

EARLY YEARS FOUNDATION STAGE & CURRICULUM POLICY

Policy Owner Deputy Head Academic	Applies to The Paragon School	Superseded documents EYFS and Curriculum Policy v1
Associated documents All departmental policies All academic policies	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 10 October 2024	Legal Framework KCSIE OfQual The Independent Schools Standards DfE National Curriculum in England Framework and Guidance EYFS Statutory Framework

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	EYFS Lead (Mrs B Hughes) and Deputy Head Academic (Mr J Vine)
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1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

2. Mission Statement

- To be an exciting and dynamic school, in which children acquire a thirst for knowledge and a love of learning.
- To promote the importance of moral, spiritual and social values, inspired by the school's underlying Christian ethos.
- To deliver a broad and balanced education for every child, which maximises their academic, creative and sporting potential.
- To value all individual's talents and interests, encouraging children to take pride in their own achievements while also celebrating those of others.
- To be a school that is outward looking - building links with parents and the local community, as well as appreciating the rich diversity of cultures from around the world.
- To be a happy school where children really feel they belong - where they can laugh, be spontaneous and enjoy being children.
- To enable those leaving The Paragon to move on to Prior Park College (or their chosen school) as confident, capable, compassionate and independent minded young people.

3. Principles

- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and prepare them well for tomorrow.
- Children learn at different rates and each child's development is unique. No child is excluded or disadvantaged.

- Children learn best when they are happy, secure and actively involved in their own learning. We discuss children's learning with them. We make children's enjoyment and choices our priority.
- Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development, providing opportunities both inside and outside.
- Discussion and review help us to ensure that children take part in their learning with joy and enthusiasm. It helps us to ensure that their learning in nursery prepares them well for reception, so that they can confidently handle a transition and continue their learning journey.
- Every child can progress in their learning of limitless discovery. With the right support, every child can thrive in an environment they find safe, stimulating and exciting.

4. Teaching

We believe in the education of the whole child and activities are all planned and linked to develop the Prime and Specific areas of the EYFS.

The Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, as well as for building their capacity to learn, form relationships and thrive. The Specific areas are underpinned by the Prime areas and the children's development in the crucial Prime areas form the starting point when activities are planned for the children.

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

Personal, Social and Emotional Development

In the EYFS we start by laying the groundwork for children's well-being and future success. Through carefully planned activities and interactions, we nurture children's self-awareness, self-regulation, and emotional resilience, empowering them to navigate social interactions and form positive relationships. Our curriculum incorporates opportunities for children to express their feelings, develop empathy, and learn to resolve conflicts constructively. We prioritise the creation of a supportive and inclusive environment where each child feels valued, respected, and encouraged to express themselves authentically. By fostering a strong sense of belonging and self-confidence, we equip children with the essential skills and attitudes necessary for their personal and social development, laying a solid foundation for lifelong learning and well-being.

Communication and Language

Communication and Language Development plays a pivotal role in all areas of learning and development. Through a rich and stimulating environment, we foster children's abilities to listen attentively, express themselves confidently, and engage in meaningful interactions with others. Our curriculum integrates a wide range of activities, such as storytelling, role-play, and group discussions, to promote language acquisition, vocabulary expansion, and communication skills. We prioritise individualised support and encouragement, recognising and valuing each child's unique communication style and linguistic background. By nurturing a love for language and communication, we empower children to become effective communicators, active listeners, and lifelong learners, ensuring their readiness for future academic and social success.

Physical Development

Physical Development is a core prime area of the Early Years Foundation Stage, emphasising the importance of gross and fine motor skills in laying the foundation for healthy growth and well-being. Our curriculum offers a variety of opportunities for children to engage in active play, outdoor exploration, and structured physical activities to develop their co-ordination, strength, and spatial awareness. Through games, exercises, and outdoor adventures, we encourage children to explore their physical abilities, build confidence in their movements, and develop healthy habits for lifelong fitness. We provide a supportive environment where children can take risks, challenge themselves, and learn the value of teamwork and perseverance. By fostering physical development alongside cognitive and social-emotional growth, we empower children to lead active and healthy lives, setting them on a path to reach their full potential.

