



Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Date for Review
September 2023	Donna Woolliscroft	11.10.23	Autumn 2024

EYFS Policy

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Our Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community. We have high aspirations for all of our children and through a safe, happy and engaging learning environment we prepare our children to become successful, confident and caring lifelong learners. We understand the important role that parents and carers have in their children's education and at Rosehill we ensure that parents are well-informed and provide regular opportunities for them to share in, and celebrate their children's learning.

Our aims

- To create a safe, happy and engaging learning environment.
- To uphold our Christian values as part of our day to day lives, in school and within the wider community.
- To provide high quality and memorable learning experiences, enabling all our children to experience success.
- To maintain strong links with parents and carers, so that we can jointly ensure that 'Rosehill Children Can Find Great Success'.
- To maintain strong links with the wider community and beyond, to 'do all you can'.
- To provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven that will lead to sustained mastery for all with unlimited aspiration.
- To provide an opportunity to develop interests and overcome barriers through our curriculum drivers. The drivers are used alongside our values to underpin the direction and development of all areas of school life.

Our Curriculum Drivers



Our Values

We are committed to our Christian values and teaching the children at Rosehill how to apply them to their daily lives. Our children use 'Rosehill Children Can Find Great Success' to remember our values.

Respect

Compassion

Courage

Forgiveness

Generosity

Service

Safeguarding Statement

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Statement of intent

At Rosehill Methodist Primary Academy School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. This policy has been developed in conjunction with the relevant DfE guidance and legislation 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.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

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

As part of Epworth Education Trust, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies (in reception) and rewards, to encourage children to develop a positive attitude to learning.

1. Legal framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- **[New]** Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- **[New]** DfE (2021) 'Development Matters'
- **[Updated]** DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children'
- **[Updated]** DfE (2023) 'The Prevent duty'
- **[New]** Early Education (2021) 'Birth to 5 Matters'
- **[New]** UK Council for Internet Safety (2020)

This policy is intended to be used in conjunction with the following Trust and schools' policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Supporting Pupil's with Medical Conditions Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Acceptable IT Usage Policy for Staff
- Mobile Phones Policy
- Complaints Procedures Policy
- Intimate Care Policy
- Educational Visits Policy
- Behaviour policy

2. Roles and responsibilities

The Trustees of Epworth Education Trust have the overall responsibility for ensuring a policy is in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in each school's Child Protection and Safeguarding Policies and the Trust Acceptable IT Usage Policy for Staff. The Trustees have the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the Trust's Allegations of Abuse Against Staff Policy.

The school's local advisory board have the overall responsibility for the implementation of this policy and that the policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Local Advisory Board have responsibility for handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.

The EYFS lead, in conjunction with the Headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure 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.

Four overarching principles shape our practice:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
4. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children’s different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

4. Learning and development

In partnership with parents, each school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

The EYFS curriculum is based on an observation of children’s needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

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

The ‘prime’ areas of learning and development are:

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

The ‘specific’ areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present

- People, culture and communities
- The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

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

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

5. Inclusion

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

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

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace. In Foundation Stage we set realistic and challenging expectations that meet the needs of our children. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the SENDCo is called upon for further information and advice.

To ensure inclusion, the school:

- plans opportunities that build upon and extend children's knowledge, life experiences and interests, and develop their self-esteem and confidence;
- use a wide range of teaching strategies based on children's learning needs;
- provide a wide range of opportunities to motivate and support children and to help them to learn effectively;
- provide a safe and supportive learning environment in which the contribution of all children is valued;
- use resources which reflect diversity and are free from discrimination and stereotyping;
- plan challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- ensure children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

6. The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities in each EYFS classroom and there are hygienic changing facilities containing a supply of equipment, nappies and spare clothes.

7. Assessment

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

Parents will be kept up-to-date with their child's progress and development, and the class teacher / Nursery teacher will address any learning and development needs in partnership with parents.

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

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

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Assessment evidence is recorded via **Tapestry** which are limited to that which is absolutely necessary to promote children's successful learning and development. Usage agreements are signed by parents.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

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

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

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

8. Safeguarding and welfare

It is important to us that all children in the school are 'safe'. 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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"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."

