



# **Sandridge Primary School**

## **Early Years Foundation Stage Policy**

The policy was reviewed and ratified by the Governing Body – January 2024.

It will be reviewed every three years.

This policy is due for renewal in January 2027 (with Curriculum Ambitions insert updated annually).

## **VISION AND PRINCIPLES**

The principles below underpin our Early Years curriculum and guide our planning. Well-planned and well-resourced play activities which allow for progression in a child's thinking and understanding can provide the context in which these principles become the reality for all our children.

- 1. The best way to prepare children for their adult life is to give them what they need as children*
- 2. Children are whole people who have feelings, ideas and relationships with others and who need to be physically, mentally, morally and spiritually healthy*
- 3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments*
- 4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices and respected as autonomous learners*
- 5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are very short-term and do not work in the long-term. Children need their efforts to be valued*
- 6. There are times when children are especially able to learn particular things*
- 7. What children can do (rather than what they cannot do) is the starting point of a child's education*
- 8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking) develop and emerge when conditions are favourable*
- 9. Relationships with other people (both adults and children) are of central importance in a child's life*
- 10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding in which the child develops and learns.*

Tina Bruce, CBE (Author and Honorary Professor of Early Childhood Education at the University of Roehampton, UK)

### **Our school's vision for Early Years is:**

For every child to be happy, safe and engaged in positive and inclusive learning experiences to enable improved outcomes for them.

We have high expectations for all our children and want every child to feel valued, listened to and safe. By working as a team we provide well planned and stimulating activities to support the development towards the Early Learning Goals and 'characteristics of learning' (see below).

## **STATUTORY EARLY YEARS FOUNDATION STAGE**

The statutory Early Years Foundation Stage curriculum requires us to:

- meet the required EYFS standards to ensure that children learn and develop well
- ensure children are kept healthy and safe
- ensure that children have the knowledge and skills they need to start school

It also states that:

- 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. Responsible 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 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 learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- a working partnership between practitioners and parents /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. These 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 steps that providers must take to keep children safe and promote their welfare.

Four guiding principles should shape practice in early years settings:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

*(EYFS Statutory Document, DfE, 2017)*

All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the Early Years Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and carers and the Early Years team work effectively together to support the learning and development of the children in their charge.

### **AIMS**

- To ensure that all pupils, by the end of Reception, make a good level of progress and development to meet the 'Early Learning Goals. This will be done by following the 'Early Years Foundation Stage' (*published March 2017/effective from April 2017*);
- To provide a stimulating learning environment which ensures that children are kept healthy, safe and develop lifelong skills;
- To provide teaching and learning opportunities to ensure children's 'school readiness' and development of a broad range of skills and knowledge. We reflect on the different ways that children learn and ensure that teaching meets their developmental needs and secure positive learning experiences;
- To have access to high quality learning experiences both indoors and outdoors, and provide a variety of outdoor sessions throughout each day as part of our provision; and
- To deliver an aspiring curriculum with **five ambitions** for children to achieve by the end of the Reception year (*these are changed annually depending on each cohort's specific needs*).



## Sandridge School Early Years' Curriculum Ambitions 2023-24

that will be included in our EYFS statutory curriculum and other subject provision



