



Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork

EYFS Policy

Reviewed	October 2023
Next Review Date	October 2025

This Policy for EYFS has been formulated by Staff and Governors of the School to support the aims of the School. In particular, the children in our care will be happy, confident and independent who will contribute to the Local Community. This policy will also embody our aim to use our RESPECT characteristics to promote positive relationships, experiences and behaviour with a calm and consistent approach. The effectiveness of these policies will be reviewed on a regular basis by Staff and Governors to ensure they continue to support our aims. We aim to promote these policies across the Community in order to ensure that they are living documents which support us in our everyday work.

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Section 1

Parental information and Operational Plans

Aims

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

This policy aims to ensure:

- **Quality and consistency** in early years, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Statement of Intent

New Delaval Primary is a welcoming and vibrant school, recognised as being at the heart of its community. We are a school that grows together through hard work, respect and positive partnerships. We are proud of our rich local heritage and will continue to use it to build a bright future for our children.

We will set high expectations, which will be achieved through nurturing relationships and in partnership with families and support networks. Our holistic approach ensures that individuality is recognised and encouraged to thrive. We will use our respect characteristics to promote positive relationships, experiences and behaviour with a calm and consistent approach.

Our children will be happy, confident and independent. They will be respectful, empathetic learners, with a strong sense of social consciousness. They will be best prepared for their future with ambitious aspirations that will contribute to the local community

Legislation

This policy is based on requirements set out in **Statutory framework for the early years foundation stage** and non-statutory curriculum guidance for the early years foundation stage (Development Matters).

OFSTED

New Delaval Primary school was last inspected in 2019 as Good.

For parents:

- Please follow the link to view the OFSTED report
https://www.newdelaval.northumberland.sch.uk/web/ofsted_report_2019_/409284
- Please follow the link below to complete a parent view survey: <https://parentview.ofsted.gov.uk/>

SEND

Children develop and learn in different ways and at different rates.

At New Delaval Primary Foundation Stage we recognise that every child is unique and consequently 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.

In Foundation Stage at New Delaval Primary we feel that the features of effective teaching and learning reflects the following:

- the partnership between staff and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement, also that parents feel comfortable to approach staff and there is a mutual respect for both school and home
- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards and achieve the Early Learning Goals by the end of Foundation Stage.
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space.
- The identification of the progress and future learning needs of children through observation and assessment, which are shared with parents.
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it
- The regular identification of training needs for all adults working at the Foundation Stage.
- Should it be felt that additional advice may be needed when reviewing a child's progress then there will be a referral to our SENCO and also parental/carer discussion. We may seek the advice/support of outside agencies such as speech and language, health visitor, Portage

and Educational Psychologists. We may have Intervention Groups who will support individuals/groups in areas of development that require extra support at that time.

- Northumberland County Council Local Offer for SEND children can be found here: <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Early-Years.aspx>

Staffing structure

EYFS Structure and hours:

	Age of children	Hours
Preschool <i>Staggered intake Sep, Jan and April</i>	2 - 3 years	12:30 – 3:30
Nursery <i>Staggered intake Sep, Jan and April</i>	3 - 4 years	8:45 – 11:45 or 12:30 – 3:30
Reception <i>Intake Sep</i>	4 - 5 years	8:30 – 3:15

Nursery sessions run primarily in the morning and an afternoon session will run dependent on the number of children. New Delaval Primary school have the right to change whether a child attends the morning or afternoon session depending on staffing arrangements. Parents will always be given plenty of notice if a session was going to change.

Staffing Structure

Class and Age of children	Staffing Ratios	Staff and Qualifications
Preschool - 2 - 3 years Up to 8 children	For children aged two: there must be at least one member of staff for every five children at least one member of staff must hold an approved level 3 qualification at least half of all other staff must hold an approved level 2 qualification	Julie Duff – EYP - Level 4 Paula Long – Level 3
Nursery - 3 - 4 years Up to 26 children	For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:	Helen Robson – QTS Julie Duff – TA - Level 3 Paula Long – TA - Level 3

	<p>there must be at least one member of staff for every 13 children</p> <p>at least one other member of staff must hold an approved level 3 qualification</p>	
<p>Reception - 4 - 5years</p> <p>Up to 30 children</p>	<p>Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.</p>	<p>Charlotte Johnson – QTS</p> <p>Amy Gibson – TA - Level 3</p> <p>Louise McRae – HLTA – level 4</p>

Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework for EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

New Delaval Curriculum Design: As a team we have looked at the makeup of our cohorts and have designed 3 key experiences which we feel children at New Delaval Primary School need to ensure cultural capital.		
Intent	Implementation	Impact
<p>To feel safe and secure. <i>Why?</i> We are some children’s security. We are some children’s consistent. Some children’s home lives are complex.</p>	<ul style="list-style-type: none"> • THRIVE • Positive reinforcement • Establish strong routines • Good role models • Consistent rules and boundaries • Responsive staff • Strong relationships with children • Encourage friendships • Parental involvement • Appropriate handling of behaviour • Recognise feelings • Calming – nurturing • Safe space • Appropriate environment • Real objects – homely • Happy, caring environment 	<ul style="list-style-type: none"> • Explore freely • Be confident • To be familiar with experiences they have • To build strong relationships with staff ad peers • To give children the best chance to think and grow • Support good transitions from home to school • To allow children to embed learning
<p>Reading <i>Why?</i> Build strong relationships Vocabulary Gaps Some children don’t experience this at home Some children don’t have access to books Spend quality time in key groups</p>	<ul style="list-style-type: none"> • Core rhymes • Core books • Books gifted • Give time to use and embed new vocabulary • Provide quality reading books for home – school • 1:1 quality time with an adult • Linked to phonic teaching • Opportunities to innovate • Predict • Encourage a love and a passion for reading 	<ul style="list-style-type: none"> • To know stories well • Understand what is being read • Talk about stories they enjoy • Learn and use new words • Love stories • Improve concentration • Learn about the world • Use language in play

	<ul style="list-style-type: none"> • Story maps 	
<p>Cooking / baking Why? Vocabulary Gap Covers all areas of learning Spend quality time in key groups Build strong relationships Some children don't experience this at home</p>	<ul style="list-style-type: none"> • Communicating • Taking turns / sharing • Tap into some home experiences • Develop language and vocabulary • Listening and attention • Quality time with an adult • Encourage healthy eating • Develop life skills • Descriptive language 	<ul style="list-style-type: none"> • To make choices on how to do things • Develop confidence • To try new foods • Listening and attention • Name foods and objects • Explore and describe textures • Use mathematical concepts • Explore cultures / foods/ festivals • To use utensils • Measure for a purpose

The curriculum as outlined in the 2021 statutory framework for EYFS:

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

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.

ELG: Speaking

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

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

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.

ELG: Managing Self

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.

ELG: Building Relationships

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

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills

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.

ELG: Fine Motor Skills

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

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

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.

ELG: Word Reading

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.

ELG: Writing

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

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape,

space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG: Number

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.

ELG: Numerical Patterns

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

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

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.

ELG: People, Culture and Communities

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.

ELG: The Natural World

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

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials

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.

ELG: Being Imaginative and Expressive

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.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Staff should plan meaningful and purposeful lessons which enrich children's language, vocabulary and communication by using real life experiences, objects and natural materials. The environment should also be a reflection of this.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff should identify children who are at risk of falling behind and plan how they are going to support those children get on track.

Children learn through the three characteristics of effective teaching and learning which are:

- **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

We plan for each child to be assigned a key person. Staff must inform parents and/or carers of the name of the key person, and explain their role. The key person must help ensure that every child's learning and care is tailored to meet their individual needs through discussion with the class teacher. The key person must seek to engage and support parents and/or carers in guiding their child's development at home alongside the class teacher. They should also help families engage with more specialist support if appropriate alongside the class teacher

We will plan for a quality learning experience for children which requires a quality workforce. A well-qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Four guiding principles should shape practice.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates.

A Unique Child

At New Delaval Primary Foundation Stage 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 circle times and reward stickers, to encourage children to develop a positive attitude to learning.

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Positive Relationships.

At New Delaval Primary Foundation Stage we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, we must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1.

When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Enabling Environments.

At New Delaval Primary Foundation Stage we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in the seven areas of learning with planned continuous provision.