All necessary steps are taken to keep the children in our care safe and well, promoting good health, managing behaviour, ensuring that the premises, furniture and equipment are safe and suitable for purpose.

Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training

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

The DSL is **Gemma Yapp**. The deputy DSLs are **Lindsey Bishop, Liz Crosby, Anna Goodwin, Abi Rowson, Julie Edwards, Maureen Blease-Beddows**.

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

Staff will ensure that records are maintained, policies and procedures are adhered to and the setting is managed to meet the children's stage of development and individual needs.

9. ICT lessons

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. iPads and programmable toys, the school will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

While there is no set educational programme for early years ICT, children should learn about technology as part of achieving the early learning goals (ELGs).

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

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

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

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

Staff delivering the ICT curriculum will be responsible for:

- Encouraging pupils to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to pupils' age and respective abilities.
- Working with the ICT technician to put reasonable adjustments in place to ensure all pupils can make use of the school's ICT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the EYFS lead and Computing informed about how the aims of the setting's ICT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

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

10. Mobile phones and devices

The use of mobile phones and other photography devices by staff members, parents, visitors and contractors and the use of images in and out of the early years learning environment procedures are addressed in the mobile phone, photography and Acceptable IT usage policy.

Any concerns over photography images must be reported to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

11. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The child's keyperson or teacher 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 be reported to their parents. Major accidents and injuries will be recorded on CPOMs. 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 7 days of the incident occurring. Local child protection agencies will also be notified.

First-aid boxes are located in all EYFS classrooms.

The Trust's Supporting Pupil's with Medical Conditions Policy outlines the procedures for administering medicines. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. Prescription medicines, and non-prescription paracetamol suspension, are only administered to a child where written permission for that particular medicine has been obtained from the child's parent or carer. A written record is kept on consent forms each time a medicine is administered to a child and we inform the child's parents and/or carers on the same day.

Designated quiet areas are identified in the setting.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Food and Allergens Policy. The Headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 7 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures. The school has Fire Evacuation and Lockdown plans in place.

12. Staff taking medication or other substances

The Trust implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol 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 children and further action will be taken.

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

Any medication used by staff is securely stored.

13. Staffing

A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

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

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by an appropriate senior member of staff. The supervision will provide opportunities for staff to:

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

The Nursery Qualified Teacher holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. In their absence, the Headteacher will ensure fully EYFS qualified cover. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

There will be at least one member of staff on the nursery premises at all times who has a current paediatric first-aid (PFA) certificate. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. From 2019, all newly qualified staff with a level 2 or 3 qualification will be PFA trained. Training will be renewed every three years. The list of staff who hold PFA certificates can be found on Smartlog.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

Epworth education Trust ensure all its schools adopts the following staffing ratios:

For children aged three and over:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one

member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 3 qualification.

For children in Reception classes

- Class sizes will be limited to 30 pupils per school teacher

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

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

14. Information and records

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

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer
- Funding arrangements

The following information about the school is recorded:

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

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

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

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

15. Parental involvement

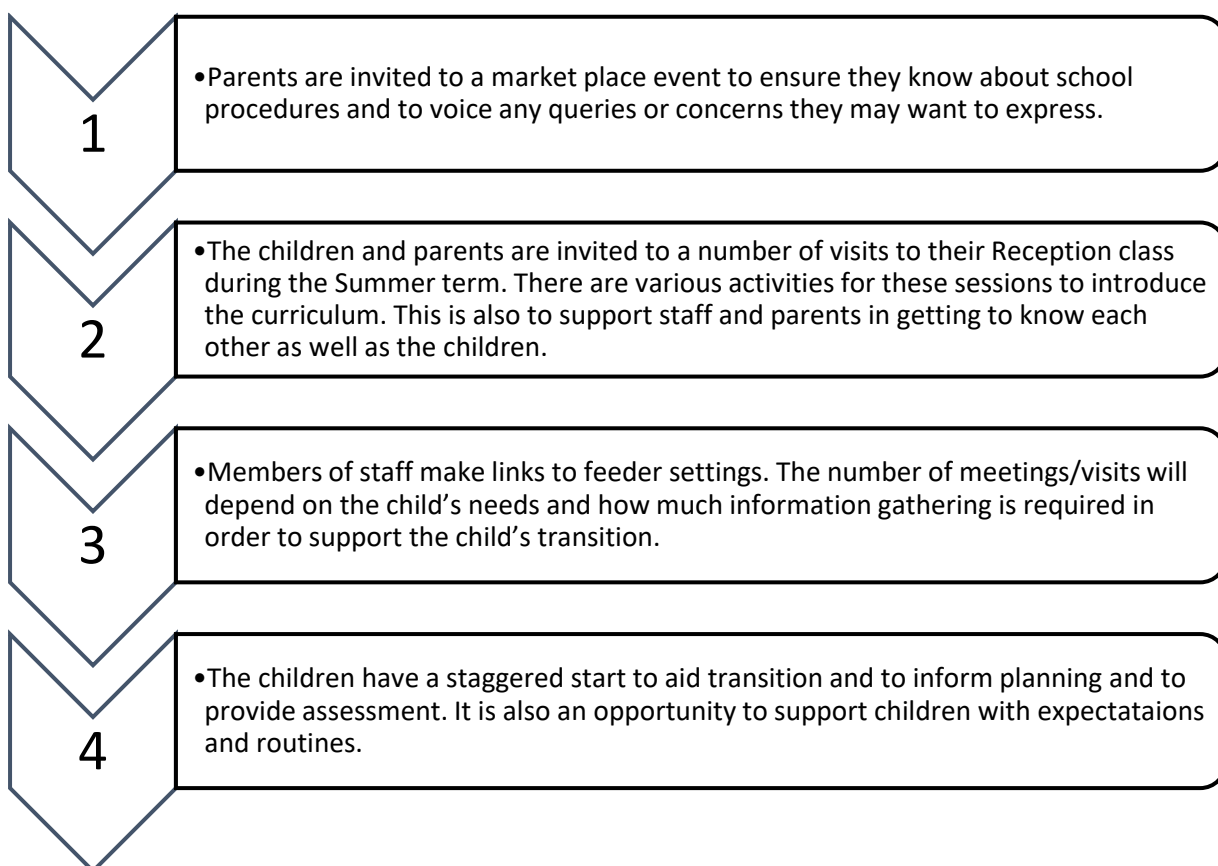
We firmly believe that the EYFS cannot function without the enduring support of parents. We recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

