

Pray, Learn, Achieve and Celebrate Together



Early Years Policy

Jesus said, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.'

Matthew 19:14

Written: Y Rowley

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Statement of intent

At St Gabriel's Catholic Primary school we greatly value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant 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.

Through the implementation of this policy we will 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.

Legal framework

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

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Early years foundation stage profile: 2023 handbook'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2022) Reception baseline assessment (RBA)
- STA (2022) Early years foundation stage: Assessment and reporting arrangements (ARA)

This policy operates in conjunction with the following school policies:

- Whole school Teaching, Learning and Assessment Policy
- Safeguarding, Child protection and Early help policy
- School Compliments and Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Medication and Medical care Policy
- Health and Safety Policy

Early Years Foundation Stage (EYFS)

The Early Years Curriculum at St Gabriel's meets the requirements of the statutory framework for the early years foundation stage. The framework sets standards for the learning, care and development of children from birth to five years old. It promotes

teaching and learning to ensure children are school ready, giving children the broad curriculum and skills they need to provide firm foundations needed for future progression.

There are four distinct but complimentary principles that guide the effective work of all practitioners at St Gabriel's these are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At St Gabriel's Catholic Primary school, we have a 52 place Preschool for 3 and 4 year olds. There are 26 places in the morning and 26 places in the afternoon. In addition, we have two Reception classes, accommodating up to 50 children. Children are able to access Pre-School education from the day after their third birthday. Children are admitted to the Reception class at the start of the school year in which they will be 5 years old.

The Early Years Curriculum Intent

At St Gabriel's we aim to deliver a high quality and experiential curriculum that provides a broad and balanced education to meet the needs of all pupils. Our curriculum builds upon the knowledge, understanding and skills of all children as they progress through our school, whatever their starting points. It is designed to give them the skills, knowledge and understanding to be successful, independent and motivated learners in readiness for their next stage of education and prepare them for their future lives.

In order for this to be achieved, our children need be literate and numerate and have the necessary communication and language skills in order to successfully access the curriculum. We believe that PSHE is core to support the development of the whole child and promote a positive attitude to learning. We aim to ensure children are educated in a happy, safe and secure environment. Our curricular goals outline the key aims of our provision.

Preschool and Reception staff have developed their own set of curricular goals. These goals underpin the early years curriculum taught at St Gabriel's. The curricular goals outline the key skills and knowledge we wish our children to achieve during their time with us. The goals have been written specifically with the needs of our pupils in mind and the community we serve.

Early Years Curriculum Design

There are seven areas of learning and development that shape educational programmes and form the foundations of our curriculum. The statutory framework is used in conjunction with Development Matters (2021) to support practitioners in the delivery of an effective curriculum, building on the strengths and needs of our children.

Our curriculum encompasses all of the seven areas of learning and linked educational programmes. All areas of learning and development are important and interconnected. These consist of:

The 3 Prime Areas of Learning

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

The 4 Specific Areas of Learning

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

The prime areas are strengthened and applied through the four specific areas of learning.

Our curriculum has been designed to cover and revisit the key skills, knowledge, experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The development of children's communication skills underpins all seven areas of learning and development within our curriculum and is a key focus. Due to low starting points there is a stronger focus upon the Prime areas of learning across both Preschool and Reception. As children progress through Reception there is a greater focus on teaching the skills and knowledge in the specific areas of learning.

Early Years have also worked with Subject leaders across school to ensure our curriculum is coherently planned and sequenced from Preschool to Reception and Reception into Year 1. High quality experiential experiences are built into our curriculum, alongside trips and visitors.

In organising and implementing the educational programmes, our school ensures that a broad range of activities and experiences are planned having regard to the three characteristics of effective learning.

- **Playing and exploring** – Engagement of children, investigate and experience things and 'have a go'.
- **Active learning**- Motivation of children, concentration and keep on trying and enjoy their achievements.
- **Creating and thinking critically.** Thinking to develop their own ideas, make links and develop strategies for doing things.

These characteristics move through all areas of learning and enable practitioners to reflect upon the ways that individual children engage with other people and the environment and be a motivated learner.

Come and See

Staff follow both the early years curriculum which is a statutory requirement for children aged 0 – 5 years and Come and See. This is a whole school Catholic curriculum for R.E which promotes the personal, social and spiritual aspects of a child's development. Children in early years also say daily prayers and participate in Prayer and Liturgy.

Play based curriculum

Play is an essential part of our curriculum, building children's confidence as they learn to explore. There is a balance of child initiated and adult focussed tasks which gradually increase over time to prepare children for Year 1. We believe young children learn best when they are active and learn effectively through play experiences. Through play they are encouraged to be creative, develop their language skills and understanding and develop social skills. When children are actively engaged in first hand experiences and are able to observe, explore and take risks, they are learning how to learn.

The physical, social, emotional and intellectual developments of young children are all aided through active participation in play situations. All children have daily continuous provision time in which they encouraged to make choices and take responsibility for their actions and needs. Through play children develop their social interactions, taking turns, sharing and listening and talking to others. Children demonstrate independence in selecting activities; they can use their initiative to solve problems that they encounter. Through play, children develop perseverance, sometimes working independently and at other times collaboratively with increasing concentration.

These play situations may take place either in the indoor or outdoor learning environment, both being seen as important and complementing each other.

Further information about our curriculum design how we meet the educational programme can be found in the Early Years Curriculum Intent, Design and Implementation guidance 2022.

The Learning Environment

The learning environment is stimulating, inviting and colourful. Staff plan the provision considering the developmental needs of all the children. The learning environment is organised so that children can independently explore and learn in a safe environment. All areas are resourced so that children can access resources independently and engage in purposeful learning opportunities without the need of an adult. The learning environment is regularly enhanced to reflect on going assessments and interests of the children. Children are responsible for tidying up and caring for these resources. Reception classes have access to two classrooms and the provision areas are shared across the two spaces. Reception staff interact with children in both rooms during continuous provision, in order to get a wide picture of children's independent learning. Both Preschool and Reception have daily access to a shared outdoor area.

Early Years Planning

Early Years Long term plans. In both Preschool and Reception there are six main half termly 'themes' which run across the year. These themes are broken down into smaller units to ensure that all areas of learning are covered across the year. High quality texts have been matched each theme and are used as stimulus to learning at the beginning of each week. Important cultural events and real life experiences are also interwoven into long term planning.

Medium term plans. Planning takes place half-termly. Objectives are chosen from the whole school progression documents and Development Matters guidance to meet the needs of children. Objectives are planned to ensure balance, continuity and progression. Any identified gaps in learning are considered and medium term plans adjusted accordingly to meet the needs of the cohort.

Medium term plans provide the key objectives that will be covered over the half term and outline the key teaching inputs, learning experiences and focus activities that will be taught. Medium term plans will also include links to display and role play areas. Medium term plans are used as a guide for weekly planning. The objectives and activities are reviewed on a weekly basis during planning meetings and adjusted to meet the needs of the pupils.

Short term plans. Planning meetings are held weekly. At these meetings learning objectives are reviewed and adjusted from Medium term plans. The activities are then set out on our short term planning sheets. The plans are adapted accordingly at this stage and will identify the role of the adult. Plans will also identify assessment opportunities. Short term planning will be completed by teachers each week for:

Reception

- RWI groups
- Handwriting
- Maths Carpet times
- Continuous provision inside and outside (Including children for targeted support).
- Literacy Focus plan
- Maths Focus plan
- Topic focus plan
- Key person plan (PSE and Wellbeing)

Pre-School

- Phonic groups
- End of Day carpet sessions both am and pm (Stories, Maths input, singing etc.)
- A focus plan- teaching/practicing key skills
- Continuous provision plan (Inside and outside). These will identify children's next steps and highlight target pupils.

Organisation and Management

The daily routine involves carpet times, this may be whole class or small groups, adapted according to need. Children will also access continuous provision time. During continuous provision time there is a balance of adult-directed and child initiated activities, delivered through indoor and outdoor play. As children grow older and their development allows, the balance gradually shifts towards more adult led activities to help prepare children for more formal learning, ready for Year 1.

Continuous Provision time

The adult's role during this time is to observe how children interact with peers and solve problems. It is also an opportunity to see which aspects of learning are embedded. Adults are expected to co-play, entering into the children's activities and extend learning. Adults are expected to model good language and provide high quality interactions. The children are encouraged to be independent, making their own choices in the learning. They are also expected to put away materials independently. In Reception during continuous provision children will also access small focus group activities across the week. Depending upon the needs of the cohort, adults may also provide play based targeted support within the provision areas to identified children.

Small focus group time (Adult-directed)

Adults will:

Introduce new learning

Model key skills and language

Support children to practise skills and knowledge and apply independently

Extend or support children's learning

Ask open-ended questions

Carpet time/Direct teaching time

This will take place every day for all children. Adults will use this as a direct teaching time, singing songs, finger rhymes, reading /telling stories, talking about special events, teaching important concepts or knowledge. The length of carpet sessions is dependent upon the stage and needs of the children and therefore will vary. Some children may work in large groups, small groups or on a one to one basis during this direct teaching time.

Weekly Meetings

Mondays- Outdoor meeting

Wednesday- Staff meeting

Thursday- Planning meeting

Assessment in the Early Years

Reception Baseline (RBA)

The Reception Baseline Assessment (RBA) is a short assessment that is taken in the first six weeks in which a child starts reception. Teaching staff will complete assessments in Literacy,

Communication and Language and Mathematical areas of learning. Staff will use knowledge collected from these assessments, as well as knowledge gained from their own observations and interactions to plan an appropriate curriculum matched to pupil's needs and next steps. Staff will also use any records or information sent from previous settings to inform their judgements.

Early Learning Goals and Profile

Across the year, teachers discuss and monitor those pupils who are not on track and identify those who need additional learning support, putting appropriate teaching in place. At the end of Reception, the EYFS profile is completed for each child. Teachers will draw upon their practitioner knowledge to make holistic, best fit judgements about each child's development against the 17 Early Learning Goals. Teachers indicate whether they are

- (2) Meeting expected levels of development
- (1) Not yet reaching expected levels, 'emerging'.

Assessment and Evidence

Assessment is primarily based upon practitioner knowledge of what each child knows, remembers and can do. During continuous provision practitioners spend time interacting with children, directly supporting their learning and development and assessing what they can do independently.

Practitioner knowledge and judgements will be largely based on the observations and interactions during day to day activity in the classroom. Staff will also informally check what children have learnt through recall activities and questioning. Teachers will also use feedback notes and jottings from short term planning documents, focus tasks and weekly planning meetings. Teachers may also use children's Read, Write Inc. and handwriting books to help support their judgements. Seesaw records and photographs noting experiences or children's significant achievements will also be used to supplement their knowledge of each child.

Key assessment points for Phonics and Maths are built in over the year to check what has been learnt e.g. letter and sound correspondence/ numbers children know. This aids teachers as they are more aware of what pupils know and can do independently and help adjust their medium term planning.

Seesaw

Seesaw is used as a recording file to evidence that learning has taken place. Staff in the early years record key moments of children's learning from focussed activities, whole class lessons or children's independent play on Seesaw. These records are used to support discussion when judging children's level of development and attainment against the Early Learning Goals. Parental voice from Seesaw or conversations with parents can also be used to support judgements.

Floor Books

Floor Books are used to gather photographs, pupil voice and samples of children's work to celebrate and show what learning has taken place over the year. This includes topics the children learn about, photos of any trips or visitors and any special 'WOW' moments.

Focussed teaching Sessions

During taught sessions, practitioners will use a range of AFL strategies to observe and assess what they have learnt. Practitioners will record on plans, in a simple way, particularly noteworthy achievements and identify those pupils who need further support or consolidation. During weekly focus tasks, practitioners will record whether the child has met the objective and indicate the level of support needed to complete the task, adding any further comment if needed. These documents will support discussions at weekly team meetings in order for teachers to adjust planning and plan next steps in learning.

Planning Meetings

Planning meetings are held weekly. During these meetings practitioners reflect upon the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Practitioners reflect upon day to day informal feedback from taught sessions and interactions during continuous provision to assess what learning has been embedded, needs further practice or consolidation.

Tracking and Pupil Progress meetings

All this information will be used to identify children's progress. Children's progress is tracked through the statements and banding from Development Matters document 2021. Staff hold meetings across the year to support each other's judgments and update tracking documents.

Tracking data is reviewed at baseline, midyear and end of year to inform future planning both at an individual, small and large group level. Class teachers will review progress at least once per term to ensure individuals and groups are monitored and targeted and focus areas of learning are identified. Children's progress will be reviewed with the AHT during Pupil progress meetings each term. This information will also be used to inform both medium/short term planning and identify key targeted support groups within the provision.

At the end of Reception each child will be discussed with Year 1 teaching staff. If a child has not achieved the early learning goals, then the Year 1 teacher will work on these throughout the autumn term in Year 1.

Moderation

Moderation of EYFS profile assessments is a collaborative process with colleagues. Within school, teachers discuss and informally agree assessment judgements with other practitioners including Preschool and Year 1 staff. Practitioners also use exemplification materials in order to make accurate judgements and ensure consistency. Early Years practitioners also attend local cluster meetings to support and develop their understanding of the ELG's.

Special Educational Needs

Practitioners will work with parents to identify learning needs and respond quickly to any area of particular difficulty, developing an effective strategy to meet these needs. Early years staff use a variety of strategies to identify children who might have an identified need and require further support, these are:

Preschool

- Transition meetings and 'Play and stays'. Key information is gathered from previous settings and from Parents/Carers at play and stay sessions. This means any agency involvement or support from the inclusion team is identified quickly.
- Baseline information. Staff review whether any children highlighted as significantly below (Emerging into Birth to 3) and the early support tool is then used for these children.
- 'Wellcomm' assessments- are completed in the autumn term. Some assessments may trigger an instant referral to speech and language if children are 3/4 steps behind.
- Key assessment points are used throughout the year to identify children not making enough progress or interventions not having an impact.

Reception

- Transition meetings with Pre-school and feeder Nurseries and Inspire sessions with parents.
- Baseline information (RBA) and Cohort tracking baseline. Staff review whether any children are working significantly below (Birth to 3 age band)
- Test of abstract language and comprehension (TALC assessments) are complete by Speech and language therapist in the autumn term. Children who cause concern are quickly identified.
- Provision maps and group monitoring records, may also flag concerns if children are not making sufficient progress or interventions are not having an impact over time.
- End of year EYFS Profile data may also highlight children who may have an additional need.

The SENCO (Mrs Hughes) and EY SENCO (Miss Corkin) will work closely with Early Years staff and outside agencies will be contacted for advice if required. Up until the end of the autumn term in Reception, Wigan's Inclusion team will also be contacted. Practitioners may be required to attend regular IPM meetings in order to identify appropriate support. Support plans may also be written for key individuals or groups of children.

The school also provides access to both educational psychologists, Tess, play therapist, school counsellor and speech and language therapists who can provide support to parents' and one to one work with children and families.

Adapting teaching

At St Gabriel's we are committed to ensure all pupils, whatever their ability or individual need will have equal access to the Early Years curriculum. Our aim is to provide pupils with

the same level of opportunities as others through quality first teaching and adaptive lessons. In order to ensure pupils with SEND achieve to the best of their ability, we adapt the challenge of the task to the child's ability, taking in to account each child's level of development.

Teaching in Early Years is very multi-sensory allowing every child to take part. Practical resources, and visuals are used to adapt learning for the varying needs of pupils. Provision areas contain a range of resources to cater for the needs of all pupils.

All children access the subjects taught within the timetable and staff will adapt the length of carpet sessions depending upon the stage and needs of the children or provide additional adult support to key pupils. Some children may work in large groups, small groups or on a one to one basis during this direct teaching time. Teaching is also adapted through high quality adult interactions and modelling. Adults sensitively adapt their level of questioning and use of Eklan strategies to ensure that all pupils can engage in the provision.

Toileting

It is the expectation of school that children are toilet trained before entry into the school setting. However, we appreciate in Preschool some pupils may still need support with toilet training. Staff are able to offer advice and provide links to health visitors to support parents.

In cases of frequent wetting or heavy soiling parents will need to meet with the Preschool teacher/ SENCO to discuss the child's toileting needs. A toilet training programme will be agreed which is to be followed both within Preschool and at home. If the child has an identified medical need, parents should inform early years staff as soon as possible, before starting at the setting. This is to ensure that a suitable care plan can be drawn up before admission. Parents will need to meet with the class teacher and SENCO to draw up suitable procedures and guidelines, in order to meet the needs of the individual child. Staff are expected to follow the intimate care policy whilst changing a child.

Equal opportunities

Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability, using such differences constructively to raise confidence and self-esteem. All children will be offered equal opportunities in terms of access to the curriculum, resources, time and adult support. Resources will be chosen to meet the interests of both girls and boys to counteract stereotypical images, enabling all children to demonstrate equal worth and capability.

Transition

Before admission, St Gabriel's offer a range of opportunities to make pupils and parents familiar with the expectations and design of the setting.

- Hold transition meetings (Inspire) throughout the summer term for parents and children new to Early Years. This provides opportunities for children to become more familiar with the staff and the setting.
- During these meetings key information is gained about the child's interests and the first assessments are made through observation.

- A booklet containing key information is given out to all new parents
- New starter visits are completed for each new child with a parent attending. Key information regarding needs, interests, safeguarding, health and consents are acquired.
- Meetings or visits are held with nursery settings before admission to St Gabriel's. Each child is discussed identifying any medical, child protection, attendance or inclusion needs. Information is also obtained from previous settings.
- Both Reception and Pre-School parents are invited to attend several stay and play sessions.
- Key parental meetings are held throughout the autumn term for new parents regarding RWI, Seesaw etc.
- Children will be assigned a Key Person once starting at the setting. It is the key person's responsibility to build secure relationships with the child and his/her family. The key person will help the child to become familiar with the setting. The key person (class teacher) will also act as a point of contact for parents.
- In the summer term, Reception staff take the children each week to spend some time in the Year 1 classrooms and familiarise themselves with the environment.
- Transition from Reception to Y1 is usually smooth as the children have many opportunities to become more familiar with the Y1 teacher e.g. Transition afternoons.
- During the autumn term in Y1 children will still have access to continuous provision.

Health and safety

Pupils are taught about safety within the curriculum and through assemblies and themed days e.g. Safety week, sun, road and E-safety days and lessons. There are only child friendly apps only on the iPad (Whole school blocking system for computers).

All welfare requirements set out in the early year statutory framework are met and relevant policies and procedures followed. In order to ensure the health and safety of all pupils in our care, practitioners are expected to carry out daily risk assessments of both the indoor and outdoor environment. There is a job system to both Preschool and Reception classrooms and only key staff are to activate these. Detailed risk assessments have been written and reviewed yearly to ensure that the environment, provision areas and key activities e.g. baking are safe for pupils. It is the expectation that all members of staff will know and follow all risk assessments written.

Enclosed outdoor spaces are secure and offer children the ability to explore a different learning environment. The number of children outside is monitored by adults. Activities are planned in the outdoor learning environment to help children develop in all areas of learning. All staff members ensure they follow the correct procedures for the arrival and departure of children. These procedures, as well as the missing child or lost child procedure are clearly displayed in the classroom. Before admission to the setting key information is collected about each child. Parents must identify which people are allowed to collect their children and provide a password for pick up. All teaching assistants are paediatric first aid trained.

Safety is paramount and we have a robust and effective whole school child protection and safeguarding policy in place to ensure the children in our care are protected. All staff receive safeguarding training each year and weekly updates from the Safeguarding manager via email. All other welfare and safeguarding requirements of the EYFS framework are met either in early years or whole school policies (See appendix 1).

Key person

In the early years the key person allocated to each child will be the class teacher, who will work collaboratively with the teaching assistant to ensure that every child's care is tailored to meet individual needs. Parents will be given the name of the child's teacher in the summer term before the child starts school. The Preschool teacher will be assisted by two teaching assistants and each Reception teacher by one. The class teacher will be responsible for communication with parents (See Key person policy)

Parental Links

Parents are valued as partners in the education of their children. Early Years practitioners play an important role welcoming them into the school community and encouraging them to be involved in the education of their children.

A 'new parents' event takes place in the summer term allowing parents to meet key members of staff, listen to the school's philosophy and aims and be informed about school systems. Parents are also shown ways in which they can prepare their children for school. Parents are invited to bring their children to school on three afternoons in the summer term prior to them starting school in the September. This allows new pupils to meet other children, members of staff and become familiar with the classroom.

There are two parent's evenings that take place in the school year when parents will have the opportunity to discuss their child's progress with the class teacher. Parents also received an end of year report outlining their child's attainment against the Early Learning Goals and our Core Values.

Throughout the year staff invite parents into school for workshops e.g. reading meeting or to attend library sessions and workshops in Preschool. Parents are also encouraged to join in enrichment days and special celebrations such as class assemblies, Christmas plays, Harvest, Easter bonnet parade, Sports days, Graduation and fund raising events.

Parents are encouraged to contribute to children's learning journals by completing WOW sheets or sending Seesaw postcards.

Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.

- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Statutory framework for the early years foundation stage](#)' in line with statutory requirements.

The headteacher will be responsible for:

- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the '[Statutory framework for the early years foundation stage](#)'.
- Monitoring and ensuring the educational provision and practice supports a range of learning needs and develops children's independence.
- Monitoring teaching and learning to ensuring high-quality teaching provision throughout the early years stage.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues and the governing board
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Understanding and acting in accordance within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough, up to date working knowledge of:
 - DfE (2021) 'Statutory framework for the early years foundation stage'
 - DfE (2022) 'Early years foundation stage profile: 2023 handbook'
 - DfE (2022) Reception baseline assessment (RBA)
 - STA (2022) Early years foundation stage: Assessment and reporting arrangements.
- Supporting the policies, ethos and vision of the school and actively promote high levels of achievement in the early years stage.
- Planning and delivering a creative and stimulating curriculum based on the educational programmes.
- Ensuring provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for delivering high-quality teaching and learning in their class
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Monitoring the progress of children and report evaluated data to the Early Years Lead.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.
- Ensuring that all children they support receive learning tailored to their needs.
- Acting as a key person and helping children become familiar with the school and acting as a point of contact for children and their parents.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Engaging with parents to support them in guiding their child's development at home. Helping families with more specialist support, where required.

Monitoring and Evaluation

The effectiveness of this policy will be monitored by the Early Years Leader in consultation with the Headteacher and Early Years staff.

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

The next scheduled review date for this policy is May 2024.

Appendix 1: List of Statutory policies and procedures for the EYFS

Statutory policy or procedure for EYFS	Where it can be found
Safeguarding policy and procedures	See Whole school - Safeguarding, Child protection and Early help policy
For children who are ill or infectious	Whole school - Health and Safety Policy
Administering medicine policy	Whole school - Medication and Medical care Policy
Visitor identification Procedure	See Whole school - Safeguarding, Child protection and Early help policy. Office displays
Procedures for a parent failing to collect a missing child or for missing children	See Whole school - Displayed in each classroom and in EY file
Emergency evacuation policy. (Fire, Lockdown)	See Whole school- Displayed in Classrooms
Procedure for dealing with concerns or complaints	See Whole school - School Compliments and Complaints Procedures Policy

In addition	
Procedures for dealing with Behaviour	Whole school behaviour policy
Procedure for keeping children safe on line	Whole school - E-Safety Policy
Key person policy (EY)	EY File
Health and Safety /Risk assessments in EY	EY File
Intimate care policy (EY)	EY File