

St Chad's
Catholic Primary School

Early Years
Foundation Stage
Policy



May 2025

Early Years Statutory Framework

All children deserve the care and support they need to have the best start in life. Children learn and develop quickly at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 fulfil their potential.

Introduction to Statutory Framework for the Early Years Foundation Stage 2024

The overarching aim of the Early Years Policy at St Chad's Catholic Primary School is to promote the principles of the EYFS Statutory Framework and Development Matters in the Early Years Foundation Stage Guidance. (November 2024)

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.

The EYFS seeks to provide:

- Quality and consistency, 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
- The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:
 - The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
 - The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)
- The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Development Matters in the Early Years Foundation Stage Guidance offers a top-level view of how children develop and learn. It can help in the process of designing an effective early years curriculum, building on the strengths and meeting the needs of the children we work with. It guides, but does not replace, professional judgement.

Aims and Approaches

This policy reflects the main aims of the school which are:

Be who you were created to be (St Catherine of Siena)

At St Chads this means, that with Christ in our hearts, we:

- Nurture our Faith
- Grow as a family
- Flourish in all we do

We believe that to do this, our curriculum should be broad and balanced; it should build knowledge, encourage independence, curiosity and creativity; produce collaborators, innovators, leaders and, above all, it should help our children to feel personal fulfilment and understand how to make the world a better place.

Within the Early Years our curriculum is designed to provide all children with the opportunities and experiences that they need in order to develop confidence, knowledge, skills and attitudes to be able to succeed as learners and in life. The EYFS team plan learning opportunities that build on what pupils know and can do. We take into account the varied backgrounds of our pupils and aim to ensure the children acquire a wide vocabulary, communicate effectively and interact positively with each other and with adults. We aim to foster excellent attitudes to learning by providing effective and timely adult interactions to ensure their learning is scaffolded or stretched to make the next learning step. All staff have high expectations of learning and behaviour, and the enhancement of skills and knowledge for learning is achieved through a well-resourced, stimulating environment that allows children to repeat and consolidate their own learning. Children are encouraged to become independent, resilient and determined learners and individuals whatever their starting points. We foster a love of learning by ensuring that we capture and learn through the children's interests where possible. Every moment is a learning opportunity. In the Early Years we have a sharp focus on ensuring the children have a secure knowledge of phonics in preparation for them to become confident and fluent readers. Children will have many opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

Safeguarding

As a school and in our Early Years provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- Regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners. (Mr J. Riley Head teacher)
- Ensuring staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
- The Whole School Policy on Child Protection, which covers the safe use of mobile phones and cameras in the setting.
- Using the Whistleblowing Policy Delegated Schools, which explains how staff should respond if they have concerns about the behaviour of colleagues.
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- Checking the suitability and qualifications of the adults looking after children or having unsupervised access to them, using guidance in The Managing alcohol/drug abuse policy and procedure for school staff.
- Using yearly appraisals and interim appraisals to ensure staff have the appropriate support, targets, training and guidance.

The effectiveness of risk assessments and actions taken to manage or eliminate risks. The policies relating to safeguarding include:

- Whole school policy on Child Protection
- Send inclusion Policy
- Code of conduct
- Statement of Ethical Standards for Employees
- The use of Social Networking Sites and other forms of social media

- Whistleblowing Policy

Relevant Documents:

Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five', DfE, 2021¹

Inspecting Safeguarding in Early Years, Education and Schools Ofsted 2019

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.² (Relevant websites are listed at the foot of the page).

EYFS Provision in this setting

The terms 'early years'/ foundation stage in this context refer to children in the reception class.

Staff in the early years are:

Julie Clark – Class Teacher

Ria Coyle – Teaching Assistant

Both are trained in Paediatric First Aid.

Organisation and management of provision:

At St Chad's we have one reception class with an intake of 20 children. This class is a mixed age class, made up of 20 Reception children and 10 Year One children. There is no nursery; the children come from a number of nurseries and playgroups. The purpose built classroom for 30 pupils, has direct access from the classroom to the outside play space and direct access to toilet facilities. The children also have access to other shared equipment and facilities throughout the school such as the hall, and library area.

