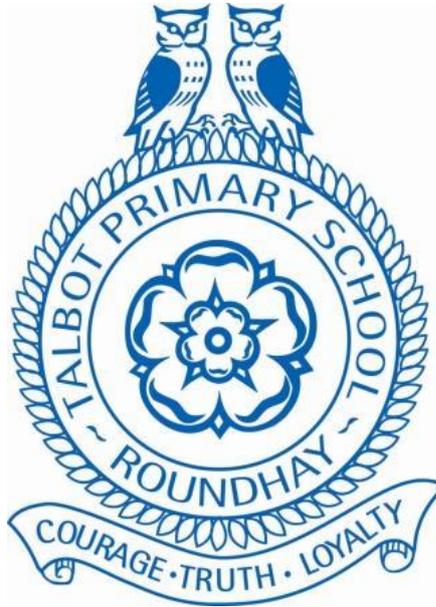


Talbot Primary School



Early Years Foundation Stage Policy

Reviewed/Revised: November 2024

Next review: November 2026

Office use:

Statutory	✓
Web	-
Staff Notices	-

Introduction

This policy outlines the provision Talbot Primary School offers to all its pupils in the Early Years Foundation Stage (EYFS). EYFS is comprised of Foundation Stage One (Nursery) and Foundation Stage Two (Reception). At Talbot Primary School we provide Nursery provision for children in the term of their third birthday (FS1 3 & 4 year olds). Reception children are primarily admitted in the year of their fifth birthday (FS2 4 & 5 year olds).

The EYFS has its own framework and is therefore treated as a separate Key Stage, prior to Key Stage One and the National Curriculum. This framework can be found at

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Curriculum at Talbot has been devised to consider the requirements of the Statutory Framework and meets the end of Reception Year Early Learning Goal (ELGs)s. The statutory ELG's have been written to ensure there is a more succinct progression into KS1. EYFS also follow a bespoke Curriculum in Action (CIA), devised to celebrate all our children have to offer and to address and support any gaps in learning. As a result, the curriculum at Talbot is a progressive 3 to 11 curriculum.

Key Requirements

"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."

Statutory Framework for the Early Years Foundation Stage (EYFS), DfE 2024

The framework outlines the Principles, Areas Of Learning and Characteristics Of Effective Learning which practitioners are required to follow. Underpinning these is the requirement to help young children stay safe, be healthy, enjoy and achieve, make an active contribution, and maintain a positive well-being.

This is achieved at Talbot through provision of the following:-

- Quality and consistency, to ensure every child makes good progress and no child gets left behind. Vulnerable children are identified early on through Baseline assessments and observations. Bespoke provision is put in place which is designed to support the children in provision as much as possible. Newly identified SEND needs are monitored by the class teachers in consultation with the SENCO and referrals made with parent support as and when required.
- Quality provision is established through regular up to date CPD for staff and all Early Years staff are included in this. Provision is reviewed across the phase to ensure progression. Consistency and provision of resources is documented in continuous planning. LTP's and the CIA have been written to ensure quality and consistency and that progression across the phase is evident and relevant. These are flexible working documents to adapt to the current needs of each cohort. Assessments both formal and informal inform staff of progress and keep up provision is provided on a flexible need basis. (See EYFS assessment policy)
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly. In addition to the planned curriculum there is opportunity for 'in the moment learning' and adult led 'hooks' of interest. These are informed by continual informal observations, discussions with staff and parents and assessments
- Partnership working between practitioners and with parents and/or carers. Parents are invited into Nursery and school at regular opportunities for Stay and Play sessions or to share and enhance the curriculum with their own skills or knowledge. Tapestry is used to celebrate achievements in school and at home so children make a link between the two. Informal daily chats between parents and staff to discuss needs or support with skills or emotional well-being. Newsletters and home learning challenges are shared regularly to inform parents and carers about the learning taking place and how they can help at home. Specific Maths and Phonics and Literacy information is shared via small parent workshops to target bespoke needs. Regular parent consultations are held and an end of year report written for children leaving Nursery or Reception.
- Equality of opportunity to ensure that there is no discrimination and every child is included and supported, in accordance with the school's Safeguarding Policy and the Early Years Framework. Talbot Primary endeavors to promote equity for all and in EYFS this may take the form of pre-teaching or vocabulary practice, as an example.

