



**St. Joseph's Catholic
Infant & Junior Schools
Birtley**

**Early Years
Policy
February 2025**



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Statement of intent



St. Joseph's
Catholic Infant
& Junior Schools
Birtley



OUR MISSION

Let us build a house where hands will reach beyond the wood and stone, to heal and strengthen, serve and teach, and live the Word they've known.

Built of hopes and dreams and visions, rock of faith and vault of grace; here the love of Christ shall end divisions:

All are welcome in this place.

OUR VISION

Lord, in our daily lives, may we:

Love and serve like St. Joseph, care and protect like St. Joseph, work and teach like St. Joseph, show compassion and loyalty like St. Joseph, have trust and faith like St. Joseph.

We follow St. Joseph's virtues and remember our significance in God's world. Amen.



At St. Joseph's Catholic Infant and Junior Schools, Birtley, we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will 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 child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

I. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with other school policies - including:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equality and Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Safer Recruitment Policy
- Data Protection Policies

2. Roles and responsibilities

The local governing committee will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the ['Early years foundation stage \(EYFS\) statutory framework'](#) in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the ['Headteachers' standards'](#) and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.

- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the local governing committee and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.

- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
 - The DfE's current '[Early years foundation stage profile handbook](#)'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3. Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

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

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

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

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

All staff members will have due regard to the learning and development requirements as set out in the school's Early Years Teaching and Learning Policy.

Each child will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs.

4. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook'.

5. EY Observations

Aims:

- To ensure consistency in observations, parent communication and assessment.
- To outline the standard of observations expected by Early Years practitioners.
- To ensure the confidentiality of children's learning, images and videos.

Rationale:

- A child's individual learning journey should be documented and shared regularly with parents and carers.
- Observations and learning journeys assess learning and identify next steps, ensuring curriculum coverage and identifying any 'gaps' in learning.
- Learning journeys are a professional record of children's learning and development and should be written in a professional and presentable manner.
- Confidentiality should be of utmost importance and guidelines of acceptable use should be clear.

Purposes of Observations at St. Joseph's:

- A positive record and celebration of what children can do.
- A starting point for teaching and planning.
- A record of new, developing or significant learning.
- Captures learning and a child's personalised learning journey.
- Identifies next steps in learning and how to move learning on.
- Identifies and explores children's interests.
- Captures child's voice.
- Encourages parental contributions and information sharing between home and school.
- Evidence of independent learning for Foundation Stage Profile.

EY Practitioners on Tapestry:

- EY Leader will monitor observations and share feedback with EY Team.
- EY teachers will be responsible for checking and uploading completed observations for their year group.

- Teachers can approve their own observations and upload to Tapestry.
- Teachers will acknowledge parents' comments and observations with a response or like.

Observation Expectations:

- Reception observations will capture predominantly child-initiated learning or directed continuous provision tasks.
- Reception will complete at least 3 observations per child every half term.
- Observations will document balanced learning across all 7 areas of learning.
- Observations will be factual, detailing learning in full sentences, written to a good standard of English and grammatically correct.
- Tapestry tracker will be used to identify any 'gaps' or an in-balance in the number of children's observations.
- All observations will be linked to the relevant EY stage of development, Early Learning Goals (ELG) and characteristics of effective learning.
- Well-being and involvement judgements will be recorded on relevant observations.
- Parents will be able to comment on their child's observations and upload work to their child's personal Tapestry account.

Standardised Observations:

- Prior learning will be recorded at the start of the observation (if appropriate).
- Add context to observation e.g. Working in the construction area the children decided to build a fairy-tale castle).
- Next steps will be identified on every observation (where appropriate), with a clear focus on moving learning on (Next steps in learning:)
- Ensure children's names are spelled correctly and only first name recorded on observations.
- When recording children's speech, quote directly using inverted commas, e.g. Tom replied, "Double 5 is 10."
- When writing numbers, use the numeral (5 not five).
- Avoid shorthand or terms that parents will not understand.
- Observer's name is recorded on each observation so write in the first person 'When questioned, ...'

Observation Examples:

Tapestry Observations

- Child has chosen to _____ during independent learning time. There should be an explanation of what child has done/if they have said anything (put in speech marks).
- Has the adult contributed towards the child's learning in anyway e.g. asked them specific questions or has the child completed it independently.
- Are there any links to the characteristics of effective learning?

-Playing and Exploring: Finding out and exploring, playing with what they know, being willing to 'have a go'

-Active learning: Being involved and concentrating, keep trying, enjoying achieving what they set out to do

-Creative and Critical Thinking: Having their own ideas, making links, working with ideas.

