



POLICY

For

Early Years Foundation Stage

September 2019	September 2022	September 2024
September 2020	September 2023	
September 2021	July 2023	

**Striving for excellence, caring for all
Within a loving and caring Christian environment.**

Our Early Years Vision

'The truly great advances of this next generation will be made by those who can make outrageous connections, and only a mind which knows how to play can do that.'

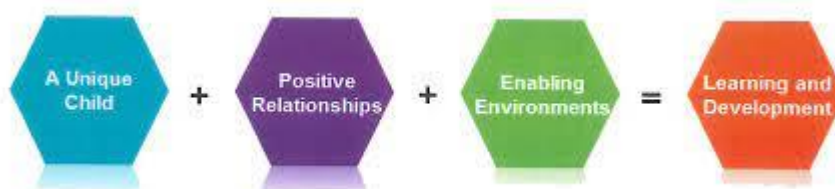
Nagle Jackson

The Early Years within Abbey Academies Trust aims to foster and cultivate a diverse and engaging curriculum that considers the various backgrounds, experiences, and starting points of all children. Our goal is to build upon these foundations by creating an environment that celebrates diversity, explores cultural experiences, and expands children's knowledge, abilities, and attitudes, enabling them to become critical thinkers and effective problem solvers. We value and develop the holistic and **unique child** by providing a wide range of high-quality learning experiences and opportunities across the curriculum.

Our objective is for our children to develop into ambitious and lifelong learners who feel safe, secure and happy, giving them the best start in life. We work closely with parents/carers them to ensure that all children are making progress toward achieving their ambitious goals, while also addressing any gaps in their learning, growth, well-being and readiness for the next stage in their development. Our pupils learn to be independent, confident, resilient and self-assured, cultivating **positive relationships** both within their homes, at school, and within the larger community.

At the heart of our ethos is purposeful play and outdoor learning. We strive to continually enhance and refine our learning areas to ensure our children always receive the very best **enabling environments** where they can develop their learning and skills in an age appropriate, safe and secure setting. All children have access to free flow outdoors during learning time with the adult and child-initiated activities are carefully planned across the 7 areas of learning with the level of challenge reflected both indoors and outdoors.

We believe curriculum content and design can change children's life outcomes and outlook, based on the opportunities and experiences we provide for them. Through high quality, enriching learning experiences and highly skilled members of staff we are able to close the gap for disadvantaged pupils. For example, we recognise through our baselines that often our children need further support with language skills and development to flourish. Tailoring the curriculum allows for children's application of concepts, knowledge, skills to be challenged and developed in a bespoke way so that all children, regardless of background or ability, achieve their full potential and love their **learning and development**.



Our Academy Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."

John Wesley

Intent

We aim:

For our children to develop into ambitious and lifelong learners who feel safe, secure and happy, giving them the best start in life.

- For children to develop concrete, embedded understanding of core concepts through a spiral progression model which supports long term memory of new understanding and knowledge.
- For children to consolidate and practice knowledge and skills by learning through purposeful play.
- To deliver a curriculum which is designed to ensure that children are provided with a range of first-hand experiences that enable them to learn independently, explore the world around them and solve problems. This can then be practised and assessed through play-based, adult initiated or child- initiated learning throughout the day.
- For all children to demonstrate the Characteristics of Effective Learning by being independent and creative learners, think critically and solve problems to ensure they are equipped with the skills for future learning, life and citizenship.
- To meet the needs of our children, families and communities, considering individual children's backgrounds and starting points with a view to closing the gap for vulnerable groups.
- To facilitate our children knowing that they can be the best that they can be.
- For all children to be exposed to rich, stimulating language, where vocabulary is explored across all areas of learning, with a view to closing the gap for those children who have recognised specific speech and language difficulties and from various backgrounds.
- For all children and staff to have positive mental health and wellbeing and to provide opportunities for children to explore and talk about managing their feelings, coping mechanisms and develop their resilience in a variety of social situations.
- For all children to be well equipped to make relationships, have increased self-confidence and self-awareness, and manage and regulate their feelings and behaviour in appropriate ways
- To identify children's individual needs early (including disadvantaged pupils and SEND allowing practitioners to plan personalised provision to ensure the gap is narrowed and they are able to 'keep up not catch up.'
- To deliver a systematic approach to teaching early reading through phonics (Read Write Inc), vocabulary, storytelling, songs and rhyme which is regularly revisited and embedded.
- To foster a life-long love of reading where our children choose to read for pleasure.
- To provide all children with rich, wide-ranging experiences which encourage them to be aspirational, life-long learners who are prepared for future learning and opportunities