Principles and Aims

The guiding principles from the framework, which support our practice are grouped into four distinct but complementary themes:

A Unique Child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We represent the changing cultural capital of our cohort within our provision and planning. This will be bespoke and vary depending on each cohort and within the Nursery and Reception settings. This is written into our wider Curriculum and parent/carer contributions are welcomed.

Positive Relationships

Children learn to be strong and independent through positive relationships. Practitioners will develop and nurture children's self-confidence and self-esteem, teaching them to express and communicate their needs and feelings in appropriate ways. A Key Worker system is in place to establish positive relationships between staff, parents/carers and children. We support parents/carers with information on successful transition and settling into Nursery or school. We use the Characteristics of Effective learning and a Hygge approach to our relationships which we share with parents as we develop this through PSED in Key Worker time and circle times. We provide transition visits and open sessions, including a chance to try lunch and stay and play. We visit preschool settings, if applicable, and use the website and welcome packs to introduce families to staff and our environments. We hold a welcome parent/carer information presentation and send home regular news letters.

Enabling Environments

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 carers.

Practitioners will provide a safe, secure and caring environment where children feel happy and valued, and provide effective learning opportunities through adult led activities, continuous provision and enhancements in AOP, inside and out. The environment will reflect the cultural capital, diversity and interests of the children. Practitioners will be aware of the importance of extended play in children's learning and development. We are a setting inspired by natural, real objects and photos and our environment is a continually evolving setting to reflect the way the children are learning through play. We respond to the children's needs and interests on a continual and individual basis, thus maintaining interests and ensuring progression. Continuous provision ensures the environment is always familiar and accessible allowing the children to practise skills and to be independent in the areas of provision. Challenge is provided by quality interaction in the environment and specific activities.

Learning and Development

Children develop and learn at different rates. As specified in the EYFS framework and our Curriculum in Action (CIA), we incorporate inclusion and achievement for all.

Practitioners will encourage children's independence and decision-making, supporting them to persevere and find new ways to learn, and develop children's communication and social skills and the values and codes of behaviour required for people to work together harmoniously. They will provide experiences which build upon children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development. Time is spent on quality interactions and with each child with vulnerable children being the priority. Phonics and Maths are delivered within these interactions in Nursery, with some class and Key Worker time identified for discreet learning. These are delivered as discreet subjects in Reception.

Characteristics of Effective Learning

The Characteristics of Effective Learning are:

Playing and exploring – engagement: Children investigate and experience things and events around them and 'have a go'.

Active learning – motivation: Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

Creating and thinking critically – thinking: Children have and develop their own ideas, they make links between different experiences and develop strategies for doing things.

At Talbot Primary we want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks and explore their learning. Our environment is designed to facilitate this. We also use the Leuven scales of wellbeing and involvement to ensure that children are happy and secure and therefore able to learn. This leads the children into the whole school Growth Mindset approach which begins in Year One.

Areas of Learning

The EYFS framework includes seven areas of learning and development. These guide practitioners in how to support and teach children but do not state what should be taught. These are not to be used as a check list for children to work through but as a 'best fit' holistic approach to learning. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

To implement this, we have devised an Early Years Long Term Plan which shows progression within Early Years and enhancements to the curriculum to support the achievement of the ELG's at the end of Reception. This is to be supplemented by the children's interests. In addition to this, the CIA determines what our cohort typically excel at, wider experiences and skills and which areas they require more support in. Specifically, what we want our children to be able to know and do by the end of Reception. This ensures they receive the prior knowledge and skills they need to access the National Curriculum. Discussions, visits and planning inform subject leaders understand where their National Curriculum subjects fit into the Early Years setting and curriculum.

There are seven areas of learning and development that must shape educational programs in early years settings. All areas of learning and development are important and inter-connected. These areas are not separate subjects and should be taught holistically and with links made across the learning spectrum as a whole. The focus on oracy, emotional well-being and reading are paramount and have been identified as a priority for EYFS. Computing does not have a separate ELG and the Framework states it should be taught with relevance to the real world, practically and incorporated into all areas of learning. At Talbot this has been written into the LTP. This ensures a foundation for moving onto the National Curriculum in Year One.