Example 1:

After reading the story 'Supertato', S chose to go and make the character Supertato in the creative area. S thought about the materials he was going to use and decided on using paper for the body. After cutting a circle out of paper, he moved on to thinking about the arms and legs. S chose to make the arms and legs using paper straws. I asked S how he was going to attach the arms and legs to Supertato's body. S told me that he was going to use sellotape. S needed a little bit of help using the sellotape but was confident in attaching the straws to the paper with it. He then decided that he was going to make a cape for Supertato. S chose to use glue this time to attach the cape to Supertato. S has shown great care and accuracy when cutting out the cape using his scissors. He held them correctly and took his time. Once finished, he was proud to show me his finished result.

Example 2:

Continuous provision:

- *The class have been learning about the composition of numbers of 10.*
- *When asked, S was able to demonstrate sound knowledge of 2 number bond families totalling 10.*
- *When asked if S was able to identify a 3 number bond family which totalled 6, he responded by saying: $3+2+1=10$*
- *S could accurately recall number families to 10 without visual prompts.*
- *This was extended to 12 with concrete resources (Numberblocks).*

Moderation of assessment judgements:

The senior leadership team will sample observations across the year group to quality assure the content. When subject leaders conduct book scrutiny, they will sample observations, appropriate to their subject areas, as part of their ongoing evidence gathering (learning walks/book scrutiny/lesson observations).

Other uses of Tapestry as a communication tool:

In addition to observational assessment, Tapestry will also be used for sharing information with parents including newsletters and homework and general reminders/prompts.

6. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the schools' SENDCo.

7. The learning environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

8. Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is Mrs K. Swaddle. The deputy DSL is Mrs E. McConnell, Mrs J. Smith, Mrs A. Snaith and Mrs R. Nutton.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

9. Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed – this must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- Make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Staff taking medication or other substances

The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.
- Implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

Any medication used by staff will be securely stored in **the school office or medication fridge**.

Smoking and vaping

The school will:

- Not allow smoking in or on the premises when children are present, or about to be present.
- Not allow staff to vape or use e-cigarettes when children are present and consider the advice from Public Health England on their use in public places and workplaces.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
- The lead practitioner attends a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children.

- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the school office.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Staff:child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- The EYFS leader holds QTS.
- The Executive Headteacher/Deputy Headteacher/Assistant Headteacher will support in the absence of the EY leader.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are within sight **or** hearing of adults. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

For children in Reception classes:

- Class sizes will be limited to 30 children per teacher, as per infant class size legislation.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Key person

The class teacher will be assigned as the key worker whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

10. Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.

- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do so constitutes an offence.

Supporting and understanding children's behaviour

The school will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property.

11. Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept in school office/staff room.
- Keep a written record of any accidents, injuries and first aid treatment using the Bishop Wilkinson Catholic Education Trust's methodology on Notify.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do so constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.

- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available. There are two toilets, available and a third can be used a changing facility.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These are located in the disabled toilet, opposite the EY classroom.
- Ensure there is an adequate supply of clean towels, spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially (group intervention room).
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance e.g., public liability insurance.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school will have a Fire Safety Policy in place.

12. Mobile phones and devices

For the purposes of this policy, the term “**mobile phone**” refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the schools’ mobile phones and technology

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written or verbal consent from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

13. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Consider incorporating parents' comments into children's records, if requested.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting, in accordance with BWCET GDPR Guidelines.

For information regarding pupils' privacy and the information we collect about children – please see the BWCET Pupil Privacy Notice as found on the schools' website:

The following information will be recorded for each child:

- The child's full name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The emergency contact details of the child's parent.

Information for parents and carers

The following information will be made available to parents:

- The schools' privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the schools' EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the schools' EYFS
- The procedure to be followed in the event of a parent failing to collect a child (refer to DSL, and follow safeguarding procedures)
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

14. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to **termly** parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Meeting rooms are available for confidential discussions between staff and parents/carers.

St. Joseph's encourages parents and carers to be active participants in their child's learning and we host regular half-termly workshops focussed on the core areas of the curriculum to ensure that parents and carers remain engaged in their child's education.

Parents will be asked to give permission on Arbor for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete a Microsoft Form Survey when their child has been formally accepted into St. Joseph's Catholic Infant School. Information collated will include contact information, admission forms, a medical and allergy form as well as local consents and permissions.

15. Transition

Parents and carers who have expressed an interest in attending our setting can arrange an appointment to have a school tour in the autumn term prior to deadline for local authority admissions. The school has an active toddler group, which takes place on a Wednesday morning and is facilitated by a L3 teaching assistant. We view this as a positive step to support children with transition and admission arrangements.

Once the LA has confirmed admission ranking, and this has been communicated with parents, our setting will then invite parents/carers to bring their child to an open day 'stay and play' in the summer term. The school arranges individual visits, subject to appointment.

The early years lead will visit local pre-schools to meet the children due to join Reception and will liaise with the pre-school managers, as well as conduct home visits, prior to the 'stay and play'. We view this an important step to ensure that transition is effectively managed.