Daily routines

In the morning the children come into school from the back playground and are greeted by the teacher and teaching assistant. The whistle is blown at 8.50am and the children can start to come into school and get themselves ready for the school day, the doors are closed at 9.00am. Parents leave their children at this point. We register as a year group at which time the children can talk about their news and what will happen during the day. The parents or other designated adult collect their children from the Reception class outdoor area on the back playground at 3.15pm. Reception children join the whole school for a celebration assembly on Monday afternoons. Lunchtime is at 12.00pm and the Reception children have a school dinner or a packed lunch in the hall. The Class teacher and 2 welfare assistants support the children during this time and on the playground.

Reception children have playtime with the infants at 10.30am supervised by a member of staff. They have water after morning playtime in the classroom. School provides each child with a piece of fruit in the afternoons.

¹ www.gov.uk/government/publications/early-years-foundation-stage-framework--2

² www.gov.uk/government/publications/prevent-duty-guidance.

Contact with the class

Both class teacher and teaching assistant are key persons in the year group. Parents are always welcome in the Reception class. There is a weekly newsletter informing parents of events and a termly class newsletter. In addition there are two formal parent's evenings to discuss progress, celebrate success or work through any issues. Parents can contact school at any time to arrange a meeting with the class teacher or are welcome to speak to either of the adults in the morning or at home time if the issue can be dealt with reasonably quickly. Parents can also use Seesaw to contact the class teacher or via the children's Home/School Diary.

Inclusion and equal opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual education plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. Links with other professionals, agencies and settings are made as appropriate.

Organisation of R.E.

10% of teaching time is dedicated to teaching Reception and Key Stage 1 children RE, this includes daily access to Collective Worship either in their own class or with the rest of the school in the hall.

Organisation of daily phonics

The children are taught phonics for 20-30 minutes on a daily basis. Initially this is as a whole class but following regular assessment children may be taught phonics in smaller groups or may have booster sessions as necessary.

Visits

The children will regularly make trips around the immediate school environment and to church as well as enjoying one or two trips further afield, linked to the curriculum. You will obviously be kept informed of these.

Organisation and management of the learning environment:

Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

There is a mixture of carpet sessions and differentiated group work and there is a balance between adult led and child-initiated activities, 'fun and playful learning opportunities' are provided for children. Adult focused tasks are planned for each group and continuous provision is planned to ensure skills are developed and the interests of the children are met. At the beginning of the year the activities are designed to be familiar to the children until they are trained to use the provision. During the year children are supported to choose their own resources and challenges are included in the provision to extend the children's experiences.

The learning environment in the classroom is organised with the help of the children, especially the role play area to reflect real events, when they make suggestions as to what they will include. The outdoor area is used to meet the children's needs in all areas of learning particularly physical development and problem solving. The surrounding area is used well including walks to the village to look at facilities, trips to the church and walks to look at seasonal

changes. Children are encouraged to ask questions, solve problems, and record their experiences in various ways including ICT.

The adult works with the children in 2 ways, either directing the planned task or supporting the learning by interacting sensitively and appropriately in child-initiated tasks. This interaction will focus on the development of language, sustained shared thinking, and developing social skills e.g. turn taking, particularly in the early weeks and posing questions and posing problems to solve. Regular observation and assessment mean any child needing additional support is quickly identified and intervention groups are organised to 'narrow' gaps in achievement.

Classroom set up

The classroom is set up with different areas to provide children with as many learning opportunities as possible. Care is taken to ensure all children can access the resources and facilities. They include:

- Creative area
- Writing area
- Reading area
- Construction area
- Role play area
- Sand and water
- Malleable area
- Home corner
- Music area
- ICT area (computers)
- Painting area
- Small world play
- Outdoor classroom

The children are encouraged to self- manage the number of children in the areas, as each area has a sign which indicates how many children can play in the area at any one time.

The children can access our immediate outdoor area on a free flow basis, activities outside are regularly supported by the adults in class.