Literacy

Through a rich and immersive environment, we provide children with opportunities to explore language, communication, and literacy in meaningful contexts. Our curriculum encompasses a wide range of activities, including storytelling, shared reading, phonics instruction, and emergent writing, tailored to meet the diverse needs and interests of each child. With the use of the 'Monster Phonics' scheme, we prioritise the development of foundational skills such as phonological awareness, letter recognition, and comprehension, laying the groundwork for future reading and writing success. Through interactive experiences and engaging resources, we inspire children to become confident and enthusiastic readers, writers, and communicators, equipping them with the skills and passion necessary for academic achievement and lifelong literacy.

Mathematics

Mathematics Development is a core component of our Early Years Foundation Stage, recognising its crucial role in fostering logical thinking, problem-solving skills, and number recognition. Through hands-on activities, games, and exploration, we provide children with opportunities to develop their understanding of numbers, shapes, patterns, and measurement concepts. Our curriculum is designed to engage children in meaningful mathematical experiences that promote curiosity, critical thinking, and mathematical fluency. We encourage children to explore mathematical concepts in everyday contexts, such as during play, snack time, and outdoor exploration, fostering a deep and intuitive understanding of mathematical principles. By nurturing a positive attitude towards mathematics and providing a supportive learning environment, we empower children to become confident and competent mathematicians, ready to tackle many complex challenges.

Understanding the World

Understanding the World is a vital aspect of the curriculum, aimed at nurturing children's curiosity, exploration, and understanding of the world around them. Through a diverse range of activities and experiences, we encourage children to investigate and make sense of their environment, fostering a deep appreciation for nature, people, and cultures. Our curriculum incorporates opportunities for hands-on exploration, scientific inquiry, and cultural studies, allowing children to explore topics such as the natural world, technology, history, and geography in meaningful ways. We prioritise the development of critical thinking skills, problem-solving abilities, and a sense of wonder and awe, inspiring children to become active and engaged global citizens. By promoting a holistic understanding of the world and fostering respect for diversity and sustainability, we empower children to make informed choices and contribute positively to their communities and the world at large. In both Reception and Squirrels, children have specialist French lessons where they learn to speak French, as well as about life in France.

Expressive arts and design

Through a variety of artistic mediums such as painting, drawing, sculpture in clay, music, and role-play, we provide children with opportunities to express themselves authentically and develop their unique creative voices. Our curriculum encourages experimentation, risk-taking, and open-ended exploration, allowing children to discover the joy of self-expression and the beauty of their own creations. We prioritise the development of fine motor skills, spatial awareness, and sensory perception, while also nurturing children's emotional intelligence and self-confidence. By celebrating individuality and valuing the creative process, we inspire children to develop a lifelong appreciation for the arts, unleashing their creativity individually and with their peers. In school, the children participate in Art and Music lessons on a weekly basis.

5. Setting Visit

Every child is offered a taster session at the school or a video call via Teams if this is not possible. During this visit, parents share information about their child's interests, communication, confidence and physical health with the teacher or key person and an entry assessment form is completed. The class teacher will use the information shared during the visit and by parents to add to the initial baseline assessment. They will also build the child's interests into the planning of the provision.

6. Planning and Assessment

Teachers should use take the statements from Development Matters or Birth to 5 as a guide to create learning intentions for planned activities. Staff should use observations and knowledge of their children to inform planning. Topics may be chosen at the beginning of a term or half term according to the children's interests and a loose overview should be completed with the teacher's ideas. These ideas should evolve according to the children's interests and ideas.

If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these children so we will spend time observing them closely and reflecting on what we notice. We will continue to develop a strong relationship with the parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

Assessment and tracking overview

Most of our assessment is formative, so that it quickly helps us to make a difference to children learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed.

Our objectives:

- Dialogue with parents, so that we can work in close partnership to support children's learning both at home and in school.
- Effective communication with children, focussed on how they learn best.
- Early identification of children who need temporary extra help, and children who may have special educational needs.
- Checking that individual children are making progress and taking prompt action where this is not the case.
- Reporting formally to parents and to the receiving reception teacher in the Autumn and finally in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible.

