

EARLY YEARS FOUNDATION STAGE & CURRICULUM POLICY

The Paragon School

Policy Owner Assistant Head, Academic	Applies to The Paragon School	Superseded documents
Associated documents SEND Policy Positive Behaviour Policy Safeguarding Policy Whole School Assessment Policy English and Guided Reading Policy	Review frequency Every year (unless the legislation/regulations update before this time) Implementation date 1 October 2021	Legal Framework KCSIE 2021 The Independent Schools Standards DfE National Curriculum in England Framework and Guidance EYFS Framework 2021

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

2. Mission Statement

- To be an exciting and dynamic school, in which children acquire a thirst for knowledge and a love of learning.
- To promote the importance of moral, spiritual and social values, inspired by the school's underlying Christian ethos.
- To deliver a broad and balanced education for every child, which maximises their academic, creative and sporting potential.
- To value all individual's talents and interests, encouraging children to take pride in their own achievements while also celebrating those of others.
- To be a school that is outward looking - building links with parents and the local community, as well as appreciating the rich diversity of cultures from around the world.
- To be a happy school where children really feel they belong - where they can laugh, be spontaneous and enjoy being children.
- To enable those leaving The Paragon to move on to Prior Park College (or their chosen school) as confident, capable, compassionate and independent minded young people.

3. Principles

- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and prepare them well for tomorrow.
- Children learn at different rates and each child's development is unique. No child is excluded or disadvantaged.
- Children learn best when they are happy, secure and actively involved in their own learning. We discuss children's learning with them. We make children's enjoyment and choices our priority.
- Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development, providing opportunities both inside and outside.
- Discussion and review help us to ensure that children take part in their learning with joy and enthusiasm. It helps us to ensure that their learning in nursery prepares them well for reception, so that they can confidently handle a transition and continue their learning journey.
- Every child can progress in their learning of limitless discovery. With the right support, every child can thrive in an environment they find safe, stimulating and exciting.

4. Teaching

We believe in the education of the whole child and activities are all planned and linked to develop the Prime and Specific areas of the EYFS.

The Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, as well as for building their capacity to learn, form relationships and thrive. The Specific areas are underpinned by the Prime areas and the children's development in the crucial Prime areas form the starting point when activities are planned for the children. It is expected that the balance will shift towards a more equal focus on all the areas of learning as the children grow in confidence and ability within the three Prime areas.

Personal, Social and Emotional Development

In the EYFS, we work on developing children's Personal, Social and Emotional wellbeing by promoting an inclusive, caring ethos where every child feels they are a valued member of the class. We work on developing attention skills, collaboration and persistence, as well as how to be part of a group and respect others' feelings. We also enable pupils to develop appropriate social skills and learn how to manage feelings. We want every child to leave the EYFS with a thirst for knowledge and a love of learning.

Communication and Language

We provide many opportunities for children to talk and to listen. We encourage children to extend their range of vocabulary in an environment which is rich in language, and to develop good communication skills. We help children to develop their confidence and skills when expressing themselves and ensure they have the skills to listen and speak in a range of situations.

Physical Development

All children have the opportunity to develop gross motor skills through weekly Games and PE lessons, as well as during daily outside playtimes. We also provide activities in class to support fine motor skills. Children should have a good understanding of how their bodies work and what they need to do to be healthy. We encourage the children to become independent when taking care of their own hygiene, for example washing hands after toileting and blowing their own nose.

Literacy

Through the use of the 'Monster Phonics' scheme, we teach children the links between letters and their sounds. We encourage the children to love reading and, through the class library and weekly visits to the school library, the children are exposed to a wide range of books both fiction and non-fiction. In Reception, children take a 'reading book' home each night, which has been carefully matched to their level of development. We aim to build children's confidence in writing through a variety of mark making activities, an area specifically aimed at writing and encouraging the children to 'write' for a variety of purposes.

Mathematics

We provide opportunities for children to develop their understanding of number, counting, pattern, measurement and shape and space through a variety of practical activities. We introduce numbers using the 'Ten Town' characters which use a multi-sensory approach imbedding numbers to 10 with songs, rhymes and games. We aim to apply maths where possible to real life contexts.

Understanding the World

We offer opportunities for children to make sense of their physical world and their community through topic work which provides children with the chance to find out about people, places and communities. Children have regular access to ICT to develop their understanding of technology. We provide children with the opportunity to solve problems, make decisions, predict, plan and

question in a variety of contexts. We also encourage children to explore and find out about their environment, people and places. In both Reception and Squirrels, children have specialist French lessons where they learn to speak French, as well as about life in France. Children have weekly Forest School sessions which help them to explore and learn in different surroundings.

Expressive arts and design

Children explore and share thoughts, feelings and ideas through a variety of art, music, movement, dance, design and technology, and imaginative role-play. Children have specialist music lessons each week, in Reception twice a week and Squirrels once a week.

- In the first term, the majority of our planning is focussed on the three prime areas incorporating self-confidence and awareness, communication and physical health. Key people will spend quality time getting to know their key children and their families. This trusting relationship helps children to settle into their new setting and grow in confidence in their new environment.