Three Prime areas of learning:

1. Personal, Social and Emotional Development (PSED): Self-Regulation, Managing self and Building

Relationships: The outcomes focus on children being able to lead happy healthy lives to support cognitive development. Positive relationships with adults in EYFS will support children in managing and understanding their feelings and those of others, develop confidence and a positive sense of self. Adults will support and model how to manage personal needs including healthy teeth and healthy eating. Extended play opportunities will encourage interactions with other children and a chance to learn about conflict resolution and cooperation, guided by adult interaction. Our own CIA has very clear links to support the ELG's in this area and towards developing the children's independence to support transition from Nursery into Reception and ultimately into Year One.

2. Communication and Language (C and L): Listening and Attention, Understanding and Speaking:

These outcomes underpin all seven areas of learning. At Talbot Primary we use Talk Matters, metacognition and active listening skills in line with the whole school. Nursery also introduce the use of Makaton signs to support communication and inclusion for all. This is continued in Reception as required for inclusion. Additional vocabulary support is provided for EAL children in both settings through quality interactions and pre-teaching. We have developed a series of communication 'talking points'. These are objects and curiosity items and images to stimulate talk and questioning. 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 and under guidance from the EAL lead Teacher and SENDCo, to establish whether there is cause for concern about language delay. At Talbot we try to represent the diversity of the cohort in our provision using varied

signs and photos of real-life experiences. Staff use a range of Sustained Shared Thinking (SST) skills to support and challenge children, modelling and echoing back with new vocabulary to build language and vocab. There is planned time reading with and to the children frequently to build on story language with a carefully chosen range of familiar books. Our own CIA has very clear links to support the ELG's in this area.

3. Physical Development (PD): Fine and gross motor skills:

Physical development is implicit in all areas of the EYFS framework. The classrooms will provide opportunities for fine and gross motor skills to be developed. These will be part of the provision inside and outside and include sensory experiences. Teaching concentrates on children's developing physical control, balance, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life. There is a big focus on Movement Play in Nursery and this will be continued in Reception as required. There will be a designated Movement Play area in Nursery and resources will be available inside and out. Additional strategies like 'Dough Disco' and 'Squiggle While you Wiggle' and 'Drawing Club' will be incorporated to aid handwriting. We will use our outdoor environment to stimulate 'free movement' and as a movement area to promote climbing, spinning and risk taking and to develop sensory experiences. Puzzles, arts and craft and small world toys for hand eye coordination are provided to support early reading skills control and proficiency Reception take part in specific PE sessions and will incorporate the whole school PE scheme 'Get Set for PE'. Steps to support specific skills for progression in fine motor skills like scissor skills and gross motor skills like 'throwing and catching' are assessed and supported for the best impact and development. Robust physical development impacts positively on readiness for writing.

Four specific areas of learning, which include essential skills and knowledge which develop from the prime areas and provide important contexts for learning, these are:

1. Literacy (L)

This area of learning has three subsections of: Comprehension, Word Reading and Writing. The objectives ensure success in understanding what has been read to them, which links strongly to the whole school curriculum approach to comprehension and inference, early reading and writing skills with all mark making being valued. Stories are shared daily in Early Years and familiar books are available for the children to access and choose from. This reading spine supports progression and familiarity across the key stage and into year one.

The ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage at Talbot. Nursery incorporate Phase One phonics using the 'Singing Phonics scheme' alongside Little Wandle's Foundations for Phonics. Reception further embed this in class-based teaching and focus groups continuing into Phases Two, Three and Four following the school phonics scheme 'Little Wandle'. Reading, writing, segmenting and blending are all included. Reading books are provided in alliance with the Phonics lessons and according to children's individual abilities. These are evaluated to ensure the books match the children's phonic ability and to ensure 90% fluency. These books are read in school and then sent home along with a library book. This helps to support the whole school approach to foster a love of reading. Nursery run a weekly library for all children, to support an early love of books and develop oracy skills in partnerships with parents and families. In Nursery staff find time to read books chosen by children to further develop this love of reading. In Reception, there are designated weeks to vote for a book to be read and staff will read key texts as a challenge in the book corner. Reception and Nursery have identified a range of key texts that will be focused on throughout the year. This is shared with parents and carers and are available to borrow to support equity. Reception also follow the schools' repeated read system, with a chosen book read over a week to support new challenging vocabulary, understanding and comprehension. There is a designated writing area in each classroom but writing is encouraged in all areas of provision in some form. The writing is progressive with all children in Reception writing words and phrases as part of phonics dictation. This is supplemented by extra writing and phonics activities in learning time. We support physical skills for writing with tools and activities in provision, Squiggle while you wiggle and dough disco sessions. Our own CIA has very clear links to support the ELG's in this area.

2. Mathematics (M)

These are Number and Numerical Patterns: These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas. These incorporate the key aspects of the whole school strategies taught, these being 'The White Rose' and 'Maths Mastery' schemes. In Nursery mathematics is taught in Key Worker time and incorporated in provision and as opportunities to explore. Effective adult interaction will ensure opportunities to develop mathematical language in play are pursued. The focus is on matching, sorting, subatizing and number recognition to 5, counting one to one and pattern. In Reception, Number broken down to focus on the deeper understanding of numbers to 10 and subatizing, This progresses into composition of number and recall of number bonds to 5. Pattern making leads into numerical patterns like odd and even numbers, counting beyond 20 and concepts of comparison. The use of mathematical vocabulary will be integral to promoting the importance of mathematical explanations and problem solving. All children receive daily input and will take part in an activity t assess understanding, any keep up provision is provided as required and children are challenged by 'Digging Deeper' opportunities. There is an emphasis on fluency of counting forwards and back to 10 and then 20. Subatizing to 5 and number bonds to 5. Nursery use concrete apparatus and Reception use concrete apparatus, 5 and 10 frames to support calculations.

3. Understanding the World (U the W)

Subsections are: past and present, People culture and communities, The Natural World.

It provides a foundation for enquiry based learning and sustained shared thinking. This is enhanced with a 'hook' to ignite interests but mainly from the children's questions, interests and activities. Use of nature, outdoors and the local environment supports this approach and develops a sense of awe and wonder of the world around them, including other countries. The contributions of all stakeholders is paramount, supplementing information about cultural and faith and non-faith celebrations and traditions and knowledge of the local area and community. We offer a range of 'mini trips' to enhance this area which will change and be bespoke to suit the needs of each cohort. We ensure the skills required for the whole school subjects History, Geography, Religious World Views and Science are supported and incorporate resources like maps into areas of provision. Links to other subjects, like art, are made through observational drawings and oracy. Knowledge and skills clearly link into the Year one curriculum. Our own CIA has very clear links to support the ELG's in this area.

4. Expressive Arts and Design (EAD)

Creating with materials and being imaginative and expressive.

This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. This will be shown in different ways across the curriculum not just explicitly in art and will reflect the learning styles of the children. We teach the children skills to use tools and approaches and techniques to create independently. They practise safety and are encouraged to share creations and explain their process. We focus on process over outcome and link this to metacognition and talk matters and the COEL. There is also a strong link to music with a key strand linked to time to perform in shows songs rhymes and stories including nursery rhymes. We incorporate this into our own Curriculum in Action.

Teaching and Learning

Effective learning requires:

Children to be independent, confident explorers with unlimited learning capacity and who will make links for themselves. The Phase will be linked as a team with a supportive, nurturing and calm ethos to foster early enjoyment of learning. Children will be more ready and able to use these skills to access the National Curriculum in Year One. There will be a clear cyclical link between children's interests, planning, learning, parent involvement, provision, teaching and assessment.

- Children will initiate activities that promote learning and enable them to learn from each other
- Children will learn in a multi-sensory approach.
- Children will have time to explore ideas and interests in depth
- Children will feel secure and valued, helping them to become confident learners
- Children will learn in different ways and at different rates
- Children make links in their learning

- Children will be creative and take part in imaginative play activities that promote the development and use of language on their own and alongside others

Effective teaching requires:

Teaching to be challenging and support learning to facilitate independence.