- To deliver a systematic mastery approach to Mathematics where children will revisit, embed, and develop understanding of numerical concepts supporting their creative and critical thinking
- For all children to be tolerant and culturally respectful, able to articulate their thoughts and opinions about the world around us.
- For all children, regardless of background, to make excellent progress, achieve academically and holistically and be ready for the next step of their education.
- For each child to be an active agent of their own development
- For children leaving Abbey Ark to be secure in the Prime areas and ready for their next steps in Reception. They are confident communicators and independent learners with excellent social and emotional skills and deeply embedded Characteristics of Effective Learning.
- For children leaving Reception to be secure in, or working beyond, the Early Learning Goals. They have developed a rich and vocabulary and express themselves effectively with a passion for books and a thirst for reading. We intend for all children to have strong social, emotional, and spiritual development which enables them to form positive relationships with other children and adults. They have all the foundational skills required for a life-long love of learning and creative, independent thinking.

Implementation

- Children learn best through a range of different approaches including high quality learning through play and when experiences build on existing knowledge and what they already know. Therefore, we provide purposeful, exciting learning opportunities that engage and motivate whilst promoting new ideas, concepts, and vocabulary through modelling and adult guided learning.
- We provide training for staff (including support staff) to develop their pedagogy and expertise across all areas of learning.
- Our reading diet is carefully selected and planned for to support our curriculum, topic areas and all areas of learning to develop effective knowledge, skills, understanding.
- Practitioners are highly skilled in questioning, scaffolding, modelling and challenging children in interactions across their ages and stages of development.
- We implement personalised learning for all children to make progress on their own personal learning journeys.
- Our curriculum maps and medium-term plans provide evidence of sequenced coverage over time. Each term, leaders and teachers reflect and evaluate current practise and development of children to inform next steps for planning.
- Development Matters provides our model of curriculum progression, presented in a topic-based approach, in line with whole school practise, ethos and vision which we adapt to children's/classes interests daily.
- Phonics and reading – Please see our Rationale for EY Phonics and Reading
- We provide opportunities for children to apply mathematical knowledge, concepts and procedures appropriately for their age, based upon the revisit, embed and developing consistency approach to support their long-term memory and application.
- Our Enabling Environments are inspirational and coherently planned through a sequenced curriculum with resources chosen to meet needs and promote learning. Our take care environment is in line with our whole trust 3 R's and ethos, Class Charters, UNICEF and Eco Schools.
- Our curriculum is underpinned by British and Christian values which are central to our trust ethos.

- We focus on managing feelings, self-regulation and self-management during circle times using a range of books and materials including use of our lass Charters and Safe Hands. We endeavour to have strong relationships and bonds with children and parents, making adjustments where necessary to support well-being, security and happiness. We utilise trained mental health and wellbeing first aiders, Jigsaw, Online Safety, feelings pegs, calm corners, reflection areas and Inspire Plus programmes.
- We promote healthy eating, oral health and diet during daily snack times, healthy screen time and e-safety, circle times, healthy week, texts, healthy schools and our UNICEF rights.
- Risk assessments for indoor and outdoor provision are in place, allowing children to be challenged and manage age appropriate risks.
- Children are given time to explore, be curious and make their own discoveries with a balance of open ended tasks and provision focussing on process over product to develop their independent, critical and creative thinking skills.