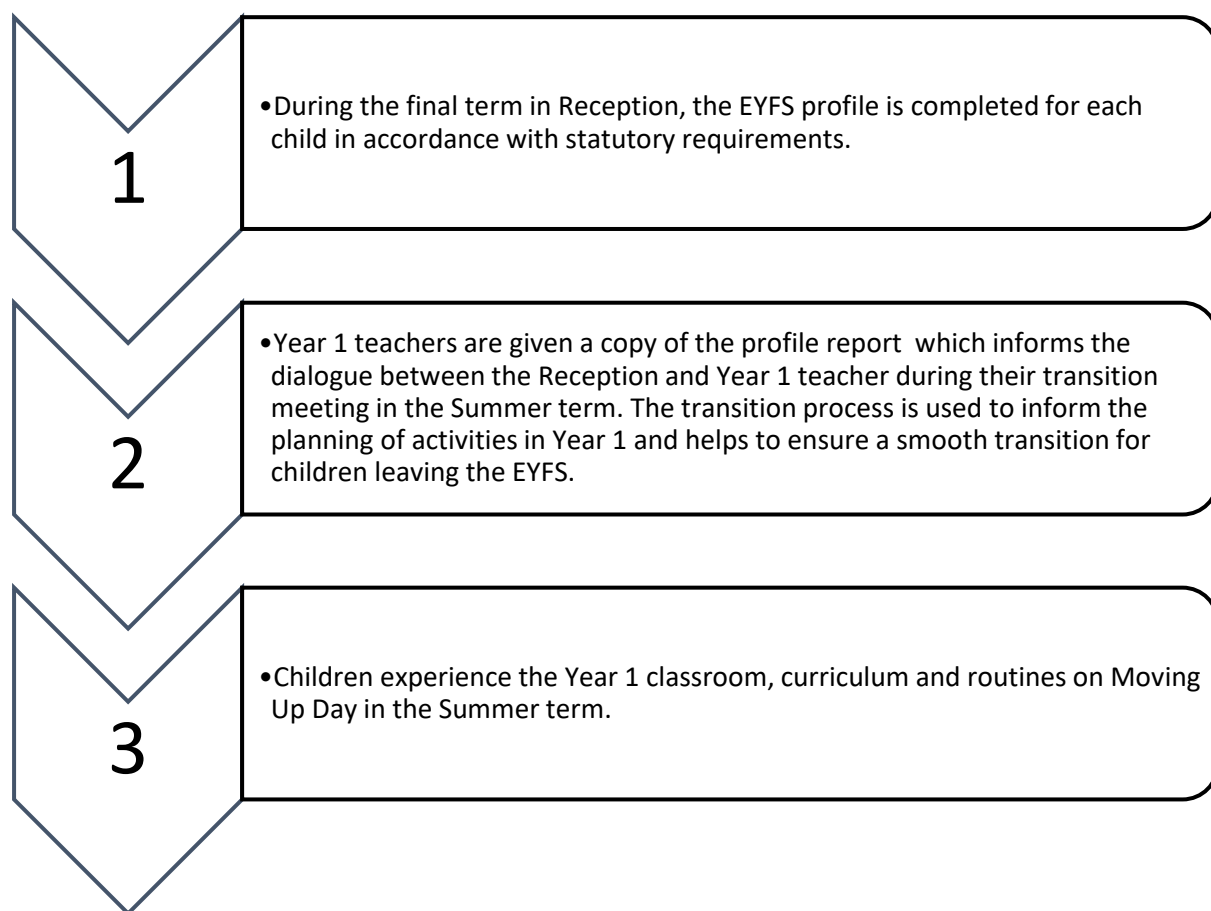
- Talking to parents about their child before their child starts in our school or nursery;
- Offering children the opportunity to spend an hour session in the setting before starting Nursery;
- Inviting Nursery parents to an intake meeting the half term before their child starts the Nursery.
- Offering children the opportunity to spend 2 morning or afternoon sessions in Reception (on Moving Up day) before starting school;
- Supporting children through the transition from pre-school to Reception with the children attending at staggered intervals throughout the first couple of days. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all Reception parents to an induction meeting during the term before their child starts school and to a Curriculum Parents' Meeting during the first term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Sending a report on their child's achievement and progress at the end of their time in Foundation Stage 1 and Foundation Stage 2.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: E.g., Family Assemblies, school visits and activity days.
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers.
- Parents are invited to two 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.
- Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school. Parents are also asked to complete admission forms, nursery contracts, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

16. Transition periods

The following process is in place to ensure children's successful transition to Reception class:



The following process is in place to ensure children's successful transition to Key Stage 1:



17. Monitoring and review

This policy is reviewed annually by the Trust and adapted and adopted by the school local advisory board.

Any changes made to this policy will be communicated to all members of staff.

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

The next scheduled review date for this policy is Autumn 2024

Appendix 1

The Epworth Education Trust recognises that pupils should be rewarded for their display of good behaviour. Praise is paramount and the Trust has a robust and effective Behaviour Policy to ensure children in our care are encouraged and rewarded.

In our EYFS classes, we will use the following rewards for displaying good behaviour:

- Certificates/ notes home
- Communication to parents via Tapestry /Dojos
- Verbal praise shared with child and other children
- Sticker Charts

Sanctions are consistent and in line with the school's Behaviour Policy but adapted to suit the age and stage of children in the setting.

Appendix 2

Staffing and Qualifications

3 and 4 Years - Nursery

Teacher: Donna Woolliscroft (BEd Teaching Degree)

Teaching Assistant Level 3: Lian Swarts

Reception Class

Teacher : Jennifer Roberts (Teaching Degree)

Teacher: Jessica Kelly (ECT)

Teaching Assistant Level 2: Zulaka Begum

Teaching Assistant Level 3: Rachel Rathburn (NNEB)

DSL – Gemma Yapp

DSL Deputies – Lindsey Bishop, Liz Crosby, Anna Goodwin, Abi Rowson, Julie Edwards, Maureen Blease-Beddows