Staffing

‘All children deserve high quality early education and care. This requires a quality workforce. A well-trained, skilled team of practitioners can help every child achieve the best possible educational outcomes. What practitioners know, plan for, and do matters for children’s learning, development, safety, and happiness in settings.’ **Statutory Framework for the Early Years Foundation Stage (EYFS), DfE 2024.**

At Talbot we aim to provide quality education with effective Early Years Staff. Areas will be set up as invitations to learn. These will be open ended where possible, to further progress learning in an explorative way. Practitioners will spend time with children, in turn, interacting to develop their knowledge and skills. Uninterrupted time to play will be key to developing progression. Practitioners will know when to challenge and develop learning through questioning and sustained shared thinking and when to step back and allow the children time to think and develop their thought processes. Adults will respond ‘in the moment’ where possible, to capture the learning and thought processes and maintain interest and enthusiasm. There may be a variety of unrelated interests within provision rather than a set theme for the week.

In Reception more whole class and focused group learning will also take place to ensure the key aspects of knowledge are delivered and with a view to learning styles in year one. This increases over the year in accordance with the Framework.

Planning

At Talbot, we have developed our own Long term plan which shows progression across the phase and form the early stages of the 3 to 11 curriculum. This is intended as a skeleton plan which we enhance and develop to represent the learning interests and styles of each cohort. As a result each year may be very different but the knowledge and skills required will be embedded. Teachers ensure that there is a balance of adult led and child initiated activities across the week. Continuous Provision will be planned for and enhanced to reflect the cultural capital of the cohorts. Interests may be in the moment only or may continue and develop. There will be no weekly change of theme, rather a development or change when required. This will allow for a more in depth approach to knowledge based learning that reflects the needs of the children. Phonics and Maths will remain as robust structured plans to be taught alongside this. The knowledge, skills and CIA are planned for to ensure consistent delivery of the 3 to 11 curriculum.

Teachers think carefully about the intended learning opportunities that provision, hooks and direct teaching can provide. Implementation of learning will take the form of one of the three ways detailed below and will be bespoke, for example to individual children or groups of children. The impact of teaching and learning is carefully considered and used to further develop provision, direct teaching opportunities and adult interactions.

Curriculum in Action

This has been established to ensure it meets the needs of the children. It is designed to build on the strengths of the cohort and to address the gaps we feel they may have. It is a clear progressive curriculum based on what we want our children at Talbot to know and be able to do by the end of Reception. These statements are small steps which begin in nursery and progress to the end of Reception. It is designed to be inclusive for all and assessments allow for SEND children to access this and make progress. The end of year assessment support the baselines for the subsequent year and as such it is a progressive curriculum which further enhances the journey towards the Early Learning Goals. It supplements the LTP and supports some of the 3 to 11 curriculum subjects. Specifically, PSED, CL, L, KU and EAD which link to PSE, Literacy, Geography, History, RWV and Science.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-

guided learning. This is set out in **Statutory Framework for the Early Years Foundation Stage (EYFS), DfE 2024**.

Child initiated activities: these are the most valuable learning opportunities. The adults' role is to show an interest in the children's own ideas, build conversation, facilitate and share ideas, extend and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning. These will be tracked to ensure no child is missed. Adults will take part in these as 'interactors' the focus will be on actual involvement with the children rather than note taking and observing. I.e. quality interactions over documentation.

At times adults will be key observers and will take a step back to assess what learning is going on and how to progress or develop this in the moment.

Adult led/directed activities: These are planned for and set up inside or out. They may take the form of focus group or individual work or may be set up as challenges in the Areas of Provision. The adult will be the lead learner but will be able to adapt the planning to suit the moment and the learning taking place thus making sure early 'keep up' is delivered.

Direct Teaching: At specific times in the day the children will take part in an activity that is teacher led. All taught sessions are carefully planned for each class using previous assessments of the children's knowledge, skills and interests and ability. Planning is changed and tailored regularly and in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child. A series of intervention groups is established on a need basis following baseline and subsequent assessments. These flexible groups will be cohort specific. Children's understanding is also developed through direct quality interactions and in the moment.