Impact

- Our children display a positive attitude to learning, are kind, helpful and friendly. They have good communication skills and an ever-growing repertoire of new vocabulary, which they apply when critical thinking and problem solving in real life situations such as eco activities.
- They have an increasing love of books, rhymes and poems and their emotional literacy and vocabulary grows through the developmental milestones to support them on their learning journey, confident and independent, ready for their next set of milestones or next stage in school
- The curriculum is designed with the goals and educational programmes at heart using Development Matters to reflect, revisit and embed to develop consistency through learning through play. We assess using Development Matters and Early Learning Goals, through observations of consistent learning through play that has clearly been embedded over time, knowing more and remembering more and application of what they have remembered. We also use our floor books to regularly to reflect, revisit and embed key learning.
- Observations on Tapestry show progression and application of skills in forms of 'key highlights' including children's Characteristics of Effective Learning.
- We monitor and evaluate classroom/environment provision termly, reflecting on how the curriculum and the classroom environment are preparing children for the next stage of their learning.
- Our higher attaining pupils are challenged through breadth and complexity of vocabulary, key questioning through lessons, teacher led activities and opportunities in their open ended independent play.
- Careful consideration is given to all aspects of transition throughout Abbey Academies Trust. For instance, in the Early Years we offer: attending Locality Under 5s Meetings, teacher visits, new Reception parents meeting to school, transition visits for children into the setting, individual parent meetings, transition booklets sent to the child for the summer holidays and a yearly parent questionnaire in the Autumn to reflect on their views on transition. SEND children also have additional visits and specific transition booklet – individualised to the child
- We know our children are learning and achieving because we see their individual progress every day through highly skilled observations and through knowing the children well. Our data and tracking from 4 assessment points shows that children show progression for all children across the 7 areas of learning. We use our pastoral notes to identify children not making expected progress and attainment to plan provision to close the gap to prepare them for their next stage in their

learning. Practitioners are highly skilled in articulating data stories and any specific barriers in learning for personal children's learning journeys

Structure of the EYFS

There are 7 areas of learning and development that guide our teaching and practice. Each area is integral and are inter-connected.

There are 3 Prime Areas which build a foundation for all children to thrive and these provide the basis for all learning across all areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

There are 4 Specific areas which work with and strengthen the prime areas igniting curiosity and enthusiasm.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Curriculum Design

Using the Educational Programmes and Development Matters, Leaders and teachers have designed the Curriculum to focus on key memorable objects to support children knowing and remembering more. We focus on what we want the children to learn what the most effective methods are to support children's learning and development.

The Curriculum has language and reading at the heart. Most topics are designed around a book or nursery rhyme hook and further learning is also enhanced around book/song and poetry choices. We endeavour for our children to have a life-long love of reading and this starts with talk. Developing language, vocabulary and comprehension is integral to our Curriculum.

Our Curriculum is ambitious for all children that considers individual needs, interests and developments for their current and next stage. We plan engaging, stimulating and challenging experiences across all areas. For our youngest learners it is imperative that we secure a strong foundation in the prime areas. The specific areas enhance and strengthen the prime areas, providing a broad Curriculum which also develops language and vocabulary.

In the EYFS it is imperative to create a high quality, welcoming and safe environment so that children can enjoy learning and grow in independence and confidence. Children's health and happiness is at the core of our Curriculum.

Assessment

Abbey Ark:

2 Year Progress Check

For our 2 year olds we provide a short written summary of their progress in the Prime Areas. These are shared on Tapestry and discussed at Parent consultation meetings. This details highlights of areas the child is progressing in well, how to support at home and where additional support might be needed and discussions around additional needs and delays. Parents add comments to the checks and it is clear where support and direction has been given from any other professionals including the SENCO or health professionals.