During the day, staff will assess and monitor the children as they work at the different activities. These assessment for learning observations will inform the staff's planning and form a basis for the following activities, either that day, the following day or the following week.

One of the most powerful forms of assessment takes place in the here-and-now. This is when we notice something important about a child's learning and respond to it to help them build their learning. That response can take different forms - we might:

- Stand back and be encouraging
- Get involved to extend the learning, by joining in with play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do.
- Reflect afterwards and bring in new resources or plan something special in response to what we noticed.

This type of assessment work is not written down. It often focusses on the key milestones on the way to the long-term curriculum goals as outlined earlier in this policy. It shows how we can assess what children know and can do, and help them to progress, through our interactions.

The focus of our assessment is on clear and specific things that a child needs to be able to do; or needs to know. In order to do this, practitioners need to understand how the different elements of the curriculum fit together to help children build their learning over time. Reflective discussions about practitioners' key children after school and during planning meetings support this understanding. Staff have a secure understanding of child development. Staff are good at deciding when it will be helpful to step in and support, and when it is best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

At The Paragon, the curriculum learning is balanced with learning that stems from the children's play. Plans are flexible and go with the children's interests. Children learn a huge amount through the play they choose, and we help to maximise this learning by making sure we provide a high-quality learning environment. We can then sensitively get involved and extend their play. Teachers will make observations of children during activities which demonstrate their level of development and interests. These observations may take the form of formal assessments, photos, audio recordings or videos. Teachers and TA's will bring observations and assessments they have made on the children to a weekly planning meeting and upload them onto the ILD. Observations and assessments can be based on work the child is making towards a particular curricular goal or learning that has arisen from their interests.

These observations and the teachers' knowledge of each child will inform the teachers as they complete a summary of the children's progress four times a year. Starting with a base-line entry assessment at the end of October and subsequently in December, April and July. These assessments will make an 'on-track' and 'not on-track' judgement of the children's level of attainment. They will use this data to look at how they can change their provision and learning to meet the needs of all the children, establishing small intervention groups if necessary.

Assessments are marked in the following colours: **Baseline - Green (sept)**
Autumn - Orange (Dec)
Spring - Pink (Apr)
Summer - Yellow (July)

At each of these points in the year, an assessment is made to assess the children's pencil grip and letter formation. In Nursery, this assessment is made whilst asking the children to draw a simple picture of themselves and writing their name (if they can). In Reception, the children's writing books are used to make a judgement. Maths and English books are regularly marked alongside the Reception children to form a judgement on their progress.

Reception children's assessed levels are sent to BANES in June to form part of their EYFSP cohort assessment. Prior to this, Reception staff attend moderation workshops, usually in May. During 'handover' at the end of the school year, Year 1 teachers are given a copy of each child's EYFSP scores, as well as any handover notes.

See also the Whole School Tracking, Assessment and Monitoring Policy.

7. Learning Diaries

We put photos, audio clips and videos of children's learning on their interactive learning diary (provided by ILD). Parents can access this and also add their own photos or videos of their child's development at home. Parents will be given log on information, including a unique password, as well as details of how they can add information to their child's diary.

In addition, children also have their own 'special book' of work they are proud of in the classroom. This will provide evidence of their continued development in all areas.

Feedback

Staff encourage children to use a plan, do, review approach in their learning. This way, they become independent and more powerful learners which in turn supports their approach to managing their own learning later in their school years.

When giving instant feedback to the children, staff understand the importance of giving appropriate but honest comments about their work. Specific praise is helpful but supporting children to look carefully at their work and see if it can be improved is even better. This feedback needs to be age appropriate and tailored specifically to the child. It is important to ensure that the feedback is kind, specific, helpful and related to the work, not the child.

Supporting children to give and receive feedback teaches them that effort and revision are valuable and that things they do can be improved. This develops the mindset of continuous improvement and limitless discovery.