There is also a wide range of equipment for outdoor play, e.g. scooters, bikes, large construction equipment. Children have supervised access to the field and wooded areas for their lessons.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- personal, social and emotional development
- communication & language;
- physical development;

4 Specific

- literacy
- mathematics;
- understanding the world;
- expressive arts and design;

At St. Chads we are working towards all children achieving the early learning goals by the end of the reception year. Development Matters helps staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage.

We work across three terms, which allows us to explore areas of the curriculum in greater depth. In the autumn term, the main theme is History; in the spring term, Geography, and in the summer term, we focus on the Arts.

The wider curriculum at St. Chads consists of:

- Educational visits and visitors, e.g. family members, members of the local community.
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest school.
- British values are promoted as part of the focus on self-confidence and self-awareness, managing feelings and behaviour, people and communities and making relationships.
- Links with local community organisations, e.g. .Community Hospital/High schools/Business.
- Links with pre-school playgroups, day nurseries and local authority maintained nurseries

EYFS Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. The curriculum at St Chad's has been developed in line with the EYFS requirements for long, medium and short term planning. Effective learning builds on and extends what children know and can already do. Our planning shows that the principles of EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process. These plans are used by staff as a guide for weekly planning. However, we may alter these in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects the identified needs.

At our school planning includes:

Long Term Planning: this forms an overview and helps us focus on our medium term planning:

- ❖ We reflect on the four EYFS overarching principles, and review our practice in light of the EYFS 2008 Commitments.
- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives.
- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate
- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs and helps us focus on short term planning.

- ❖ We plan half termly.
- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision.
- ❖ We use our daily routines which will include snack or mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction and whole class activities with staff.
- ❖ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for reception and KS1 children, e.g. ourselves, seasons, change and growth, etc
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

Short Term Planning: We use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. Short term planning is responsive to the children's fascinations and provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. We use development matters unique child/ positive relationships /enabling environments to support our planning. However, we may alter these in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects the identified needs. Tools we use to do this include:

Transition Profiles – from pre-school settings – profiles start on entry then are updated half termly, completed from gathered evidence.

Home/School diaries – includes observations noted whilst children are working in continuous provision or other special observations. Also photos, samples of work from independent/child-initiated tasks.

Samples of work – topic books.

Whole class made big books – contains photos, children's work and learning objectives. These are shared in class and stored in the reading area so that the children have access to them when a topic is completed.

Phonics tracking sheets – these are used to track exactly where each child is, in relation to the phases and used to group by ability and inform future planning.

High frequency word assessments – key ring words, which show the progression throughout the high frequency word list.

Reading records – these records show the progression through the book banding colours, and the objectives the children are working on in order to move on to the next colour/national curriculum level.

Annotated plans – These are the weekly plans annotated by the class teacher to inform future

planning

Activity sheets/group assessments – These show notes written when adults assess an activity. These also inform future planning.

Observation and Assessment

On Entry Assessment

We collect information about pupils before they arrive at school by

- Visits to homes to observe, interact with child and talk to parents
- Visits to pre-school to observe, interact with child
- Transfer information from pre-school linked to Development Matters
- Children visit school
- Parent induction meeting sharing information
- All About Me sheets completed by parents and children at home
- Personal information via school bursar which includes an information form, any health issues, contact numbers, who is picking the child up from school, consent to emergency medical treatment, permission to go out locally, photos on website.

Once the children are at school we

- use the first two half days to start gathering information
- we carry out a statutory base line assessment
- we complete an on-entry data tracker using Development Matters

Formative Assessment

Observation and assessment is a continuous process and happens throughout the day.

We use a range of strategies to record observations including 2 simple, photographs, video clips, post-it notes, observation sheets and children's work. The adults are skilled in using questioning, listening and intervention techniques to identify children's knowledge and understanding. Parent's comments both verbally and in home/school diaries or reading records are used as part of this process. Any progress or barriers are reflected on weekly and used to inform future planning.

All assessments/evidence is kept in an assessment folder and matched to development matters age bands or the Early Learning Goals. This is reviewed half termly to highlight any areas for development.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.

- The staff have the skills and knowledge they need to enable the children to make progress.

On entry children are assessed using teacher observations, information from nursery and parents and a statutory baseline assessment. This is then put on the Lancashire tracker and a summary chart for reception children, it is broken down further to identify autumn, spring and summer born children.