If a child has been across 2 settings, we provide the check for when the child has spent the most amount of time at Abbey Ark.

We track and monitor children's learning and progress in line with the EYFS framework. In line with school Baseline, AP1 concentrating on Prime Areas to ensure children are ready for accessing learning in the specific areas. At AP3 this is for all areas to inform Reception and parents/carers as part of the transition process.

Reception:

Children in Reception will complete a baseline assessment within the first six weeks of joining the school. This class teacher will carry out internal teacher assessments in all 17 areas as well as the statutory baseline assessment, the RBA, which assesses literacy and numeracy.

At Abbey Academies Trust we will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting school in the EYFS.
- 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.

Children are then reassessed termly in all areas of developments and recorded on tracking grids and visual maps to identify where individual children are at and to support children in their next steps in learning. These are monitored by SLT 4 times a year and monitoring summary reports outline any next steps for pupils including SEND, EAL and PP.

Abbey Academies Trust reports EYFS Profile results to the local authority when these are requested. The local authority 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 Special Educational Needs & Disabilities (SEND) as appropriate.

At the end of the Reception year we hold a meeting with the class teacher and parents/carers to discuss their child's report which contains a summary of how their child learns through Characteristics of Effective learning and their achievements in relation to the ELG's. This is also shared with Year 1 teachers to ensure continuity of provision and a smooth transition into Year 1. Reception teachers also prepare the provision map for Term 1 in Year 1 following these discussions with the teachers and the SENCO. These are then approved by SLT in regards to the cohort files.

Please also see our 'Assessment' Policy

Safeguarding and Welfare

Safety is paramount at AAT with our motto, 'Safeguarding trumps everything.' All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read and sign the policies in the red file and attend annual Safeguarding training led by the DSL's. At each site DSL's are indicated in key areas of school and safeguarding forms available in the appendices of the policy. Please see in reference our AAT policies:

Please see our extensive Safeguarding Policy and ICT Policy in line with the Trust's procedures.

Below details the specific EYFS safeguarding and welfare requirements in addition to the above policies:

Supervisions

In Abbey Ark we provide regular Supervisions for our Practitioners which includes discussions around further support for their key children including promoting interests, child development and well-being and themselves including coaching and training. In the appendix is our Supervisions template and the example performance management guidance which is largely adopted from the LCC suggestion with added targets to improve staff performance.

Health and Wellbeing

In addition to the above policies, promoting health including oral health in the EYFS is one of core objectives for our 2-5 year olds. To promote this, we use a range of strategies including stories and rhymes, dental professional visits, local schemes, modelling and role play.

Please see our 'Health and Wellbeing', 'Staff Health and well-being' Medicines in Schools' 'Asthma' and 'Health and Safety' in schools.

Paediatric First Aid

All Level 2 and 3 staff have a full PFA qualification and this is renewed every 3 years. Staff must have this to be included within ratios.

All Reception Tas have PFA qualifications which are renewed 3 yearly. There is always at least one person who holds a PFA onsite and on any outings.

EYFS Students and trainees must bring a copy of their PFA Certificate during their induction however students will not undertake First Aid incidents at our AAT.

Staff: Child Ratios

Abbey Ark:

We ensure staff including our Managers hold the approved qualifications including English and Mathematics qualifications and these are regularly checked using updated DFE qualification check lists. We inform parents of how staff are organised including named deputies, yearly for Reception upwards and when children join in Abbey Ark. Suitable students and apprentices may be included within ratios once the Trust is secure in their competence and responsibilities.

Reception:

We adhere to the staff to child ratios set out in the Safeguarding and Welfare requirements in the EYFS framework. Reception classes must be taught in no more than 30 per school teacher. We do not currently mix our Reception classes with any other age groups however, if this were to happen, the framework must be used to comply with the relevant ratio requirements.

Food, Drink and Safer Eating

We ensure that children are **always** in sight and sound when eating.