5. Setting Visit

Every child is offered a visit to the school or a video call via Teams if this is not possible. During this visit, parents share information about their child's interests, communication, confidence and physical health with the teacher or key person. The key person will use the information shared by parents to add to the child's starting points document. They will also build the child's interests into the planning of the provision.

6. 'Getting to know you' meetings

Our assessments continue with a 'Getting to know you' meeting. During the 'getting to know you' meetings the teacher will discuss how the child has settled in and what they have observed. This is a snapshot of the child's starting points and is a joint assessment with the parents of the child.

The teacher will refer to the checkpoints in the development matters, checking children's development against the prime areas. During these discussions any 'next steps' may be discussed. These are taken from the children's entry assessments and are usually linked to how the children have settled into nursery or anything of significance e.g. toilet training.

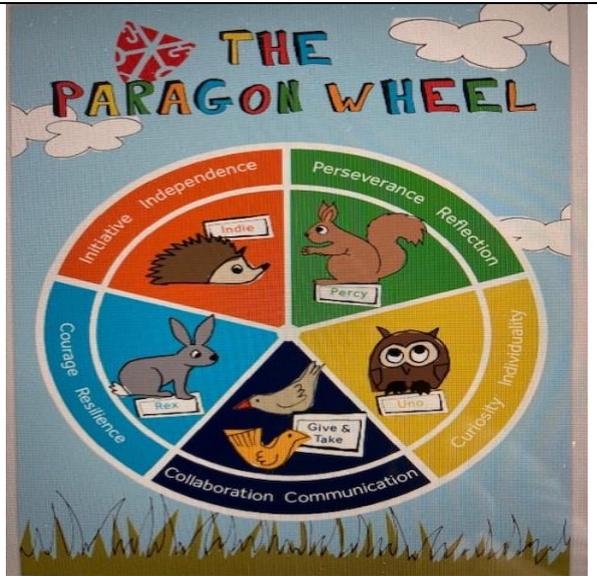
If children settle quickly and engage in a wide range of play in their first week or two, there will be no need to set out 'next steps'.

7. Planning and Assessment

The Characteristics of Learning

We firmly believe that ‘happy children learn’ and that young children need to learn through planned and purposeful activities with a split between adult directed and child-initiated activities. The 3 main characteristics are:

- Playing and exploring,
 - Active learning
 - Creating and thinking critically
- are considered when planning and we ensure a variety of these are provided each week in all areas. These are linked to The Paragon Wheel, a school wide focus on ‘learning habits’ for life.



OUR LONG-TERM CURRICULAR GOALS These are the goals that we would like the children to achieve at the end of their Reception Journey.

<p>Prime Area - Personal, Social and Emotional</p> <p>KIND - show kindness to others.</p> <p>RESILIENT - show resilience in the face of challenges.</p> <p>COLLABORATE - to share and work together.</p> <p>REFLECTION - on actions and behaviour and find a solution.</p> <hr/> <p>Prime Area - Communication and Language</p> <p>COURAGE - to express ideas and feelings.</p> <p>CURIOSITY - to question and make relevant comments.</p> <p>COMMUNICATE - in a back and forth exchange with friends, teachers and parents.</p> <p>INITIATIVE - ideas within play and learning.</p> <hr/> <p>Prime Area - Physical</p> <p>INDEPENDENCE - in using tools for a purpose.</p> <p>AGILITY - to use strength, balance and co-ordination in our environment.</p> <p>CONTROL - use a range of tools competently, safely and confidently.</p>	<p>SPECIFIC AREA - LITERACY</p> <p>RETELL - a story through play.</p> <p>READ - and enjoy a rich range of quality children's literature.</p> <p>WRITE - a simple sentence.</p> <hr/> <p>SPECIFIC AREA - MATHEMATICS</p> <p>UNDERSTAND - in depth numbers to 10, including number bonds.</p> <p>RECOGNISE - the pattern of the counting system.</p> <p>COMPARE - shapes and measures.</p> <hr/> <p>SPECIFIC AREA - UNDERSTANDING THE WORLD</p> <p>APPRECIATE - cultural diversity around the world.</p> <p>NOTICE - that families can be different.</p> <p>CARE - for our environment.</p> <hr/> <p>SPECIFIC AREA - EXPRESSIVE ART AND DESIGN</p> <p>PERFORM - a story, song, poem or rhyme to an audience.</p> <p>EXPLORE - their own ideas using a range of materials.</p>
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Once the children have settled and can access the learning environment, we begin thinking in more detail about how they can access the curriculum and learning around those interests.

Teachers should take the statements from Development Matters or Birth to 5 to create learning intentions for planned activities. Staff should use observations, knowledge of their children and assessment for learning to inform planning. Topics may be chosen at the beginning of a term or half term according to the children’s interests and a loose overview should be completed with the teacher’s ideas. These ideas should evolve according to the children’s interests and ideas.

