

Our vision is:

**‘To be a school where happy children flourish.’**

Our vision and values are at the heart of the school and shows our commitment to supporting children and families and promoting excellent teaching and learning. We are proud to serve the whole community and it is our aim that through working together, we shape the children and the adults within it, to live fully and **‘Love your neighbour as yourself’** Mark 12:31. Loving your neighbour as yourself is something we all want to do.

We are an inclusive school, where everyone has a valuable contribution to make to our school community. Our School Values, based on Christian principles are embedded and reflected in all that we do. These values have been chosen by the school community as a set of moral standards we should understand and try to ‘live’.

*“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.”*

“Statutory Framework for the Early Years Foundation Stage”,  
Department for Education, 2017

At Measham CE Primary School, we are committed to providing a high-quality Early Years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

EYFS is based upon four themes:

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

### **Staffing and Organisation**

At Measham CE Primary School, we have one Pre-School and one EYFS class that has the use of large classrooms and dedicated outdoor area. The classroom space is organised into learning areas for the children to access. Our Early Years classes are overseen by our Foundation Stage Lead. In Pre-School there is a Room Leader and Pre-School Assistant. In EYFS there is a full-time teacher, supported by a full-time learning support assistant. Other learning support or teaching assistants may be deployed in EYFS based on the needs of the children.

Staff are organised to support the children in a balance of adult led and child-initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.



## **Planning**

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

### **There are three prime areas of learning:**

Communication and Language

Physical Development

Personal, Social and Emotional Development

### **In addition, there are four specific areas of learning:**

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

## **Effective Teaching and Learning**

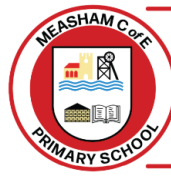
We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. During the topic, children in EYFS take part in an "inspiration day" to enhance their learning experience.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of continuous provision available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

## **Observation and Assessment**

At Measham CE Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child-initiated activities, practitioners make snapshot observations and "remark on the remarkable". Each child has a Learning Journey and all significant observations are gathered here along with examples of work and parental contributions.



From the first half of the Autumn Term onwards, the EYFS teacher and Pre-School leader uses their knowledge of each child to complete baseline assessment according to the EYFS framework. Children in EYFS will also complete the Reception Baseline Assessment (RBA) as prescribed by the government. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

In the Summer Term, practitioners consider the 17 ELGs in the EYFS Profile to decide whether each child has met or not met the ELGs. In Pre-School the staff will decide whether each child is on track or not to meet the ELGs at the end of EYFS. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, EYFS and Year 1 teachers are given a copy of the Profile report and transition summary together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of teaching and learning in EYFS and Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

### **Learning Environment**

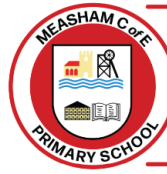
We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labelled and organised into learning areas, enabling the children to access them with a high level of independence.

Children learn about their emotions through the Zones of Regulation and both Pre-School and EYFS encourage children to identify how they are feeling with an age-appropriate display to support this.

### **Parent Partnerships**

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

- The EYFS teacher and Pre-School meets with relevant parents in school during the first week of school.
- The children have the opportunity to spend time with their teacher and teaching assistant in class before starting school.
- Inviting all EYFS 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 EYFS class and allowing access to the children's Learning Journey books.
- Encouraging parents to talk to the child's teacher or teaching assistant if there are any concerns. There are formal meetings for parents twice a year at which the teacher/Pre-School staff and the parent discuss the child's progress.



- Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: nativity play, sports day etc.

### **Community Links and the Wider World**

Over the year, we arrange visits from members of the local community to support our topic work. The children take part in several educational visits linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

### **Behaviour Management**

Please refer to the school's Behaviour Policy.

### **Safeguarding**

Please refer to the school's 'Child Protection Children' policy.

### **Inclusion and Equal Opportunities**

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- Removing or helping to overcome barriers where these already exist
- Being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required
- Stretching and challenging all children

Please refer to the school's Equality of Opportunities and SEN Policies.

### **Premises and Security**

Access into the school building is through a fob on every door. Pre-School and EYFS children have their own entrance which is on the side of the school building. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor badge to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

The external classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of the day and when the children access the playground for playtimes, lunchtime and to access the outdoor provision. The door to the outdoor area is kept locked when this area is not in use.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving.