Fresh drinking water is available to all our children across the setting. Staffing arrangements meet the needs of all children and ensure their safety. Children are always adequately supervised, including whilst eating. Staff are familiar with paediatric first aid advice for children who are choking. We use the 'School food standards guidance' to inform our menus and that children are kept safe. We also use this guidance to support parents in healthy food choices in their packed lunch box.

Before a child arrives to the setting, we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.

Please see our 'Food in Schools' policy

Abbey Ark

We provide healthy snacks which are prepared for in our well-equipped and hygienic on-site staff kitchen. These are balanced with fruit and carbs. Staff involved in preparing and handling food receive training in Food Hygiene. We use the 'School food standards guidance' to inform our menus and that children are kept safe. Food is prepared appropriately for children of different ages or need. Children are seated safely in an appropriately sized low chair while eating.

Fridge temperatures are recorded daily in a log. Please see appendix.

If there are reports of food poisoning affecting two or more children cared for on the premises, staff must report this to EYFS lead, SLT and the Chief Operating Officer to will take advice from the LCC Health Protection Team/UK HSA and report to Ofsted as soon as is reasonably practical but in any case, within 14 days of the incident.

Attendance and Collection

It is the parent's responsibility to make Nursery aware of any absences. If no contact is made after 15 minutes of the child's session time, the Room leaders will ring to ensure the safety and welfare of the children. If no contact is made, Abbey Ark will inform school who will begin the checks detailed in the Attendance policy. Parents must notify if someone different is coming to collect the child who is not on the school's database system. Parents are informed of this process in the their welcome pack.

We register the children morning and afternoon sessions and do regular head counts throughout the day following longer periods of free play outdoors.

Please see our 'Attendance' Policy

Medicines

Please see our 'Medicines in School' Policy

SEND and Inclusion

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

The 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 Special Educational Needs & Disabilities Coordinator (SENCO).

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

The EYFS Lead 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.

Abbey Academies Trust takes reasonable steps to provide opportunities for children with English as an additional language (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 Director of Languages will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay and prepare any additional resources that will be useful for the child in school or at home including letters, picture prompts and visual timetables.

Please see our '*SEND and Inclusion Policy.*'

The learning environment and outdoor spaces

Outdoor learning is a key priority at Abbey Academies Trust and at the heart of the EYFS. The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment with the same level of challenge both indoors and outdoors in regards to the 7 areas of learning.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and/or unsafe. The learning environment undergoes daily checks to assess any risk.

Safer sleep

Staff in Abbey Ark are trained in 'Safer Sleep' practices using the LCC provided course. Guidance is then followed. Children are put down to sleep in line with Safer Sleep guidance. Attached in appendix. Children are monitored every 10 minutes to ensure their chest is rising and falling, there are no obstructions and they are in a safer sleep position. The area is sectioned off within the room and children sleep in sleep bags. Observations are logged every 10 minutes.

Our Sleep record is attached in the appendix.

Toilets and Intimate Hygiene

Children have access to an adequate number of toilets and hand basins. Children sing songs to encourage them to wash their hands for the appropriate length of time. Toilets have magnetic doors and hand dryers removed to support any sensory needs.

There are hygienic changing facilities located nearby containing a supply of wipes, bags and spare clothes. Nappy changing facilities are also available. Adaptations are made to meet the needs of individual pupils as they arise, including, but not limited to rails, “step-ups” and toilet frames.

There is access to a disabled toilet and shower in Abbey Ark and a Hygiene suite in main school.

The intimate care forms are included in the appendix.

Please see our *‘Intimate Care Policy.’*

Abbey Ark

In the child’s starter pack is a ‘Changing nappies consent form’ and a general changing form for children. Parents/carers are asked to provide nappies and wipes and any cream the parent would like for us to apply.