The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND, who may require additional support. Where necessary, additional meetings with the LA EY SENDCo may also be facilitated.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

For the first week of term, children will attend the setting in two groups because St. Joseph's Catholic Infant School often takes pupils from across several nursery settings. The purpose is for the children to become acquainted with a new set of friends and to ensure they gain confidence in a small group, before numbers increase.

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity – AM (to include staying for lunch)	INSET	Group 1	Group 1	Group 2	Group 2
Activity – PM	INSET	Group 2	Group 2	Group 1	Group 1

Transition into Reception

Prior to the children entering Reception:

- Parents will be invited to attend an information session with the headteacher their child's Reception class teacher.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- See above timetable.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns, this usually occurs around October half-term.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff via Tapestry, email or in person at the gate, on a morning.

Timetable

EY Time Table

32.5 hours teaching time - 8:45 – 11:45pm and 12:45pm – 3:15pm (minus 1.25 hours for snack time) = 3.125 hours of RE per week
 Session 1 = 90 minutes (1:30pm – 3:00pm approx.) Session 2 = 95 minutes (12:55pm – 2:30pm approx.)

Day	08:35 – 08:45	08:45am – 9:30am	09:30 – 10:30	10:40-11:45	11:35 – 11:45	11:45 – 12:45pm	12:45 – 12:55pm	Session 1	Session 2	3:00pm-3:15pm
Monday	Registration, Morning Worship (Gospel of the Day, meditation, where possible), and Class Prayer Books, Basic Skills	Phonics x2 groups	Whole-school Collective Worship (10-10.30am)	Whole-class literacy input (20 mins) x2/3 small groups – for 20-mins guided activity Optimal x2-groups	Nursery rhymes	Lunch	Mastering Number (10-minutes)	Whole-class mathematics input (20 mins) x2/3 small groups – for 20 mins guided activity Optimal x2-groups	Free-flow NELI Small-group	Story time
Tuesday		Phonics x2 groups	Whole-class literacy input (20 mins) x2 small groups – one with T, one with TA for 20 mins guided activity Optimal x2-groups	Whole-class mathematics input (20 mins) x2/3 small groups – for 20-mins guided activity Optimal x2-groups	Nursery rhymes		Mastering Number (10-minutes)	12:55pm – 2:00pm Whole Class input UTW x2 small group UTW guided task Optimal 2-groups	Free-flow	Story time
Wednesday		Phonics x2 groups	Whole-class literacy input (20 mins) x2/3 small groups – for 20-mins guided activity Optimal x2-groups	Whole-class mathematics input (20 mins) x2/3 small groups – for 20-mins guided activity Optimal x2-groups	Nursery rhymes		Mastering Number (10-minutes)	12:55pm – 2:30pm Whole Class Input RE Small group RE guided/ independent tasks x2/3 small groups – for 20-mins guided activity NELI Small-group 30-minute session for MD/LH/LA/DC	Free-flow	Story time
Thursday		Physical Education with NUFC	Whole-class PSED input with access to indoor continuous provision	Music			Mastering Number (10-minutes)	12:55pm – 2:00pm Whole Class input EAD x2 small group EAD guided task	Free-flow	Mastering Number (10-minutes)
Friday		Awards Assembly (20-minutes) and other catch-up	Phonics x2 groups	Whole-class literacy input (20 mins) x2/3 small groups – for 20-mins guided activity Optimal x2-groups	Whole-class mathematics input (20 mins) x2/3 small groups – for 20-mins guided activity Optimal x2-groups		x1 NELI 1:1 session	Mastering Number (10-minutes)	Whole -class Input RE Small group RE guided/ independent tasks x2 small groups – one with T, one with TA for 20 mins guided activity	House Collective Worship or Story Time (where available)
			x1 NELI 1:1 session		x1 NELI 1:1 session		x1 NELI 1:1 session		x1 NELI 1:1 session	

Snacks are available for children to take during continuous provision/free-flow.

Transition into KSI

The EYFS profile will be completed for each child. The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Adopt a growing modified timetable to support the Year 1 experience.
- Have transitional sessions in the Year 1 classroom with their Year 1 teacher.

Prior to the children entering Year 1:

- Reception teachers will complete assessments, including phonics, on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- The Reception teacher will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The more formal teaching of Year 1 will be introduced – as appropriate to the cohort of pupils.
- Where necessary, and cohort depending, the Year 1 timetable, may include additional provision including: continuous provision, planning and child-led learning, if required. (Examples may include: free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.)
- Children will continue to be assessed on the EYFS profile, if appropriate – but an underlying SEND need may be needed to be taken into consideration.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects and the well-planned and sequenced curriculum takes this approach into account.

16. Monitoring and review

This policy will be reviewed regularly by the local governing committee and the executive headteacher.

The next scheduled review date for this policy is **September 2028**.