8. Structure of the day

Squirrels Pre-School

Work is planned using a continuous provision plan. Each week carefully planned activities are matched to the children's interests, as identified through observations. The adults in Squirrels plan and offer adult led activities, or they may support child-initiated play. Adult led activities may be offered on more than one occasion to ensure that the majority of the children can access them.

The children will mostly be free to choose between the activities planned by the adult, framed by an adult and other play resources, although as the year progresses more encouragement will be given to take part in the adult-initiated activities.

Reception

Mathematics and Literacy are incorporated into whole-class sessions at least three times a week. Currently, each subject receives three hours of dedicated teaching time, complemented by five 30-minute phonics sessions. Additionally, students engage in three input sessions and participate in three adult-led activities weekly. Writing opportunities are given frequently during phonics sessions. On days when formal mathematics lessons are not scheduled, mathematical concepts are seamlessly integrated throughout the day via songs and discussions.

Spelling should be taught through the Monster Phonics scheme. Children should take part in a guided writing or maths activity once a week with their teacher and a fun and active phonics and maths activity with their Teaching Assistant. Independent activities are also planned which allow the children to make sense of and apply what they have learnt. Creative activities are ongoing and are led by Teaching Assistants. There is a continuous provision plan which sets out the activities and resources the children will be provided with in each area of the department.

Assessment for Monster phonics takes place throughout the year and as follows:

Term 1 - Assessment during week 7 and 12

Term 2 - Assessment during week 6 and 12

Term 3 - Assessment during week 11 and 12

Children should take home a reading book when the teacher feels they are ready, which normally occurs before Christmas. Children should take part in either individual reading with the teacher or TA about three times a week. When the teacher feels the children are ready, they will introduce guided group reading. This is aimed at teaching the children to understand their stories. This session will be counted as one of the children's individual reading sessions.

Please see the whole school English and Guided Reading Policy for more detail.

The balance between TA and teacher directed activities will gradually change as the year progresses, towards more teacher led learning, to help the children prepare for Year 1. The outside area should be available to be used when appropriate, with wellington boots and coats worn in winter.

9. Outdoor Play

Outdoor play is essential for all aspects of a child's development. Through playing outdoors, children can engage in experiences that will enable them to develop in all areas of the curriculum, this can also have a positive impact on their well-being. Structured activities are balanced with unstructured free play, allowing children to develop confidence, resilience, and social skills through collaborative interactions with their peers. The outdoor space is designed to promote risk-taking in a safe and supervised manner, fostering a sense of adventure and independence while nurturing a deep appreciation for the natural world. By engaging in outdoor play, children not only enhance their physical well-being but also develop a lifelong connection to the environment and a love for active exploration. Children will have regular access to the woodlands through 'Acorn Adventurer' sessions and Forest Friday. Both Squirrels and Reception children are provided with free flow access to their outside courtyard/garden.

10. Classroom layout

The classroom layout for Squirrels and Reception children prioritises creating an environment that fosters exploration, creativity, and social interaction among young learners. The layout is designed to be flexible, with distinct areas for different types of activities such as imaginative play, reading corners, and sensory exploration stations. Furniture is arranged to encourage collaboration and communication, with ample space for children to move freely and engage in both structured and spontaneous play. Learning materials are organised and easily accessible, promoting independent exploration and discovery. Additionally, the classroom environment is enriched with natural elements and stimulating visuals to inspire curiosity and stimulate young minds, ensuring a nurturing and inclusive setting where every child can thrive.

11. Key Workers

Keyworkers develop close bonds with the children under their care, ensuring continuity and consistency in their learning and development journey. They spend quality time getting to know their 'key children' and their families. Keyworkers help to create nurturing environments where children feel safe, supported, and valued, fostering emotional well-being and a sense of belonging. Through observation, assessment, and tailored interventions, they scaffold children's learning experiences, promoting holistic development across all areas of the EYFS curriculum.

In Squirrels, each child will be assigned a key person who will ensure the children settle into the setting positively. Their key person will ensure they greet the parents and develop a good working relationship with them based on mutual trust and respect. The class teacher will be a point of contact for all the children, liaising directly with all keyworkers to ensure every child's needs are met. In Reception, the key person will be the class teacher.

12. Behaviour

At school, we will encourage children's inquisitive nature and hope to inspire their curiosity and desire to learn. We will allow children to take risks and provide a safe environment which encourages risk taking, discovery and development through trial and error within their exploration. Throughout the school we use 'The Paragon Path' as a way to reward children for showing the skills from our 'Paragon Values' of kindness, compassion, honesty, self-belief and aspiration.

In Squirrels, each child has their own 'Paragon Path' chart, where stickers are awarded for demonstrating behaviours or achievements aligned with our Paragon Values. As children accumulate stickers and reach milestones, eventually reaching 10, we celebrate their progress and success. The completed chart is then sent home as a certificate, inviting families to join in the celebration of their child's accomplishments and reinforce positive values at home

Children should be treated at all times with respect and understanding. Staff will adopt a firm but fair approach to behaviour, ensuring they are consistent with all children. If a child hurts another child, they should be removed from the situation and an explanation should be given to the child about why they have been removed. The child should then be talked to and helped to think about other ways they could have responded, rather than physically.

If a member of staff has a concern about a child's behaviour, they should first approach the class teacher or child's key worker. They will decide appropriate action and, if necessary, approach

the parent to discuss how they can adopt a home/school approach. Our SENCo may be involved and a Support Profile may be written when there are ongoing concerns with a child's behaviour.

Our ultimate aim is that we work in partnership with parents to lay foundations from which children will grow into happy, self-confident and well-adjusted individuals.

Refer to the whole school Positive Behaviour Policy for more information.

13. SEND provision

If staff have concerns about the development of any child, they should discuss it sensitively with the parents. The SENCo will be made aware and involved with all children who we feel are not meeting their expected developmental markers. A Support Profile may be developed for children with specific needs, this will be drawn up in partnership with the child's parents, school and any outside agencies.

See also whole school SEND policy for more information

14. Equal Opportunities

We will take all reasonable steps to promote and practise equal opportunities. Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs and abilities.

We strive to give all the children the opportunity to succeed and reach their potential by:

- Helping the children to feel safe and secure.
- Acknowledging and praising all children's contribution
- Helping children to appreciate the differences they see in others.
- Planning appropriate, differentiated play opportunities for all children.
- Observing, assessing, and planning for children's needs

See also Prior Park Schools' Equality, Diversity and Inclusivity Policy.

15. Safeguarding and Welfare requirements

At The Paragon School a designated member of staff co-ordinates child protection procedures and liaises with the DSL. If any staff have concerns about a child, they should discuss it with Sarah James (Deputy Head Pastoral and DSL and designated DSL for the EYFS). If Sarah James is unavailable, Emily Murphy, Toby Goodman or Justin Ryan, (the Deputy DSLs) will be available to discuss concerns.

Early Years Staff are included in the frequent whole school Child Protection and Safeguarding training. Staff will also be asked to complete training on the Prevent Duty. This is provided when they join the school, as part of induction, and also regular whole school training, as well as updates when they occur.

Within the Early Years, we will empower the children so that they can protect themselves. We will actively promote messages to children about their personal safety and protection. Children will be given an opportunity to:

- discuss a number of elements including personal safety.

- label body parts.
- discuss stranger danger.
- understand that an adult is always ready to listen.
- learn how to express feelings appropriately.
- learn that they have a right to privacy.
- learn what to do if you get lost.
- understand what are 'good' or 'bad' secrets.

All staff members share the responsibility of maintaining the safety and cleanliness of toys and equipment within their designated areas. Should any item be deemed unsuitable for use by the children, immediate notification to the maintenance team is essential. In such instances, the area should promptly be declared off-limits to ensure the well-being of the children.

During lunchtimes, Reception children gather as a class or group in the dining room, accompanied by their teacher and teaching assistant (TA) who actively promote and demonstrate healthy eating habits. In the Squirrels class, children are supervised by four adults to attend to their individual needs during lunchtime. Teachers oversee the provision of balanced meals for each child, with encouragement for opting for a hot meal or a selection from the hot and cold counters. In the event of two or more children experiencing symptoms of food poisoning, immediate contact with Ofsted is made. Both Squirrels and Reception children have unrestricted access to clean drinking water throughout the day from their own bottles. Emphasising safety, class teachers ensure hygiene practices such as handwashing and nose blowing as part of daily routines. Parents are promptly notified should a child fall unwell.

For more information see the Paragon Schools Safeguarding Policy

16. Trips and Off-site activities

Trips and off-site activities are integral components of the Early Years with trips designed to enrich the learning experiences of our young learners. These excursions provide valuable opportunities for children to explore the world beyond the classroom, fostering curiosity, independence, and social development. Prior to any outing, thorough risk assessments are conducted to ensure the safety and well-being of all participants. Qualified staff members accompany children on these trips, providing guidance and support while encouraging active engagement with the environment. For some activities, the teacher may feel more adults are necessary. Whether visiting local parks, museums, or other educational venues, each excursion is carefully planned to align with the EYFS curriculum, offering hands-on learning experiences that complement classroom teaching. Through these adventures, children develop a deeper understanding of the world around them, building memories and skills that lay the foundation for future learning and exploration.

Teachers take parental phone numbers, a first aid kit, a mobile and necessary medication on any trip. At least one named paediatric first aider should also accompany the trip. If the group will split up into subgroups on a trip, then there should be enough paediatric first aiders and medical bags to accompany each group. Accident forms are completed after every incident/accident. These clearly state the name of the child, how the accident occurred, action taken, and any treatment received. It is signed by the member of staff who dealt with the accident and wrote up the report. Upon collection of the child, the form is then discussed with the parents, and they countersign it before the sheet is handed to reception to keep on file.

17. Volunteers

Volunteers play a valuable role in our Early Years Foundation Stage (EYFS) policy, enriching the learning environment and supporting the educational experiences of our young learners. We welcome individuals from diverse backgrounds who are willing to contribute their time, skills, and enthusiasm to enhance the educational journey of our children. Volunteers may assist with various activities, such as reading sessions, arts and crafts, outdoor play, or special events, under the supervision of qualified staff members. Prior to working with children, all volunteers undergo appropriate background checks and receive guidance on safeguarding policies and procedures. Their involvement not only provides additional support and attention to individual children but also offers valuable insights and perspectives that enrich our learning community. By fostering partnerships between volunteers, staff, and families, we create a collaborative environment where everyone plays a vital role in nurturing the growth and development of our young learners.

All parent volunteers helping in class frequently (more than three times a month) must have had a full DBS check carried out by the school and should undergo the full recruitment process.

Please refer to Prior Park Schools policies and Staff Handbook for whole school procedures for Health and Safety, Accident and Near Miss reporting, Safeguarding, Safer Recruitment, and Risk Assessment.

18. Medication

Occasionally children will need to receive medication in school. Staff should send parents to the reception desk where they will be asked to complete and sign a medical permission form. The medication will be kept in lockable storage in Justin Ryan's office.

Please refer to Prior Park Schools First Aid Policy and Medication Management Policy.

19. Taking photos or videos

Staff should never use their own personal phones, cameras or iPads to take images of the children. All staff should use the devices provided by The Paragon School. Any images of children should not be removed from school or posted on the internet. Staff should ensure that all personal mobile telephones are kept away in securely in bags or cupboards during the school day.

Please refer to Staff Code of Conduct, Taking, Storing and Using Student Images Policy and Social Media Policy.

20. Collection of children

Parents should inform the school, either in writing or verbally (phone call or discussion with teacher) if any person other than the parent will be collecting their child. Staff will not allow any child to go home with someone other than their parent unless we have been informed.

See also Missing Child Procedure and Safeguarding Policy.

21. Staffing

We prioritise staffing with highly qualified professionals who are dedicated to providing the best possible care and education for young children. All staff members hold relevant qualifications in early childhood education, with many possessing specialised training. We are committed to maintaining a staff-to-child ratio that ensures individualised attention and support for each child's unique needs. Ongoing professional development is encouraged and supported, with opportunities for staff to further enhance their skills and knowledge through training workshops, conferences, and collaborative learning experiences. Additionally, our recruitment process includes rigorous background checks and thorough vetting procedures to ensure the safety and well-being of all children in our care. All staff recruited to work within the EYFS must hold relevant qualifications for working with children and also, if qualified post September 2014, a suitable level 2 qualification in Maths and English. Staff will be asked to provide their certificates to verify their qualifications.

In adherence with the EYFS statutory guidance, a minimum of three staff members are designated to work with children at all times. Within the Squirrels group during morning sessions, ratios of adults to children are maintained at 1:13 for a teacher holding Qualified Teacher Status (QTS), and 1:8 for other staff members possessing relevant qualifications. In instances where a leader lacks QTS but holds an NVQ3 qualification or higher, the ratio remains at 1:8, with additional staff members also holding relevant qualifications. For sessions involving rising 3-year-olds in Squirrels, a lower ratio of 1:4 is enforced, ensuring individualised attention without exceeding four children within this age group. In Reception classes, each group is led by a teacher with QTS and supported by a Teaching Assistant (TA) holding a relevant qualification.

Children in Reception and children from Squirrels, in the year before they join Reception, can attend the wrap around care provided by 'Super Pirates'. Super Pirates ensures its staff and ratios meet legal requirements.

When working with children, staff should not be under the influence of alcohol or any other substance that may affect their ability to care for the children. Practitioners taking medication which they believe may affect their ability to care for the children should seek medical advice before working directly with the children.

All new staff members receive a full and relevant induction procedure, including safeguarding and welfare, staff code of conduct and what to do in an emergency, with Mrs Sarah James DSL / Deputy Head, Pastoral.

Further, ongoing induction, is continued by; in the case of teaching assistants, with the class teacher, or for teaching staff the Head of Pre-Prep or other members of SLT.

By prioritising qualified and dedicated staff, we strive to create an environment where children thrive, grow, and achieve their full potential within our EYFS setting.

Please refer to the Induction Policy and Mandatory Training Policy.

22. Supervision of children throughout the day

Throughout the day, it is ensured that all children receive adequate supervision while in the classroom, adhering to staffing requirements. Specifically, in the Squirrels group, a minimum of

two adults are present with the children at all times, regardless of the group size. When children have free-flow access to other areas throughout the day, each area is consistently supervised by at least one staff member, ensuring a safe and supportive environment for children transitioning between spaces. During lunch playtime, EYFS children join their older peers from Pre-Prep, fostering friendships and social interactions. To ensure easy identification and supervision, all Squirrels children wear high-visibility jackets, with an additional orange jacket provided for children requiring closer monitoring. Adequate staff members from Pre-Prep are assigned to playground duty during lunch breaks, and one staff member is designated to oversee the courtyard, if required, providing quiet play opportunities with toys and games for the children to engage in.

23. Staff training

All EYFS staff should attend local BANES courses at least once a year. If any member of staff would like to improve a particular aspect of their practice, they will be supported in finding a suitable course, or a course will be agreed during supervision.

All staff are to attend whole school CPD opportunities, and these often happen at the start of each term as well as occasional twilight sessions. Staff will also be expected to hold a relevant full Paediatric First Aid certificate. The school will provide training on a three-year rotation, and to newly appointed staff.

Supervision for staff

All staff in the EYFS are offered Supervision with a trained supervisor. These sessions will be offered three times a year and give the staff an opportunity to discuss their work, what has gone well, and any problems they may have encountered. They will provide the opportunity to talk confidentially about their role.

24. Relationships with parents

We recognise parents as partners in their child's learning journey and value open, transparent communication to foster trust and collaboration. We value parents as children's first educator and welcome a parent's guidance and knowledge as they know their child best.

From the outset, we encourage parents to actively participate in their child's education, providing opportunities for regular meetings, workshops, and informal conversations to discuss progress, share insights, and address any concerns. We strive to create a welcoming and inclusive environment where parents feel valued, respected, and involved in decision-making processes regarding their child's care and education. By fostering strong relationships with parents, we create a supportive network that enhances the holistic development of each child, ensuring continuity between home and school and promoting positive outcomes for all involved.