Our settings approach to toilet training - One Step at a time

At our setting we have a staged approach to toilet skills. We use the ‘One step at a time’ approach developed by the Continence foundation of Australia and June Rogers (2010) as outlined by LCC training. There is no timeframe to the steps as all the children will go through the steps at different paces. No child should be treated differently, unless they have a bladder or bowel abnormality or medical condition which means they cannot become continent.

Step 1 – Setting the Scene

This is the skill development stage

We would start this stage after a verbal agreement with parents/carers following child consultations in the Autumn term.

This early step is beneficial to **all children**, including those with additional needs. This stage is about establishing healthy habits such as washing hands and introducing the potty/toilet in the bathroom area.

Step 2 – Developing the skills needed.

This is still within the skills development stage.

This step is about the child developing a number of skills to enable them to use the toilet, not just about being able to do a wee or a poo in the right place. At the end of this step the child should be happily sitting on the toilet for up to two minutes or so (long enough for the child to do a wee or a poo), although at this stage the child is not really expected to use the toilet. That will hopefully be achieved in Step 4.

Step 3 – Raising Awareness

This is still within the skills development stage.

In this step the child needs to be aware that they are wet and due to nappies being very absorbent the parents will need to use either kitchen roll or underwear so the child feels the wee.

To progress to the next step they need to be able to stay dry for at least 1 hour and a half, or longer and have no underlying problem with their bowels. They need to be passing good amounts of wee and not just dribbles. Poo should be soft and formed.

Step 4 – Using the toilet for wees and poos

This is the **formal toilet/potty training stage.**

Children should now have all the supporting skills needed and parents will have a good idea of how often their child does a wee or poo (see appendix log for toilet training that is shared with parents).

Toilet training is best started when the child is not experiencing any other life change. It should be introduced in a matter of fact way, as a normal every day activity.

Step 5 – Night time dryness

Once children have learnt how to go to the toilet during the day some will quickly become dry overnight but for other children this can take some time. After the age of 5 nocturnal enuresis is a recognised medical condition and children should be assessed and appropriate treatment commenced (NICE 2010).

Implementation: Toilet programme

Our structured routine is based around how long a child can hold their urine and after eating, drinking and sleeping.

This is an example of a routine for a child who holds their urine for 2 hours:

- A drink every 1 hour 45 minutes, approx. 200mls as this will encourage the child to drink an age appropriate amount of water per day if they have at least 6 drinks a day
- Take the child to the toilet 15 minutes after they have had a drink, encourage sitting on the toilet and telling the child that it is time to wee. If the child has a wee then the routine is reset and they are given a drink 1hour 45 minutes after the wee.
- 20 minutes after meals child should be taken to the toilet to open their bowels unless they already have a natural bowel routine. If they open their bowels in a nappy this should be flushed down the toilet and explained to the child that is where poo goes.
- All toilet routines should take place within the toilet area including handwashing.

Key persons

Abbey Ark:

In Abbey Ark, once the child has settled in, they will be allocated a Key Person. This is a member of the team that the child has bonded and formed an attachment with. Parents are informed of who this member of staff is and their role. The key worker has an imperative role in supporting a child's learning and development and their well-being as they develop a deep understanding of their needs and next steps. They offer modelling and support to ensure they achieve to the best of their ability.

Reception:

The teacher is their key worker, supported by the teaching assistant. Both members of staff work together to address the needs of the child both in their learning and development and their well-being to ensure they meet their next steps in the prime and specific areas and develop their readiness for Year 1.

ICT in the EYFS including Online Safety

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). We have included several aims which settings can use to inform what children are taught and how their progress is tracked. 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 children 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.

We follow the scheme of work called National Online Safety (NOS) and our child representatives are entitled E-Safety Champions. We undertake yearly training through NOS to ensure we are up to date with current online safety advice.

Information and records

Information on Tapestry is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school’s Data Protection policy. EYFS Leaders annually clear parental access on Tapestry or when a child leaves the school.