Curriculum Ambitions	PSED	PD/Writing	Phonics/reading	UW (People and communities)	Maths
What we want for this cohort by the end of Early Years.	All children will identify their feelings and those of others and begin to regulate their behaviour within the Early Years' environment.	All children will develop good co-ordination with gross and fine motor skills within the Early Years' Environment.	All children will be confident and competent early readers (and writers) using phonics skills.	All children will experience ways of life and cultures outside of Sandridge village, both locally and beyond.	All children will develop positive attitudes, resilience and interest in mathematics.
<b>Characteristics of Effective Learning</b> These will run alongside our ambitions  <b>Playing &amp; Exploring Engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'  <b>Active Learning</b> <b>Motivation</b> Being involved & concentrating Keep trying Enjoying achieving what they set out to do  <b>Creative &amp; Critical Thinking Thinking</b> Having their own ideas Making links Working with ideas	<b>Skills Progression</b> 1 Identify feelings in themselves. 2 Identify feelings in others from facial expressions and body language. 3 Know ways to get help. 4 Work as a team. 5 Use talking frames to support social situations. 6 Identify when tired, sad, angry, happy... know some ways to regulate feelings (link to Zones of Regulation).	<b>Skills Progression</b> 1 Travel with confidence and skill around, under and over balancing and climbing equipment. In addition, shows increasing control over an object. 2 Handle tools, objects, construction and malleable materials safely and with increasing control and intention. 3 Begin to use anticlockwise movement and retrace vertical lines. 4 Begin to form recognisable letters most of which are correctly formed. 5 Use their developing phonic knowledge to write things such as their name, labels and captions, later progressing to simple sentences. 6 Show accuracy and care when drawing and writing.	<b>Skills Progression</b> 1 Choose a book and look through it independently. 2 Join in with the whole class when reading a story and remembers parts of some stories. 3 Hold a book the correct way around. 4 Look at the pictures and suggest what might happen in a story. 5 Read from left to right. 6 Identify the title and author of a story. 7 Link sounds to letters, naming and sounding letters of the alphabet and the sequence of letters in their name. 8 Begin to break the flow of speech into words to hear and say the initial sound in words and start to segment and blend them together. 9 Read longer strings of words with adult support and gaining fluency with some expression 10 Begin to self-correct errors.	<b>Skills Progression</b> 1 Identify & share special / significant events in their own lives. 2 Show interest in people who are familiar to them. 3 Describe special times and events. 4 Show interest in different occupations and ways of life. 5 Role-play / explore. 6 Explore things that make you unique. 7 Compare different ways of life. 8 Know some similarities and differences between different religions and cultures in Sandridge and this country (using visitors, texts and appropriate media). 9 Explain some differences between life in this country and in other countries (drawing from books, globes and maps).	<b>Skills Progression</b> 1 Use spatial language and reasoning in model making. 2 Make simple maps. 3 Use informal language as well as mathematical terms to describe shapes. 4 Make models with 3D blocks. 5 Spot, create and recreate repeating patterns. Explore and represent patterns with number. 6 Has a deep understanding of number to 10, subitising quantities. 7 Compare quantities to 10. 8 Verbally count beyond 20. 9 Use 'have a go talk' about what they notice and not be afraid to make mistakes 10 Challenge themselves and develop positive attitudes and interests in maths.
Links to Development Matters and Early Learning Goals	Main focus: PSED/C&L	Main focus: PD/L/C&L/EAD	Main focus: Lit/Reading/C&L/Phonics	Main focus: UW/PSED/C&L	Main focus: M/PSED

## ASSESSMENT

Baseline Assessments will take place at the beginning of the academic year. Other assessments will take place termly as well as separate phonics assessments for Reception children. Government-required assessments will take place towards the end of the Summer Term.

## LEARNING AND DEVELOPMENT

We use the Early Years Framework and Development Matters document to identify the skills and knowledge that shape our curriculum. There are seven areas of learning and development. These are divided into three prime areas and four specific areas of learning:

Learning and development is categorised into **three Prime areas of learning**:

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

Additionally there are **four Specific areas of learning**:

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

### Characteristics of effective learning

The characteristics of effective learning underpin achievement in these prime and specific areas of learning. They describe factors which play a central role in a child's learning and in becoming an effective learner and are vital elements of support for the transition process from EYFS to Year 1. The characteristics represent processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

#### Playing and exploring – engagement

- ☐ Finding out and exploring
- ☐ Playing with what they know
- ☐ Being willing to 'have a go'

#### Active learning – motivation

- ☐ Being involved and concentrating
- ☐ Keeping trying
- ☐ Enjoying achieving what they set out to do

#### Creating and thinking critically – thinking

- ☐ Having their own ideas
- ☐ Making links
- ☐ Choosing ways to do things

These areas of learning are interrelated and we ensure that they are taught within the context of meaningful first hand learning experiences within an enabling environment.