### **Arrival and Collection of Children**

Children in EYFS can enter school grounds from 8:35am. Children can then enter their classroom at 8:45am. Each child is marked in on the day's register by the class teacher. Parents/carers use the external classroom doors when collecting their child(ren) at the end of the school day. Parents wait in the playground and each child is handed over to their parents individually. If a child needs to be collected during the school day, parents report to the school office.

Pre-School sessions run from 8:45 until 11:45am and 12:15 until 3:15pm. We also offer a lunch club for a small cost. Parents should ensure that they arrive promptly at the side gate to collect and drop off their child.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given permission. Parents are to contact the office if there are any changes to collection arrangements. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

If a child is not collected and the parent/guardian is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, the Headteacher should telephone the Social Services Duty Officer or Out of Hours Duty Point. Arrangements should then be made for the child to be removed to an appropriate place of protection agreed by the Social Services Department. It remains the responsibility of the Social Services Department in conjunction with the Police to contact the parents and if appropriate, to inform them of their child's whereabouts.

### **Missing Child**

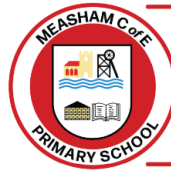
If a child disappears during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organize a thorough and systematic search of the building and surrounding playground etc, inform the Headteacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

### **Outings**

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.

### **Pre-School Funded places – free entitlement**

All 3- and 4-year-olds in England are entitled to 15 hours free childcare each week for 38 weeks of the year. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority. To see more please look at our Admissions Policy.



### **Key Person Approach**

The class teacher is responsible for the wellbeing of all of the children in the EYFS class. In EYFS, each child is assigned a Key Person at Measham CE, the EYFS teacher acts a Key Person to all children in EYFS, supported by the Teaching Assistant. In Pre-School each child is assigned a Key Person.

The key person's responsibilities include:

- Helping the child to become familiar with the setting
- Building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family
- Responding sensitively to the child's needs, feelings, ideas and behaviour
- Ensuring that the learning opportunities on offer meet the needs of each child

### **Promoting Awareness of Dangers and How to Stay Safe**

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. For example, the children may take on the role of a 'Danger Detective' and look for possible hazards around the classroom or use photographs of a place that they will visit on a school trip to complete their own risk assessment. We also talk to the children in EYFS about Online Safety and how to stay safe online.

### **Risk Assessments**

In addition to the school's risk assessment, daily risk assessments are completed in EYFS to ensure that any hazards are identified and managed before the children enter the classroom and outdoor area.

### **Complaints**

Please refer to the school's Complaints Policy.

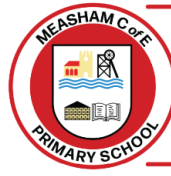
### **Information for Parents and Carers**

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. We also provide information for parents on the school's website, Facebook page, newsletters and notice boards around school.

### **Transition from Pre-school to EYFS**

We work closely with our own Pre-School and feeder settings to ensure that the children make a smooth transition to school. We have contact with the settings throughout the year and in the summer term, we organise opportunities for the teacher and teaching assistant to visit each setting to see the children who will be moving up to Measham CE in the Autumn Term. This also gives EYFS staff the opportunity to talk to Pre-School staff.

We hold transition sessions for new children in the Summer Term, where we outline daily routines and expectations. Parents are invited to attend a 'Stay and Play' session with their child where the children visit the EYFS outdoor area. The children then start school in September on a part-time timetable.



### **Transition from EYFS to Year 1**

In the Summer Term, we begin a programme of transition to support the children with their move to Year 1. This involves visits to the Year 1 classroom, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school holds a 'Move Up' days, giving the children a taste of their new class.

### **Being Active**

The children have access to an outdoor area, which provides a range of physical activities; including construction equipment, large balls, den making and digging equipment. They are also able to access the EYFS outdoor learning environment. The children take part in one PE session each week.

### **Food and Drink**

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and in the register and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

Parents are provided with information about what can be stored safely in a packed lunch, including how to keep lunchboxes cool, as they are not refrigerated. School dinner menus are displayed so that parents and carers can support their children to choose their food.

### **Illnesses and Injuries**

Please refer to the school's Health and Safety policy.