Parental involvement

Practitioners will work in partnership with parents. Aspects of information will be shared via 'Stay and Play' sessions, workshops, newsletters and parent information displays and handouts. There will be two formal Parent's Consultations and an end of year Report with the children's current level of achievement stated. Parents will be invited in to help with activities and to be 'Mystery Readers' in Reception. Regular updates of their child's progress will be available on Tapestry. This is Talbot Primary School's online Learning Journey. Parents can contribute and comment on observations. Practitioners will include a variety of Home Learning Challenges.

In Nursery parents will be invited to regular stay and play sessions, which will reflect the interests and needs of particular cohorts. 'Reading breakfasts' provide opportunities for parents to engage in story telling with their child, and will be planned on different days throughout the year to ensure opportunity for all in accessing these sessions.

Where a greater need is identified, parents will be contacted in ways bespoke to them to encourage involvement. This may be a phone call, one to one meeting, invitation to a small group workshop or other.

Areas of Provision

The Environment will be 'a teacher'.

This will be calm, natural and stimulating. Where possible, natural or reclaimed resources will be used and displayed in baskets. Continuous provision plans ensure resources are introduced slowly and that they remain constant so children can access, practice and repeat learning independently without an adult present. These will be presented in an inviting way, this will be enhanced regularly to reflect the current learning and interests of the children. The provision will show progression across phase. Children will be encouraged to use their imagination to explore these resources in an open-ended way.

At Talbot Primary School, it is our belief that children learn best from activities and experiences that they have initiated and play with peers is important for children's development. We carefully plan the environment both inside and outside and provide opportunities within these environments to reflect these interests to inspire them further, whilst also making sure that children have the opportunity to extend and practise the skills they have learned through direct teaching. Through play children explore and develop learning experiences, helping them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and

solve problems. They express fears or re-live anxious experiences in controlled and safe situations. Giving children the opportunity to play with ideas in different situations and with a variety of resources allows them to discover connections and come to new and better understandings and ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults can support them in making connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. The children can also choose whether to work inside or outside during their independent learning time.

Adults will monitor the use of the provision and will model how to take care of the areas and resources. This role of will facilitate a respect for the environment inside and out and help to ensure the safety of the pupils. It will also inform planning, looking at how the children are using the areas and what they are using, so adjustments can be made.

Resources

An allocation from the school budget is allotted each year to the early years to update and replace resources. We try to provide as many 'real life' resources from homes and charity shops and natural materials as possible. Parents are encouraged to contribute to the learning resources with meaningful materials. We use the local environment as a resource and plan trips to different local shops, parks and libraries.

Equal Opportunities

We provide well-planned activities to develop their personalities, talents and abilities, for all children regardless of social or cultural background, race, gender or prior attainment. They are given opportunities to explore and enjoy stories, music and poetry from a wide range of cultures. Equity for all is a key part of EYFS. Further reference should be made to the school's Equal Opportunities Policy and statement on Protected Characteristics.

Special Educational Needs

Children with special educational needs are offered full access to a broad, balanced and relevant curriculum in accordance with the school's Inclusion and Special Needs Policy. We will work together with the pre-school settings and the LA to ensure that any child's special educational needs are identified early and appropriate action taken to meet the child's needs. All SEND children are integrated into the class based environment and will work on individual or group targets as required. This has been written into the CIA.

Health and Safety

Children are taught to use equipment safely and are made aware of the potential hazards within the classroom, wet area and outside areas. Risk assessments are completed and checking of areas is an integral part of the daily routine. Children are actively involved in the risk assessments for outdoors and they make informed decisions about clothing and weather. These are seen as learning opportunities. Children are encouraged to take and manage risks safely. All staff involved in changing children will have attended intimate care training and will use designated facilities. Further reference should be made to the school's Health and Safety Policy.

Assessment and Record keeping

Please see the EYFS assessment policy.

Monitoring and Evaluation

The Early Years Curriculum, target children, environment and practitioners are monitored by the Early Years Phase Leader and the SLT, complementing the school's monitoring and evaluation schedule. All staff are part of the Phase specific training.

Written by C. Callaghan
November 2024