### **TEACHING AND LEARNING**

The features of teaching and learning which enable good practice in the Foundation Stage are:

- the partnership between teachers and parents so that children feel secure at school and develop a sense of well-being and achievement
- the understanding of how young children learn
- a range of approaches that provide first-hand experiences using all of the child's senses
- a carefully planned curriculum that helps children achieve the developmental steps
- the provision of activities that build on and extend children's interests and prior learning and develop their intellectual, physical, social and emotional abilities
- encouraging children to communicate and talk about their learning
- the opportunity for children to develop independence and self-management
- the freedom and access to choose between indoor and outdoor learning environments
- the identification of children's learning needs through observations which are regularly shared with parents
- regular monitoring, assessing and reflection to evaluate what we do
- the regular identification of training needs of all adults working within the Foundation Stage

## **PLANNING, OBSERVATION AND ASSESSMENT**

At Sandridge, planning is divided into long term (topics), medium term (objectives for each term) and short term. Short term or weekly plans show specific Literacy/topic, Maths and PSED (linked to our Jigsaw scheme of work) activities planned to achieve the objectives. Little Wandles phonic lessons are taught discreetly. Staff ensure that children are encouraged to experience all areas of activity during the week, although they may not experience them each day. Staff also encourage children to work towards the planned 5 Early Years Ambitions.

A mixture of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme. The children begin Early Years by having more free choice of activities for most of the session. This programme is gradually directed more by staff as children get older and more mature, so that as they approach transfer to Key Stage 1, they are prepared for the new curriculum. There are also planned transition activities with the Year One teacher and classroom to help Reception children as well.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the 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 Early Years Stage are involved in this process.

The planning within the EYFS is also based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children. This fostering of the children's interests develops a high level of motivation for the children's learning e.g children in Reception are motivated to write stories about their favourite characters from Frozen or superheroes.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded, and some are put in a child's Learning Journal and used to inform the Senior Leadership Team, governors and subject leaders about achievement in the Early Years.

Other work in Reception will go into a writing book and maths book from the Spring term onwards. Reading is recorded in individual reading diaries and in the teacher's guided reading record folder which contains individual assessment sheets (these link the foundation stage and expectations for reading within the National Curriculum). Parents and carers are given the opportunity to look at these books and meet with the Early Years team each term. At the end of the Summer term, we provide a written summary in relation to the children's early learning goals, a copy of the final Foundation Profile Assessment and a written end of year report.

All effective assessment involves analysing and reviewing what we know about each child's development and learning. We then make shared decisions about the child's progress and plan the next steps to meet their developmental and learning needs.

In both Nursery and Reception, the Early Years 'Ages and Stages' document is used and in Reception the 'Foundation Stage Profile' is also used to make judgements about children's



learning. There is continual individual assessment across the seven areas of learning of the Foundation Stage curriculum. Some key assessments made during Child Initiated Learning (CIL) are recorded on post-its and through photographs which then inform more formal recording. Reception will have less evidence in Learning Journals and more in their writing and maths books during the Spring and Summer terms.

The post-its, along with photographic evidence and samples of work, are stuck into an individual Learning Journey for each child as cumulative evidence of progress made.

Parents are welcome to speak to their child's teacher about their child's progress throughout the year in an informal context. Appointments should be made for more in-depth discussions, although there are two formal parent consultation evenings throughout the year and an 'open classroom' event during the Summer Term.

### **LEARNING THROUGH PLAY**

*"Children are never 'just playing.' Play is learning and it is a child's right."*  
(Singer et al 2006)

At Sandridge School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We call child initiated learning the children's '**own learning time**'.

Purposeful play underpins the delivery of all the EYFS and is essential to the development and learning for young children. It is through play that they develop intellectually, creatively, physically, socially and emotionally.

Providing well-planned next steps based on children's spontaneous play, both indoors and outdoors, is an important way in which young children learn with enjoyment and challenge. Children are given the freedom to choose to play indoors or outdoors and both learning environments are well planned to ensure children's play is purposeful and educational.

Through play, in a secure but challenging environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them to make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to understand the need for rules;
- take risks and make mistakes which develops problem solving skills;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems.

### **THE LEARNING ENVIRONMENT**

The Early Years classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas or 'zones', where children are able to find and locate equipment and resources independently. The Foundation Stage has an enclosed outdoor area and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children



opportunities for doing things in different ways and on different scales than when inside. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Sandridge is a one form entry primary school, therefore, the Early Years consists of a 26-place Nursery class and a 30-place Reception class.

We offer part-time Nursery places where children can attend for 15 hours per week.

Early Years includes two classrooms and a shared outside area. Children can move freely between both classrooms and outside throughout their own learning time (CIL) and have focused groups in each room for adult directed learning time. Early Years has a class teacher and qualified Early Years support staff. Their role is to help ensure that every child's care is tailored to meet 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 used in school to make it easier to emulate them at home.

### **THE ROLE OF THE PRACTITIONER**

High quality adult interaction with children while they play in both 'child-initiated' and 'adult-led' learning is essential in developing learning and extending and developing children's language and communication in their play.

The role of the practitioner is crucial in observing and reflecting on children's spontaneous play. They build on this by planning and resourcing a challenging environment which supports and extends children's learning.

*"A child who has experienced the excitement of finding things out for themselves or of solving problems, is learning to learning to take risks, to persevere and to become an independent, self-regulating learner."*

(D. Whitebread, 2012, Developmental Psychology and Early Education)

In the Foundation Stage children work with a variety of adults at different times, therefore children build positive relationships with all adults in the class.

The teacher overviews all learning, assessment and planning.

In regular team interactions all staff reflect and focus on development and planning in order to maximise progress for all children.

### **INCLUSION WITHIN THE EYFS**

In our school we believe that all our children are individuals. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences, needs and interests when planning for their learning.

In the EYFS we have high expectations that meet the needs of our children. All children will make good progress relative to their developmental starting point. We achieve this by planning to meet the needs of girls and boys, children with special needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of our children through:

- developing their self-esteem and confidence by valuing each child's contribution
- using a wide range of teaching strategies to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of the children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- we provide a flexible curriculum to reflect children's learning needs, experience and interests, assessing on a daily basis to alter planning accordingly.

### Additional Needs

The school believes in early identification and intervention. When pupils are identified the class teacher will work with the SENCo and outside agencies, if required, to support the pupil's needs.

Good Early Years practice is naturally inclusive, therefore, children with additional needs are well supported within the Foundation Stage.

Whenever appropriate, practitioners work together with parents and professionals from other agencies, such as local and community health services and Children's Centres, to identify needs and provide the best opportunities for children.

### **THE ROLE OF PARENTS / CARERS**

At Sandridge, we value the importance of parents in their child's education. We believe that children reach their full potential when Early Years practitioners work in partnership with parents.

We foster good home/school links by:

- induction/transition parent meetings and the provision of information packs
- communicating with parents via regular newsletters, sharing Learning Journals, parent consultation evenings and an open evening
- involving parents in their child's learning through curriculum information meetings
- implementing transition programmes from home to Nursery, Nursery to Reception and Reception to Year 1.
- supporting parents to access services such as Children's Centres, School Health, Family Support.

There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning, for example, by assisting with reading/activities/or supporting on trips (see safeguarding section).

Parents and carers are also invited to special plays, assemblies and parent reading sessions.

### **INDUCTION AND TRANSITION**

A high-quality Early Years' experience provides a firm foundation to future academic, social and emotional success. Key to this is ensuring continuity.

At Sandridge, we offer a comprehensive transition programme to ensure that children are settled and able to learn well. In the Foundation Stage, the first term is dedicated to embedding routines, behaviour and expectations and learning how to use the environment purposefully. Achieving these vital skills is the bedrock for the rest of their education and ensures that children become independent learners.

In Nursery and Reception, we liaise with pre-schools (and offer visits to these settings as required) and 'new to Foundation Stage' parent meetings.

The smooth transition between Nursery and Reception is achieved because of the classroom set-up. Children are familiar with all staff and the learning environment. Reception starts with a similar timetable and routine to Nursery. During the year, routines will be built up at the children's pace to ensure a smooth transition from Reception to Year 1.

In Nursery, your child is free to stay for the full session as long as you and the Early Years team agree that your child is happy and well settled.

In Reception, children will have Year 6 buddies with them for lunch times for the first few weeks of school (longer if required).

### **Admissions**

The school follows the HCC guidelines for the admission of Reception children.

### **HOME LEARNING**

At Sandridge School, we believe that children benefit from engaging in activities at home with parents. This starts *informally* in the Foundation Stage. These activities should be fun, and sessions should last no longer than a child's attention span.

In Nursery, teachers will start by sending home ideas for ways to help at home along with a class library book to be shared between parent/carer and child. In Reception, teachers will send home a weekly library book and reading books which are changed once a week.

Home activities are suggested in fortnightly class newsletters and will also include some information on activities covered during the previous week. Some information about the coming week may also be included to allow for pre-learning and transition needs. Other information will be included in these newsletters such as reminders about naming clothes, P.E kits etc. Activities suggested may include:

- reading books together
- counting
- reciting nursery and counting rhymes
- identification of shapes in the environment
- phonics activities (Reception handwriting practise of letters as appropriate)
- fastening and unfastening buttons and zips
- maths games
- talk topics (questions to discuss with your child).

### **RESOURCES**

We plan a learning environment that encourages a positive attitude to learning. We use materials, resources and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **SAFEGUARDING AND ACCESSIBILITY**

### **Child Protection**

All staff are aware of the procedures regarding Child Protection; they know who the Designated Safeguarding Leads for Child Protection are and their duties regarding the reporting of incidences and how and where to record any concerns. All staff undertake statutory safeguarding training every three years and attend an annual refresher meeting. Designated Safeguarding Leads undertake the appropriate training for this role every two years. The school has a Child Protection Policy which all governors, staff and volunteers read and sign to say they will adhere to. The full Child Protection Policy is available in school and online for parents to read if they wish.

The school follows Safer Recruitment procedures at all times. All staff and volunteers are DBS checked and references are obtained and kept on file. All volunteers work under close supervision of teaching staff. Records of information about staff qualifications are kept by the school office. All relevant identity checks and DBS checks are undertaken by the Office Manager and in place before staff/volunteers begin work.

### **First Aid and Medication**

Most staff are first aid trained and only these staff administer first aid / medication. We currently have three paediatric first-aiders; one of whom is based in Early Years. There are first aid boxes in the classrooms with appropriate content. All injuries are recorded in the school's accident book. A copy is sent home and a copy kept in school. Separate letters are given to parents for head bumps and a courtesy phone call home is made by the office.

Epi-pens are kept in the school's medical room and inhalers are kept in the classrooms. Records are kept when these are administered. Non-urgent medication is generally not administered by school staff.

Via admission forms, any allergies and/or special dietary requirements are logged. These requirements are planned for at fruit times and any other time where food is involved (e.g. cooking, topic-related food tasting and cultural celebrations). Individual Allergy and Health Care Plans are set up by the Headteacher with the parent/carer and updated annually. These are read by all staff and kept in the medical room. Any child on a plan will have a poster made with their photo on it and all relevant information about their allergy detailed on it. These are displayed in the medical room, the staff room and in individual classroom cupboards.

### **Toileting and intimate care**

There are toilets within the Foundation Stage classrooms which the children have access to. Staff support children who have issues with toileting and there is a separate changing area should it be required. Children are asked to bring in a set of spare clothes and underwear to change into when necessary. We also have spare clothes at school. If appropriate, parents of Nursery and/or SEND children who are still in nappies will provide their own nappies, wipes and nappy bags. An Intimate Care Policy is in place and parents sign this if their child will require nappy changing or other types of personal care.

### **Safety and suitability of premises, environment and equipment**

A daily safety tick list is completed by staff to ensure that the setting is safe. The area is cleaned daily. The staff have seen and signed a risk assessment for both indoor and outdoor areas which is revisited regularly. The Health & Safety Policy is shared with the staff. There is an emergency evacuation procedure which has been shared with all staff. The school has

appropriate fire detection and control equipment which is in full working order. Fire exits are clearly identifiable and fire doors are free of obstruction and easily opened from the inside.

### Off-site Visits

Risk assessments are undertaken for any trip or outing. Parents sign permission slips to agree their child may take part. The appropriate adult to child ratio for Early Years is adhered to on all trips.

### Accessibility

The space is suitable for children with disabilities (i.e. wheelchair users) and further adjustments will be made in the event of a child with specific learning needs attending the setting. Children have access to the outdoor area every day and in most weathers (except for unsafe and/or extreme weather conditions). There is a quiet area provided for children.

The school has an entry phone system, CCTV and restricted entry of adults on the premises. Parents must inform teachers about who is picking up their child and, where an adult is unknown to staff, the parent must be phoned.

## **REFLECTION AND EVALUATION**

- Regular Early Years meetings provide training and interventions based on reflective practice
- The Early Years Leader writes an annual self-evaluation and monitoring plan which includes analysis of the previous year's data, evaluation of practice and subsequent actions and foci. The monitoring plan is updated throughout the year
- Our Hertfordshire School Effectiveness Adviser provides written reports based on three visits per annum which feed into our School Development Plan
- Our School Development Plan is approved by the governors and its impact evaluated termly.