The environment should also reflect experiences they have from home. Using real objects and natural resources to create a calm influencing atmosphere rich with language and curiosity.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

Practitioners need to decide what they want children to learn through the use of New Delaval Primary School progression maps and EYFS checkpoints, and the most effective ways to teach it.

Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently.

Seven Key features of effective practice:

1. The best for every child

All children deserve to have an equal chance of success. High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. When they start school, children from disadvantaged backgrounds are, on average 4 months behind their peers. We need to do more to narrow that gap. Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care. High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2. High quality care

The child's experience must always be central to the thinking of every practitioner. Babies, toddlers and young children thrive when they are loved and well cared for. High-quality care is consistent. Every practitioner needs to enjoy spending time with young children. Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure. Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated. Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3. The curriculum: what we want the children to learn

The curriculum is a top-level plan of everything the early years setting wants the children to learn. Planning to help every child to develop their language is vital. The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. Young children's

learning is often driven by their interests. Plans need to be flexible. Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way.

4. Pedagogy: helping children to learn

Children are powerful learners. Every child can make progress in their learning, with the right help. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. Children in the early years also learn through group work, when practitioners guide their learning. Older children need more of this guided learning. A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5. Assessment: checking what children have learnt

Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. Accurate assessment can highlight whether a child has a special educational need and needs extra help. Before assessing children, it's a good idea to think about whether the assessments will be useful. Assessment should not take practitioners away from the children for long periods of time.

6. Self-regulation and executive function

Executive function includes the child's ability to: hold information in mind, focus their attention, regulate their behaviour, plan what to do next.

These abilities contribute to the child's growing ability to self-regulate: focus their thinking, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want, bounce back when things get difficult.

Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7. Partnership with parents

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. This includes listening regularly to parents and giving parents clear information about their children's progress. The help that parents give their children at home has a very significant impact on their learning. Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most. It is important to encourage all parents to chat, play and read with their children.

Assessment

At New Delaval primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then to shape teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Summative assessment will be done half termly across all classes in EYFS using the school readiness passport from Northumberland County council in Preschool and Nursery and through a tracker in Reception.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage

Progress check at age two – "2-year check"

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning

and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. Parents are asked to provide their 'Red Book' when completing the 2 Year Check with school staff to ensure there is joined up thinking between professionals. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

The 2 Year progress check is saved on to the Northumberland School Readiness Passport System. Parents are invited to complete the 2 year check as close to the child's second birthday as possible. If a child is not on track an action/plan/ review is put in place with the parent and other professionals (HV, SENCO, NHS)

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile report and reception teachers may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning. These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents will be invited to join termly meetings to discuss the progress of their child. They will also receive weekly updates on Tapestry through staff observations and homework. **Please see tapestry policy below.**

Parents as Partners

We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- *Talking to parents about their child before their child starts in our school – to conduct the transition questionnaire with them.*
- *Prior to starting at our unit/ Foundation Stage parents and their children are invited to transition days.*
- *Offering parents regular opportunities to talk about their child's progress and allowing free access to their children's "Learning Journey" records online.*
- *Inviting parents/carers to attend workshops in Foundation Stage featuring story reading, handwriting, coming out of nappies etc.*
- *Encouraging parents to approach and talk to their child's teachers / key person about any concerns they may have.*

- *Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.*
- *Arranging a range of activities throughout the year that encourage collaboration between child, Foundation Stage and parents. For example, fund raising days, themed activity days, concerts including a Harvest Festival, Christmas Concert, and Easter Egg Decorating to which all family members are invited*
- *Providing space in the child's " Learning Journey" and Reading Diaries for parents to leave comments relating to the children's achievements.*
- *Providing a topic map detailing the areas of learning and the overarching theme of the term or half-term as well as a class newsletter/termly overview.*
- *Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.*
- *Inviting parents to attend formal meetings where the teacher/ Key Person and parent / carers discuss the child's progress, development and targets.*
- *Providing parents with lending library bags that contain games they can play at home.*

Parent and Carer information:

Snacks

In the Reception we follow a healthy eating policy. The drinks we provide are milk or water. If you are eligible for free school meals then your child's milk will also be free, so please apply! Milk is also free for any child under the age of 5 during the term.

Please be aware if you need to pay for your milk this needs to be paid before the new term begins. The snack is fresh fruit or vegetables. *Please inform us if your child has any allergies.*

We discourage parents/carers bringing in sweets, crisps, drinks etc. onto the school premises.