Please see our ‘Data Protection’ policy.

Parent Partnerships

We firmly believe that children’s development in the EYFS is most effective when combined with the close support of their parents. We offer strong home and school partnerships through parent/school communications.

Parents are invited to parents’ evenings in the autumn and spring terms and issued a school report in the summer term. However, the school has an open-door policy which means that parents are welcome to talk to teachers at the start and end of the school day. A private location can be found within school and utilised if there is a need for confidential discussions between staff and parents. We encourage parents to share their own celebrations of key learning and development through Tapestry.

Parents receive a welcome pack and brochure that communicates all relevant details including staffing, daily routine, the range and type of activities provided, how we deliver the EYFS, supporting SEND and children with disabilities,

A selection of parental consents is requested at the time the child is admitted to school covering the vast majority of usual school activities that a child might be involved in. Parents can update those consents at any time on request to the office. Annually student update forms are issued which reminds parents of those consents and other information about their child. Parents are asked to complete an Admission Form on first entry to the school which may be followed, as appropriate, by medical forms etc. They are also asked to write a brief synopsis about their child to help the school to understand their character and personality.

Family Learning is offered to parents and carers in Reception. Here, they can learn new skills via courses and also find out ways to support their children in their learning and development at home. They also get to share time with their children at school guided by a Family Learning tutor and one of our Reception teachers.

In addition to the above we also offer opportunities for all parents to enter school to celebrate their child's learning during events such as but not limited to; Stay and Play, Sports Day, Christmas and end of year celebrations.

Transition

The following process is in place to ensure children's successful and smooth transition to the EYFS

Abbey Ark:

Parent's contact our Nursery Manager and are invited in for a tour and then a taster session before they are due to start. This allows for the children to become familiar with the Abbey Ark team, environment, to play and to meet other children to develop confidence. During the visit, staff will discuss their child's interests and developments.

Reception:

EYFS leaders and SENCOs contact the local pre-school settings to collect information directly from the managers and SENCOs of those settings. Reception staff visit Abbey Ark and Nursery settings to develop a bond before the children's taster sessions. The children then visit within a smaller group session and then as a whole class. Additional transition work will be arranged as appropriate for children with Special Educational Needs and/or Disabilities (SEND).

An information evening is held for parents prior to their children starting where they will be given a 'Welcome Pack' that includes:

- Staffing information
- A brochure detailing the Curriculum, school day, absence arrangements...
- Home/School Agreements
- Uniform List

The children all start Reception together as a class on full days. Parents are offered a 1:1 class teacher meeting where the parent/carer can share information about the child. Parents are also offered a Curriculum evening where parent and carers will find more information in regards to their child's learning for the year including Phonics, Mathematics and ways to help at home. We then issue a parental questionnaire on Transition to ensure we are offering a smooth process for both parents and their children.

The following process is in place to ensure children's successful transition to Year 1, from our EYFS:

EYFS teacher and Year 1 will have handover meetings regarding their new class. They are involved in end of year moderation and will receive a copy of their report which includes their final judgements. Parents/carers receive a 'Meet the teachers' video where the teachers will introduce themselves and an overview of what to expect in Year 1. The children have a 'class swap over' afternoon where they will meet their teacher and teaching assistants in their new classroom. Additional transition will be arranged as appropriate for any children with additional needs. The Autumn term is designed to have a mixture of both whole-class sessions and play-based provision.

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006

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

This policy operates in conjunction with all school policies.

The next scheduled review date for this policy is September 2025.

Appendix:



Fridge Temperature Record Sheet

Date:	Date:	Date:	Date:	Date:	Date:
AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM
Date:	Date:	Date:	Date:	Date:	Date:
AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM
Date:	Date:	Date:	Date:	Date:	Date:
AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM
Date:	Date:	Date:	Date:	Date:	Date:
AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM
Date:	Date:	Date:	Date:	Date:	Date:
AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM

