



## **Foundation Stage (Early Years) Policy 2022**

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APPROVED BY: Teaching and Learning Committee

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## **1. Statement of intent**

Every child deserves the best possible start in life. At Naphill and Walters Ash School we greatly value the importance of the Early Years Foundation Stage (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 DfE guidance and legislation and seeks to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs 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.

## **2. Legal framework**

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

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2021) 'Statutory framework for the Early Years Foundation Stage'
- DfE (2021) 'Development Matters' Non-statutory curriculum guidance for the Early Years Foundation Stage

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy: Pupils
- Complaints Procedures Policy
- Keeping Children safe in Education (KCSIE)

## **3. Roles and Responsibilities**

The **head teacher** is responsible for:

- Acting in accordance with the 'Head teachers' standards' and the expectations of the school community.
- 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.
- Promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Establishing and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establishing effective curricular leadership.

- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum and ensure effective use is made of formative assessment.
- Forging constructive relationships beyond the school, working in partnership with parents and the local community.

The **Early Years/Key Stage One Lead** is responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up to date with current statutory and non statutory guidance, Ofsted expectations, including Early Years Team and the SLT.
- 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'. (DfE 2021)
- Ensuring the educational provision and practice is based in the Characteristics of Effective Teaching and Learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the Early Years Stage.
- Ensuring the requirements for the Early Years Stage, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the head teacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- 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 to support professional development.
- Assigning a key person to support the needs of each child and their family.

The **key person** in our case is the child's class teacher or in the case of a job share one of the class teachers, is responsible for:

- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents

All **Early Years staff** are responsible for:

- Acting in accordance with this policy at all times.
- Maintaining their professional knowledge and understanding of statutory documentation.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Having proper and professional regard for the ethos, policies and practices of the school.
- Demonstrating consistently high standards of personal and professional conduct.
- Having a firm understanding of child development and age-appropriate needs.
- Supporting and promoting children's early education and development in the EYFS.
- Planning and delivering valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children.
- Identifying the needs, interests and stages of development of individual children.
- Using formative and summative assessment to track children's progress to plan next steps and shape learning opportunities.

- Working cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress.
- Liaising closely with parents to help them promote their child's health, wellbeing, learning and development.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.
- Considering whether a child may have SEND which requires specialist support, and knowing and understanding the policy and procedure to follow to provide this.
- Taking charge of their own personal development, including undergoing additional training, and identifying what support they need to benefit children and the provisions in place to support them.

#### **4. Our School Context**

The Foundation Stage applies to children in the reception year. In our school, all children join us at the beginning of the school year in which they are five and start full time. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage. We are a two form entry school. We take children from a large number of preschools (10 in Sept 2021 and a further 3 who had not attended any setting, 7 in Sept 2020 and a further 4 who had just moved into the area, 16 in Sept 2019) and try to ensure our curriculum builds on what they already know. Our school not only takes from a wide catchment area but alongside the Village populations takes children from the local RAF base incorporating children from a range of social and economic backgrounds.

Our Foundation Stage curriculum;

- builds on what our children already know and can do
- ensures that no child is excluded or disadvantaged
- offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors
- provides a rich and stimulating environment.

#### **5. Aims of the Foundation Stage**

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being
- positive attitudes and dispositions towards their learning
- social skills
- attention skills and persistence
- language and communication
- reading and writing
- mathematics
- knowledge and understanding of the world
- physical development
- creative development

#### **6. Teaching and learning style**

Firstly we establish good partnerships between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement. Teachers and staff have a good understanding of how children develop and learn which informs

their planning. We use a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, extend and develop play and talk or other means of communication. Teachers carefully plan a curriculum that helps children achieve their full potential in all curriculum areas. We plan for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. We constantly encourage children to communicate and talk about their learning, and to develop independence and self-management. Teachers support learning with extensive and accessible indoor and outdoor space, facilities and equipment. Staff identify the progress and future learning needs of children through observations and assessments which are shared with parents on a termly basis at a parent consultation evening or through a report and regularly on Tapestry. Tapestry posts also offer parents suggestions on how to develop or consolidate their child's learning at home.

## **7. Play in the Foundation Stage**

Play is an essential and vital part of how children learn. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. (See full play policy attached)

## **8. Inclusion in the Foundation Stage**

All children are valued as individuals, irrespective of any protected characteristics, in line with the Equality Act 2010. The Equal Opportunities Policy: ensures that the needs of all children are met, regardless of their protected characteristics.

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

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

We give our children every opportunity to achieve their best. We do this by taking into account our children's range of life experiences when planning for their learning. We set realistic and challenging expectations that address the needs of the whole child and challenge them to reach their full potential. Provision is made for left and right handed children, visual timetables are in place and we have recently supported children with communication issues by using Makaton and visual sign supported communication. We plan to meet the needs of all children regardless of gender, ethnicity or SEND. A variety of SEND issues have been catered for in various ways for example by putting in extra teaching assistant support, making changes such as adding rails and specialised chairs. The site is all on one level and we have catered for children with a frame as well as those with physical disabilities. Space has previously been made for an autistic child who needed an individual working station and used again with children who are easily distracted.

We meet the needs of our children by:

- planning opportunities that build upon past experiences and that extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies both inside and out based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping

- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and involving other agencies when necessary.

## **9. The Foundation Stage Curriculum**

The curriculum for the Foundation Stage reflects the areas of learning identified in Statutory Framework for the Early Years Foundation Stage (EYFS 2021)

The EYFS is based upon four principles:

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

### **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. We do this by our Inclusive Policy and following the safeguarding and welfare guidelines in the Statutory Framework for the Early Years Foundations Stage (EYFS) 2021.

We:

- promote good health, preventing the spread of infection and take appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

### **Positive Relationships**

We recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We do this by recognising parents as partners and liaising closely.

All staff involved with the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The child's class teacher acts as 'Key Person' and is supported by two full time Teaching Assistants who also supervise lunchtimes for continuity of care. We have good links with many of the local pre-schools and nurseries, making visits to them in the summer term as well as attending network meetings to discuss current topics.

### **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

## The Learning Environment

The Foundation Stage area is extensive comprising two classrooms each set up representing all areas of learning, a well-resourced shared Creative area, a shared Courtyard area and an Outside Classroom. Each one is set up to allow children to explore and learn securely and safely. There are areas where the children can be active and also be quiet and rest. The resources are clearly labelled so children are able to find equipment and resources independently. The outdoor areas have a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It allows children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

## 10. Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. (See section on Learning Styles.) Play underpins all learning and has its own policy (attached). Play encourages active learning and produces creativity and critical thinking. In this way children learn through physical and mental challenges interacting with their peers in a variety of situations. Our Foundation Stage timetable works on teacher directed activities within the morning session and allows more opportunities for child initiated learning both inside and out every afternoon. Within the morning session the children not working with an adult have the freedom to choose from the activities on offer within the area they are working in. During the afternoon session, staff will support child initiated play as required and make observations and assessments. Specific target groups will also run in the afternoon to give some children extra support or to extend others. Play situations are used to teach all areas of the curriculum.

Play will encourage children to;

- Explore and experiment
- Make sense of and relate to their world
- Develop problem solving and organisation
- Develop language and communication skills
- Develop their imagination through a variety of role play and small world play
- Develop social skills
- Cope with success and failure
- Make choices and learn about decision making
- Share and take turns
- Learn about rules and the need for them
- Express themselves and their fears
- Take time to practise and refine new skills
- Take risks and learn about boundaries
- Learn to interact safely within the environment and with their peers

Learning is divided into Prime and Specific areas. The Prime Areas are fundamental they run through and support learning in all other areas. The Specific Areas provide an important context for learning and include essential skills and knowledge.

The '**Prime**' areas of learning and development are:

- **Communication and language**
  - Listening, attention and understanding
  - Speaking



- **Physical development**
  - Gross motor skills
  - Fine motor skills
- **Personal, social and emotional development**
  - Self-regulation
  - Managing self
  - Building relationships

The '**Specific**' areas of learning and development are:

- **Literacy**
  - Comprehension
  - Word reading
  - Writing
- **Mathematics**
  - Numbers
  - Numerical patterns
- **Understanding the world**
  - Past and present
  - People, culture and communities
  - The natural world
- **Expressive arts and design**
  - Creating with materials
  - Being imaginative and expressive

These areas all have education programmes outlined in the Statutory Framework and further explained in Development Matters July 2021 which we also follow in school.

Whilst planning we also consider and develop the '**Characteristics of Effective Teaching and Learning**':

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things  
(pg. 16 Statutory Framework for the early Years Foundation Stage Sept 2021)

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. The characteristics of learning look at how the child reaches out to and relates to people and the environment it also underpins learning through all the areas helping the child to remain a motivated and effective learner.

Throughout the year we are working towards the Early Learning Goals which the child is assessed against at the end of June.

## **Communication and Language**

### **Listening, Attention and Understanding ELG**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Speaking ELG**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Personal, Social and Emotional Development**

### **Self-Regulation ELG**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing Self ELG**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### **Building Relationships ELG**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **Gross Motor Skills ELG**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills ELG**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Literacy**

### **Comprehension ELG**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **Word Reading ELG**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing ELG**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **Number ELG**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns ELG**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### **Past and Present ELG**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

### **People Culture and Communities ELG**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **The Natural World ELG**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Expressive Arts and Design**

#### **Creating with Materials ELG**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

#### **Being Imaginative and Expressive ELG**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

(Early Years Foundation Stage Profile Handbook 2022)

## **11. Curriculum planning**

For children to make progress in learning, appropriate planning is important. When planning the curriculum, the school will ensure that:

- Diversity and inclusion are at the heart of planning, ensuring provision enables every child access to engaging and challenging learning.
- Staff observations and ongoing formative assessments are used to inform planning and create an accurate and informed picture each child.
- When planning teaching, it considers:
  - The stages of children’s development.
  - Children’s individual needs and interests.
  - The learning environment, inside and outside.
- Staff develop knowledge of children and their families and use this information to inform practice and provision.
- There are sufficient amounts of time and resources available for staff to engage in planning and assessment activities.
- Curriculum plans are flexible working documents which will be adapted and changed to respond to the needs and interests of children.

We plan half termly topics based around a key story which the children learn the Pie Corbett actions to. The children have access to a wide and diverse range of continuous provision both inside and outside all year round. Most other learning is based around the Topic or story and so is the enhanced provision. Termly curriculum maps are shared with the parents.

## **12. Assessment**

Assessment plays an important part in helping the school to recognise children’s progress, understand their needs, plan activities, and assess the need for support. In line with statutory requirements, the school will undertake a summative assessment of each child’s development at certain stages.

These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.

- 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.

Throughout the Foundation Stage, as part of the learning and teaching process, we assess each child’s development half termly. These assessments inform future planning opportunities and are shared by staff at a weekly meeting. This information is also used to set targets for each child in the Autumn, Spring and Summer terms which are shared with parents. These assessments are made on the basis of our accumulating observations and knowledge of the whole child. On the spot observations are made on sticky labels, longer individual observations are done as needs arise and checklists are kept of all teacher directed activities. Observations and assessments are posted on Tapestry usually several a week for each child, so parents are kept well informed about formal assessments but also daily achievements and milestones for them. These daily observations and checklists from each teacher directed activity inform the next weeks planning. By the end of the summer term the children are assessed against the Early Learning Goals, which describe the typical child development at the age of 5. The assessment will give one of 2 outcomes

- meeting the level of development expected at the end of the EYFS (expected)
- not yet reaching this level (emerging)

These assessments are best fit and are reported to parents and County at the end of the summer term.

### **13. Sanctions and Rewards**

We expect all children to follow the following ‘Golden Rules’;

- Use your inside voice
- Put things away
- Walk, not run
- Be polite
- Put your hand up
- Share with others
- Take turns

In Foundation Stage unit we implement a simplified version of the code system which is effectively used in the rest of the school. Children will still be rewarded with verbal praise, stickers and stamps. Each classroom will have a ‘Well Done’ board for the children who go the extra mile and do something above the normal.

Sanctions have been divided up into different coloured categories each with a corresponding coloured board where the child’s name will be put if a code is given out. Orange for minor offences; a warning will be issued first and then a code given if the behaviour is repeated. Blue for more serious offences or repeating code orange behaviour, in addition parents will receive a slip home explaining briefly what their child did and asking them to sign and return the slip to say they have spoken to their child about their behaviour. There are red and purple codes for more serious offences the chart below identifies the kinds of behaviour which fit into each of these colours and the consequences of each.

If you have been given an orange or blue code in that session at the start of the next session your name will move off that colour code so you start afresh in your next session. We feel this will be more motivating for children to try again to do their best in each session. Orange and blue codes will be recorded on a checklist so we can identify any patterns of behaviour and record how many codes have been issued.

If a child receives no codes all week they will still receive a weekly 'Well Done' certificate with the class theme on it. They will also receive a half termly certificate if they keep the golden rules and not receiving a code all half term – these really are an achievement and should be celebrated. This system has been very successful, but some children, due to a particular behavioural problem or personal needs may also be on a personal chart to target a specific behaviour. In this way we hope to be fair to all children and encourage and motivate them to behave well, and fully participate in our school.

# Behaviour Codes Foundation Stage Year R Updated 2021

## REWARDS

**We want to celebrate your good behaviour with:**

- Praise and general Stickers
- Put on the special class 'well done' board and special well done sticker
- You will get a weekly certificate if you do not have any codes
- Special half termly certificate for those who do not receive any codes.

**If you choose to behave unacceptably you will receive a code:**

## CODE ORANGE

**You will be given 1 verbal warning first.**

**If you repeat the behaviour in a session you will be given a code orange which will be recorded.**

**This will be for any of the following:**

- Not putting your hand up and calling out before the teacher invites you to speak.
- Not using your indoor voice
- Not looking after equipment and toys
- Not lining up quietly
- Saying unkind things
- Not tidying up when you have been asked to.
- Not sharing

**If your child receives more than 2 code oranges in a session or repeats the code orange behaviour then they will be given a code blue.**

## CODE BLUE

**This is serious. You will be given a code blue if you already have 2 code oranges and repeat the same behaviour in a session.**

**It will also be given for any of the following:**

- Not telling the truth.
- Refusing to do as an adult asks.
- Not following instructions.
- Hurting people on purpose.
- Deliberately breaking or damaging toys or equipment.
- Being rude to anyone.

**For each code blue your child will immediately be given 5 minutes time out.**

**A slip will be sent home to parents/ carers that needs to be signed and returned.**

## CODE PURPLE

**This is very serious. You will be withdrawn from the learning environment and parents and the head teacher will be informed.**

- Repeating code blue behaviour.
- Behaviour such as biting fighting, spitting, hurting adults.
- Severely disrupting lessons.

## CODE RED

**This is extremely serious. The head teacher and your parents will be informed. It may lead to exclusion.**

- Repeating code purple behaviour
- Planned violence /abuse/ theft/ vandalism/ racism/ persistent bullying
- Physical aggression towards any member of staff.

## **14. Forest School**

Our children will have a Forest School session once every 2 weeks. As a group of about 15 children they will go and visit our site in Bradenham woods and participate in a variety of activities that develop personal, social and communication skills as well as fostering a love of the natural environment. The group will be accompanied by a Forest School Leader a Forest School Teaching assistant, both of whom have been trained in outdoor first aid and 2 other adults.

Forest school sessions include time for free play, exploration and social interaction. It is also carefully structured to allow for specific play opportunities within this unique environment. Play during Forest School sessions allow children a huge sense of freedom and help to stimulate curiosity and creativity. Forest School offers a particularly rich and diverse play environment offering the unique opportunity for children to experience challenge, to develop self awareness in managing their own risks according to ability and confidence within a safe and managed environment. This kind of play is fundamental to the healthy development and well being of individuals. (For more information about Forest School see Forest School policy and leaflet for parents). Currently due to Covid related issues Forest School has been running less regularly on the school field.

## **15. The role of Parents/Carers**

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this in the following ways:

- talking to parents about their child before their child starts in our school
- the teacher visits many children in their pre-school setting prior to them starting school
- all children have the opportunity to spend time with their teacher before starting school
- inviting our main feeder pre-schools to come and visit in the summer term
- inviting all parents to an induction meeting during the term before their child starts school
- offering parents regular opportunities to talk about their child's progress in our reception class
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress in the spring and or summer term
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- sending home half termly letters detailing the topic and learning for that half term and asking if any parents have a skill relating to the topic that they can share.
- via Tapestry parents have the ability to comment on their child's learning and to post observations of their own.
- Termly targets and assessments are shared with and discussed at the termly parents meeting.

## **16. Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Resources are constantly updated and rotated. They are checked for safety and routinely cleaned. We add resources that link to recent areas of learning, topics etc. This allows children to consolidate or extend their learning in their own time/way.



## **17. Induction Procedures**

During the spring term the County Council issues an allocation letter to parents. Parents are invited to an Induction evening meeting in July and receive an Induction booklet containing all the information about the Reception Year. During Covid this information was shared in the form of a PowerPoint and virtual tour with a Talk from the Head Teacher. In June the teachers visit a variety of pre-school settings and children from local pre-schools visit school. During Covid we phoned all the pre-school and where the child was out of a setting we phoned the parents to discuss each child. There is an out of area visit for all children who cannot attend with their preschool. During Covid more limited visits with the local pre-school were offered and children only attended part time for the first week. Also in July there is an after school visit for parents and children to visit their new class teacher and meet their peers. Teachers meet with staff at the main feeder pre-schools and have a handover meeting to discuss the needs of their children. Parents are asked to fill in several forms giving teachers information about their child and all pre-school are asked to fill in a report informing teachers about the skills and abilities of their children. On the day the child starts school there is an informal timed appointment between the parents and the child's class teacher to discuss any issues arising over the summer and to establish a good relationship. With so many children coming in from out of area new families are often given a personal guided tour if they have been unable to make the other visits. During Covid Tapestry accounts were set up early and each member of staff read a story which was posted on line for the children to watch with their parents so they were familiar with all the teaching team.

## **18. Transition to Year 1**

Children are already familiar with a large amount of the main school. We play on the same playground as the rest of the school, eat in the hall/dining room like everyone else, assess the school field and hall for PE. During break time and our outside games sessions our children access the KS 1 toilets and we regularly walk past the Year 1 classroom. The children also go into Key Stage 1 Celebration assembly so are familiar with the teaching staff. All of this helps the transition to Year 1. To further support children during the end of the summer term, Year 1 teachers come down several times to visit/read stories and the children have several afternoon visits with their new teacher and classmates. This enables the children to be familiar with their new surroundings and confident to move around the larger school environment. During the summer term we aim to work more formally with the children in preparation for starting the Year 1 curriculum. The Year 1 teachers adapt their curriculum initially during that autumn term to follow a more play-based curriculum and we share the Courtyard Area during this first half term.

## **19. Monitoring and review**

The quality of teaching is continuously monitored, and any concerns are raised with the Early Years Leader.

This policy is reviewed by the Early Years/Key Stage 1 Leader, Head Teacher and Governing Board on an annual basis. The next scheduled review date of this policy is Sept 2022. Any changes to this policy are communicated to parents and staff members, who can request a copy of the policy from the school office and a copy is on the school website.

J. Pascoe  
Updated February 2022