Progress is monitored by tracking the children half termly against the development matters age bands and the Early Learning Goals. This information is used to identify areas to be worked on during the following term; this could include moving children from one phonics or reading group to another, introducing booster sessions for children or extra challenges for children.

Statutory assessment for reception until end of summer term is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is currently reported to the local authority.

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

To make our final judgements we:

- Use the EYFSP exemplification materials
- attend statutory moderation meetings run by Lancashire
- participate in small schools' cluster moderation meetings
- discuss judgements internally with Early Years staff and Year 1 staff
- review all evidence gathered in our assessment files, termly trackers, home/school diaries, reading records, phonic assessments, key ring word assessments, discussions with parents

These judgements are shared extensively with Y1 staff and are supplemented with a commentary where necessary.

Reporting to Parents

Throughout the year parents will receive on going information about their child's progress via the home/school diary, parent's evenings and informal discussions.

At the end of the reception year we share the results of the children's achievements against the Early Learning Goals, including those with SEN or disabilities, in a report.

The report outlines their achievements against each of the Early Learning Goals, along with comments about these achievements. It also describes their characteristics of learning and comments on their progress in R.E. There is an opportunity for parents to discuss the report with the class teacher in the week following the report being issued.

Induction/Parental Engagement & Involvement

Parental Links

Induction

At the Parents Induction meeting an induction booklet is given to all parents. The Head teacher and the Foundation stage teacher will lead this meeting. A half day induction session is held for the children in the summer term before starting in September. The teacher will offer home visits/nursery visits before starting school.

Parent Workshops

This policy provides information about how we deliver the Early Years curriculum and in addition workshops are held throughout the year where information is given about the Early Year's curriculum and how to encourage learning at home using the resources provided by school (e.g. high frequency word keyrings, home readers, phonics sheets). Further information and access to policies is available via the Class teacher, Head teacher and website.

Parent helpers

We actively encourage parent helpers to come into school and provide support in the classrooms, perhaps working with small groups. We also encourage parents who may have specialist knowledge or resources to enhance our topics to come in and share that with the children.

Parents' evenings

Two parents' evenings are held throughout the year. We have an open door policy, and parents are encouraged to discuss concerns or check on progress before or after school rather than waiting for a parents' evening.

Curriculum Newsletter

Each term a class newsletter is sent home which gives details of all the activities which will take place throughout the term, including specific objectives and targets for the term. More information on how to support your child at home can be found in the Starting School at St. Chad's document, given out at the Induction meeting.

Home/School diaries – includes observations noted whilst children are working in continuous provision or other special observations. It also includes photos, samples of work from independent/child initiated tasks and short tasks to be completed at home. The home/school diary can be used by parents to record their observations of children.

Performances

Parents are invited to a variety of performances throughout the year such as the nativity play, school assemblies and end of year celebratory assemblies.

P.T.A

All parents are part of the P.T.A and are welcomed to become involved at any level. Some parents volunteer to be part of a committee. Some volunteer to help serve refreshments at school discos. Some volunteer to run a stall at the Summer Fair. Any level of involvement is welcomed.

School website

The school website has lots of information for parents including Weekly newsletters, school calendars, information about curriculum coverage etc.

www.st-chads.lancs.sch.uk.

Parent Pay

School uses ParentPay as our primary means of communication. All emails and SMS text messages are sent directly through ParentPay. It also offers a highly secure payment facility which enables you to pay for School Trips, School Meals, Music Tuition and 200 Club etc. Once your child has started school, we will send out an activation letter enabling you to set up your ParentPay account.

Contact phone numbers

The school collects information about who we should contact in the case of an emergency or a child becoming ill. This is kept securely in our school office.

Safeguarding

We collect information on who will be collecting children on a daily basis. Any changes to this will

need to be communicated with the EYFS staff; this can be done directly or via a phone call. If a different person arrives to collect a child we will contact parents directly to agree what should happen.

SEN and disabilities

When other agencies are required to support a child or family, the situation will be discussed with the Head teacher/SENco and appropriate action will be taken.

