical activity e.g. music, drama, movement, small apparatus work, singing and action games. Supervised outdoor play takes place in the enclosed play areas outside the classroom. There is a story and rhyme session. Children have the opportunity to share their experiences during large and small group times. Every child is encouraged to participate in one way or another, though the levels of participation will vary. Staff are able to observe the levels of confidence and they can then work on building the self-confidence of those children who need it. Throughout the sessions, adults talk with and play alongside the children. This provides valuable opportunities for observing and assessing each child. Staff are then able to plan carefully for the child's next stage of learning.

School Admission Policy

- See Admissions Policy on school website.

Admission Procedures And Organisation In Reception

During April parents receive a letter from Shire Hall telling them whether their child has a place in school. Parents are then invited by the school to an Open Evening which is held in June for all prospective parents and carers. The Head teacher and the reception teachers give a talk that aims to give a brief insight into school life. Parents then have an opportunity to visit the school. The Reception classrooms have displays and examples of a variety of classroom activities. The school staff are available for further discussion.

At the Open Evening the *Induction Process* is explained. Parents receive a letter giving an appointment time in September in which they will complete an admission form with their child's class teacher.

Parents are also given a date for their child to start school. Each child receives a welcoming letter from the members of staff.

Our experience with twins entering school is that they benefit from being in separate classes and consequently this will be the policy for such children starting in our reception.

To make the transition into school as smooth as possible the Induction process is organised into several steps.

The Reception staff visit the Pre-school sessions on a rota basis from Term 5 to the end of Term 6. This enables them to observe and get to know the children prior to their entry into school.

If other settings invite Reception staff to meet children that will be joining **Robinswood Primary School** or **Waterwells Primary Academy**, they are then able to observe individual children in their familiar setting and meet their key person too.

In July parents and children have the opportunity to come and visit their Reception classroom. This is for an hour and they visit with a group of other children and their parents. This enables each child to familiarise them self with the classroom. They are able to meet the staff and some of the other children. School uniform is available to buy during this hour.

At the beginning of September the class teacher and parents will complete the Pupil Information sheet and the YR admission form. Parents of children who have attended the Pre-school will complete the sheet in school. Staff will need to see a copy of the child's birth certificate. Staff will make a home visit to parents of children who have not attended the Pre-school. These children are given the opportunity to meet staff in the familiar surroundings of their home. Staff bring some activities from school. This visit usually lasts no more than twenty minutes, as it is just an initial 'getting to know you' visit.

After the school pupil information sheets have been completed staff begin to admit the children. Staff operate a staggered start *i.e.* a group of children will attend 5 sessions each morning or afternoon for the first week. The next week they swap sessions. This enables staff to spend more time with individual children and help them to settle. By week 3 the children will be starting to stay full time. However if a child is not ready for full time schooling a meeting will be held with the parents and the class teacher before the end of Term 1.