Dinner

Your child will receive a free school meal, but if you prefer your child to have a packed lunch could you please ensure their bag, box, bottle is clearly named and no nut products.

Homework

If your child is in nursery or reception then they will receive homework every Thursday and it is important that you support your child by helping them to complete it independently and return it back to school by Tuesday. We do keep a record of homework returns and your child will receive house points as a reward

Your child will be given a reading folder with a story book to read with you, and when they are ready a phonics book which can be read by them. Please return with homework on a Tuesday so we can change your child's book.

Your child will also be given weekly spelling challenges when they are ready where there are prizes available for top spellers! The spelling challenge will be on a Thursday afternoon.

Uniform

The children in Reception wear:

Boys	Girls
School Uniform	
White Shirt or Polo Top	White Shirt or Polo Top
Round Neck Sweatshirt – Green	Round Neck Sweatshirt or Cardigan – Green
Grey/ Black Trousers	Grey/ Black Trousers or Skirt
Grey/ Black knee Length Shorts (Summer)	Checked Gingham Green Dress
Black Shoes	Black Shoes
P.E Kit	
White T – Shirt	White T – Shirt
Black Shorts	Black Shorts
Plimsolls/ Sandshoes	Plimsolls/ Sandshoes

Please clearly mark all clothing with your child's name. Please find order information in this pack. New Delaval Primary operates a no jewellery policy.

Please provide your child with a P.E kit on the first day of term, this can stay in school for the whole half term and washed if needed, it is handy if you put spare underwear in their P.E bag, and a carrier bag in case they have an accident in school.

Settling In.

The settling in period is rarely as difficult as you imagine it to be however, some children find settling into a new environment challenging and upsetting, our sympathetic and well-trained staff will work with you to ease the pressure of this situation. Your role is an important one at this stage as staff will need to get to know what your child likes to do best in order to help them settle better. We ask that children do not bring their own toys into Reception.

Key Person System.

Your child will be given a Key Person within EYFS. Your child's class teacher and their key person can help you and your child by:

- Helping your child settle in when they first start
- Making sure that any questions you have are answered
- Observing your child's play and providing suitable resources and activities for them
- Encouraging your child to develop independent skills
- Sharing homework, updates and observations on Tapestry

Records

We will protect your child's privacy by keeping information on them in a secure place. Information will be stored in guidance to the data protection act.

We also keep information on 'Tapestry' about your child's achievements and individuality which we hope you will contribute to on a regular basis. We take lots of photographs in EYFS, which are used for display purposes. It is important that you sign, giving us your consent for your child to be photographed in this way when you register with us.

Parent Workshops

We encourage parents/ carers to attend workshop sessions, you will get a letter for dates and times of the sessions. The aims of the 30-minute session are to work with your child teaching them to read and write or stay and play for the younger years. You are also given the opportunity to take a book home from our school library or a game from our lending library.

Intimate care

Early Years Intimate Care Policy

What is intimate care?

Intimate care is defined as care tasks of an intimate nature, associated with bodily functions, body products & personal hygiene. All settings and practitioners must take account of the 9 Protected Characteristics (Equality Act 2010) and do their utmost to avoid discrimination.

Intimate care tasks include:

- changing nappies
- cleaning/wiping/washing intimate parts of the body
- helping someone use a potty or toilet
- dressing and undressing (underwear).

What is personal care?

Personal Care is less intimate and although it may involve touching another person, it is usually related to the function of helping with personal presentation.

The following may be identified as personal care:

- washing non intimate body parts (e.g., hands)
- hair care
- administering oral medication
- administering medication to the body (e.g., eczema creams)
- feeding
- dressing and undressing (outer clothing)
- adjusting clothing (e.g., after a child has attempted to dress themselves)
- prompting to go to toilet

Both intimate and personal care routines should be positive experiences for the child. It is essential that each child is treated as an individual and required care is given with dignity and respect. Children must be given the privacy required for their age and situation.

Children should be encouraged to participate in their own intimate or personal care and the two should not be seen in isolation; it should form part of a general approach towards participation of daily life and support them in fostering their independence skills.