Transition Procedures

Points of transition:

Home /Pre-School to Nursery

The children come together for the first time on their induction session in July, prior to the September that they are due to start school. There is a parent's induction meeting in May which is led by the Head teacher and the Reception class teacher.

When the children start in September they are introduced to the full school day gradually in order to absorb the environment in a relaxed manner, and build up the routines and procedures as a gradual process. The children are split into 2 groups ranging from oldest to youngest, and they come to school for either mornings only or afternoons only for the first two days. The first group arrives at 9.15 and stay till 11.15 on the first and second day. The second group arrives at 1.05pm and stay until 3.05pm for the first and second day. On the third day of the first week, all the children arrive at 9.15am and stay in school for lunch, to be collected at 12.30. From the following school day the children are in school full time. The induction sessions comprise of a range of activities set out in areas of continuous provision. This gives the adults time to talk to the children and find out what interests them. This informs what we plan and put out for in the subsequent sessions. The children are also assigned a key worker who they are introduced to at this stage.

Nursery to Reception

- Visits to homes to observe, interact with child and talk to parents
- Visits to pre-school to observe, interact with child
- Transfer information from pre-school linked to Development Matters
- Children visit school
- Parent induction meeting sharing information

Reception to Y1

- Children visit Y1 in summer term for some activities and for a full session, when all children work in their new classroom.
- Class teachers meet to share information on the profile, identifying specific groups and individual needs.
- Class teachers plan together for topic work and continuous provision.

Information to be transferred:

Nursery to Reception

- Personal information from parent / nursery about the child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- Record of achievement / learning journal
- Information about progress in relation to EYFS

Reception to Y1

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes

Liaison with other agencies

When other agencies are required to support a child or family, the situation will be discussed with the Head teacher/SENco and appropriate action will be taken.

Staff Development

All staff working in the foundation stage are conversant with EYFS 2021, and procedures for observation, assessment, and record keeping and planning.

All staff will have understanding of attachment theory and key person role. All permanent members of staff will be key person to a group of children, ***'Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'***

The class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through performance management and/or staff development interviews. Courses will be chosen to develop the knowledge and skills essential to run an effective Foundation Stage class. They will be used to facilitate appropriate change in the setting and ensure that up to date practices are implemented. Local cluster groups will be attended termly for this purpose and to see good practice.

The Early Years co-ordinator will ensure that:

- Appropriate dissemination of training/materials/good practice takes place regularly
- A record of INSET activities is maintained by the bursar
- Learning through reflective discussion by the Early Years staff
- Teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.

Resource Audit

There are a wide range of resources in the Reception class to facilitate learning in all areas of learning and development. There are well resourced Mathematics and phonics activities stored in appropriate trays. There are a variety of reading books in the reading area with soft chairs and cushions. We have an interactive whiteboard in the classroom which the children can access independently. There are bee bots and mats and a variety of battery-operated toys. Play is supported with a range of small world figures and toys to create various scenarios. There are sand and water toys which are supplemented with natural materials and resources to support specific objectives and provide enhancements to their play. There are a variety of construction kits and materials. Role play is supported with all types of dressing up clothes and resources to enhance traditional and contemporary scenarios. Mark making materials are comprehensive and always available. Paint, malleable materials, scissors and other creative tools and equipment are easily accessed by the children. Much of the equipment is stored in labelled boxes in the

classroom and stock cupboard. Outdoor provision is enhanced with specific activity boxes, e.g. mark making, dressing up, investigation, gardening etc. Equipment is available in a purpose built shed in the outdoor area and is also taken from the indoors to outside. The class teacher and teaching assistant are responsible for the upkeep of resources. The children are encouraged to look after the equipment and toys. An audit is made annually and purchases made according to requirements, e.g. replacements, additions, consumables etc. Purchases made are linked to the development plan.

If a child has a specific need, school will consider reasonable adjustments and equipment will be provided. Multicultural and no-gender biased resources are sought when purchasing.

Reviewing the Early Years policy.

A formal review of the policy will occur annually before the Induction process begins. Early Years provision will be monitored by the class teacher, subject leaders, Head teacher and the governing body.

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