All children should be treated with dignity and respect and be kept safe from harm. Developing a policy will support in safeguarding children, staff and the setting, and provide reassurance to parents.

Toilet training

Early years is an exciting, rewarding, important and challenging time for children and their parents; it is a time of rapid development change for children. Starting a school or childcare setting is an important time for both parents and children. Parents should be reassured that your setting is prepared for their child and is willing to work in partnership with them to support their children's

toileting needs. Some children may be fully toilet trained but not all children will be fully toilet trained and this may be for a variety of reasons. Some may have Special Educational Needs (SEND) and require help, some may have regressed for some reason, or have a medical need. The [ERIC website](#) provides information for supporting children with a variety of toilet-training needs.

Supporting children with medical conditions and SEND

We meet the needs of those children attending with delayed personal development in the same way as those children with delays in other areas of development. Children with SEND should not be excluded from any activity due to incontinence, sent home to be changed, or expect parents to attend school to deal or assist with toileting issues. The document "[Supporting children with medical conditions](#)" should come in useful. Any intimate care plans should be shared and adhered to in an appropriate way.

How to support the child

Children should feel a sense of safety, security and belonging within the setting and should be made comfortable and safe during all intimate care procedures. Children's dignity should be respected at all times. Adults should ensure a high level of compassion, empathy and understanding and ensure the child does not feel shame, embarrassed or intimidated when accidents happen and it is essential for children to be attended to immediately to avoid this and any redness, soreness, infections or additional problems occurring. Talking to children in whatever methods of communication used by them about your intentions to carry out a procedure should be undertaken with them and their preferences considered.

Careful consideration has been given to nappy changing areas, we have dedicated changing areas that are warm, comfortable and welcoming to the children, and have all of the changing equipment to hand.

Only staff that work daily with the children should be involved in their intimate care and if possible, the child's key worker.

Some children may need their own personalised intimate care plan with consideration given to the following:

- Clear information regarding the assistance that will be provided.
- The method of communication to be used with the child (e.g., Makaton, objects of reference, photographs).
- The named key person with responsibility for assisting the child.
- When the assistance is required throughout the day (e.g., after morning snack, after lunch).
- Arrangements if the key person is absent and how this will be managed.
- Arrangements for events such as external trips.
- The plans for recording intimate care.

How to support the staff

This policy is shared with parents, staff and key stakeholders. Staff have been asked to sign the intimate care policy to say they understand the procedures.

Staff will be provided with protective aprons and gloves, safe hygiene practices and a system for documenting and record keeping which includes / recording times, dates of changes, nature of intervention and support given and for what reason including any further support sought from other professionals to ensure inclusivity and the needs of the child is met at all times.

The setting ensures adults are familiar with individual toilet-training plans as appropriate, so that these can be followed in the most supportive way for children and families.

Staff should communicate when they are going to change a child.

No child should be changed behind a closed door with only 1 member of staff.

Staff should log the intimate care taken place on the intimate care log and a slip should be sent home to the child's parents.

Child protection

Should a child protection concern arise from undertaking intimate care whether that be in relation to the child or the adult (Whistle Blowing) staff will follow the safeguarding procedure. Any concerns regarding staff practice in relation to intimate care should be reported in line with the settings Whistle Blowing policy.

All staff have undertaken a DBS and safer recruitment practices undertaken. Staff have received a copy of the policy and procedure and sign to say they have read and understood it. This procedure should be included in staff induction. All staff should understand the recording procedures to be undertaken in relation to intimate care.

All staff should have undertaken the relevant training in child protection and the relevant health and safety training. Any concerns observed in the genital area should be reported immediately following New Delaval's child protection policy and procedure.

No mobile phones or cameras should be within the nappy changing areas.

Staff should communicate when they are going to change a child.

Staff should have FGM training.

Health and Safety

Ensuring the environment is clean and the following are adhered to:

- Soiled nappies and securely wrapped and disposed of appropriately (Nappy bins)
- Nappy sacks are kept well out of reach of children
- Disposable aprons and gloves are worn
- Hot water and soap available to wash hands after changing
- Paper towels available to dry hands
- Changing areas/toilet to be left clean in line with procedure
- Risk assessments are undertaken
- Policy is reviewed at least annually, read and signed by all staff
- Governing bodies are aware of, have agreed and signed off all policies and procedures
- All linked policy and procedures are shared understood and signed off by all
- Consider the location of changing facilities
- Hand washing signs are displayed in setting
- Advice from environmental health could be considered to support setting.

Tapestry

Aims

At New Delaval Primary, we use an online system called Tapestry to record and store observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent partnership.

Procedures

Tapestry allows staff and parents to access the child's Learning Journey from any computer or tablet via a personal, password-protected login.

- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos. Parent log-ins do not have the necessary permission to edit existing material. Parents logging into the system are only able to see their own child's Learning Journey.

Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.

Observations input into the Tapestry system are validated by the child's Class Teacher before being added to the child's Learning Journey.

The Learning Journey is started once the child has started the New Delaval.

New observational entries to a child's Learning Journey will usually be uploaded within one week of the observation being made.

In all written observations, other children are referred to by initials and not by name if the parent has not given consent.

All photographs taken of children are either immediately uploaded to Tapestry or are stored securely on the iPad before being uploaded within 1 week.

Tapestry can be used as a general communication tool between New Delaval and home. A child's Learning Journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home. Parents may contact New Delaval through the usual channels for any other day-to-day matters, e.g., absence, lost property, etc.

If a child leaves in the middle of the school year a printed copy of the Learning Journey will be given to the child before they leave. Permission will be sought from the parent before Tapestry is sent electronically to a new school.

In the event that a parent does not have access to the internet, a computer or a tablet to be able to view their child's Learning Journey, we will invite them into New Delaval where they will be able to gain access.

Security

The Tapestry on-line Learning Journey system is hosted on secure dedicated servers based in the UK. Access to information stored on Tapestry can only be gained by a unique user id and password.

As part of our commitment to safeguarding our children, all Learning Journeys are password protected so that parents and carers can only access the account of their child. Other than family, only the child's Class Teacher, Teaching Assistant and the Head Teacher will have access to the Learning Journey.

All staff at New Delaval have up to date safeguarding and e-safety training.

Staff use iPads to take photographs for observations. Photos will be uploaded to the journal as they are taken and then deleted from the device. If the photo cannot be uploaded onto tapestry immediately (such as when there is limited or no Wi-Fi access) the photo will be stored on the iPad until it can be uploaded. Photos will not be stored on the iPad for longer than 1 week.

Staff are not permitted to take the iPads home and they will remain on the school premises at all times. They are to be stored in a locked cupboard at the end of each day and over the holidays as a security measure.

All staff with access to Tapestry are required to sign to ensure they follow and agree with this policy annually. This policy will be reviewed annually.

Section 2

Policies and Procedures for EYFS	Where it can be found?
Child Protection and safeguarding Policy	NDPS Child Protection and safeguarding Policy
Complaint's policy	NDPS Complaint's policy
Whistle blowing policy	NDPS Whistle blowing policy
Admissions policy	NDPS Admissions policy
Arrivals and departures policy	NDPS Child Protection and safeguarding Policy
Visitors' policy	NDPS Child Protection and safeguarding Policy
Uncollected child policy	NDPS Child Protection and safeguarding Policy
Missing child policy	NDPS Child Protection and safeguarding Policy
Fire or emergency evacuation policy	NDPS Fire or emergency evacuation policy
Outings and trips policy	NDPS Child Protection and safeguarding Policy
Transport policy	NDPS Child Protection and safeguarding Policy
Equality, inclusion and SEDN policy	NDPS Equality, inclusion and SEDN policy
Medication policy	NDPS Medication policy
Illness and exclusions policy	NDPS Illness and exclusions policy
Accident, injuries and first aid policy	NDPS Accident, injuries and first aid policy
Food and drink and healthy heating policy	NDPS PSHE Policy
Health and safety policy	NDPS Health and safety policy
No smoking policy	NDPS Health and safety policy
Behaviour management policy	NDPS Behaviour management policy
Bullying policy	NDPS Bullying policy
Safe recruitment policy	NDPS Safe recruitment policy
Staff induction policy	NDPS Staff induction policy
Opening / closing policy	NDPS Child Protection and safeguarding Policy
Confidentiality and information sharing policy	NDPS Confidentiality and information sharing policy
Records and record keeping	NDPS Records and record keeping
risk assessment policy	NDPS risk assessment policy