Following observations from the previous week’s planning should indicate the initials of children

who have informed activities, either according to their needs or their interests. TAs should be involved in planning sessions.

If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these children so we will spend time observing them closely and reflecting on what we notice. We will continue to develop a strong relationship with the parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

Assessment and tracking overview

Most of our assessment is formative, so that it quickly helps us to make a difference to children learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed.

Our objectives:

- Dialogue with parents, so that we can work in close partnership to support children's learning both at home and in school.
- Effective communication with children, focussed on how they learn best.
- Early identification of children who need temporary extra help, and children who may have special educational needs.
- Checking that individual children are making progress and taking prompt action where this is not the case.
- Reporting formally to parents and to the receiving reception teacher in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible.

During the day, staff will assess and monitor the children as they work at the different activities. These assessment for learning observations will inform the staff's planning and form a basis for the following activities, either that day, the following day or the following week.

One of the most powerful forms of assessment takes place in the here-and-now. This is when we notice something important about a child's learning and respond to it to help them build their learning. That response can take different forms - we might:

- Stand back and be encouraging
- Get involved to extend the learning, by joining in with play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do.
- Reflect afterwards and bring in new resources or plan something special in response to what we noticed.

This type of assessment work is not written down. It often focusses on the key milestones on the way to the long-term curriculum goals as outlined earlier in this policy. It shows how we can assess what children know and can do, and help them to progress, through our interactions.

The focus of our assessment is on clear and specific things that a child needs to be able to do; or needs to know. In order to do this, practitioners need to understand how the different elements of the curriculum fit together to help children build their learning over time. Reflective discussions about practitioners' key children after school and during planning meetings support this understanding. Staff have a secure understanding of child development. Staff are good at

deciding when it will be helpful to step in and support, and when it is best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

At The Paragon, the curriculum learning is balanced with learning that stems from the children's play. Plans are flexible and go with the children's interests. Children learn a huge amount through the play they choose, and we help to maximise this learning by making sure we provide a high-quality learning environment. We can then sensitively get involved and extend their play. Teachers will make observations of children during activities which demonstrate their level of development and interests. These observations may take the form of formal assessments, photos, audio recordings or videos. Teachers and TA's will bring observations and assessments they have made on the children to a weekly planning meeting and upload them onto the ILD. Observations and assessments can be based on work the child is making towards a particular curricular goal or learning that has arisen from their interests.

These observations and the teachers' knowledge of each child will inform the teachers as they complete a summary of the children's progress three times a year. Starting with a base-line assessment at the end of October and subsequently in February and June. These assessments will make a 'best fit' judgement of the children's level of attainment. They will use this data to look at how they can change their provision to meet the needs of all the children and help them continue to develop.

Reception children's assessed levels are sent to BANES in June to form part of their EYFSP cohort assessment. Prior to this, Reception staff attend moderation workshops. During 'handover' at the end of the school year, Year 1 teachers are given a copy of each child's EYFSP scores, as well as a summary of their characteristics of effective learning.

See also the Whole School Assessment Policy.

8. Learning Diaries

We put photos, audio clips and videos of children's learning on their interactive learning diary (provided by ILD). Parents can access this and also add their own photos or videos of their child's development at home. Parents will be given log on information, including a unique password, as well as details of how they can add information to their child's diary.

In addition, children can also keep their own 'special book' of work they are proud of in the classroom. This will provide evidence of their continued development in all areas.

Feedback

Staff encourage children to use a plan, do, review approach in their learning. This way, they become independent and more powerful learners which in turn supports their approach to managing their own learning later in their school years.

When giving instant feedback to the children, staff understand the importance of giving appropriate but honest comments about their work. Specific praise is helpful but supporting children to look carefully at their work and see if it can be improved is even better. This feedback needs to be age appropriate and tailored specifically to the child. It is important to ensure that the feedback is kind, specific, helpful and related to the work, not the child.

Supporting children to give and receive feedback teaches them that effort and revision are valuable and that things they do can be improved. This develops the mindset of continuous improvement and limitless discovery.

9. Structure of the day

Squirrels Pre-School

Work is planned using a continuous provision plan. Each week carefully planned activities are matched to the children's next steps, as identified through observations. The adults in Squirrels plan and offer adult led activities, or they may support child-initiated play. Adult led activities may be offered on more than one occasion to ensure that the majority of the children can access them.

The children will mostly be free to choose between the activities planned by the adult, framed by an adult and other play resources, although as the year progresses more encouragement will be given to take part in the adult-initiated activities.

Reception

Maths and Literacy should be taught as a whole class session at least four days a week. Spelling should be taught through the Monster Phonics scheme. Children should take part in a guided writing or maths activity once a week with their teacher and a fun and active phonics and maths activity with their Teaching Assistant. Independent activities are also planned which allow the children to make sense of and apply what they have learnt. Creative activities are ongoing and are led by Teaching Assistants. There is a continuous provision plan which sets out the activities and resources the children will be provided with in each area of the department.

Children should take home a reading book when the teacher feels they are ready, which normally occurs before Christmas. Children should take part in either individual reading with the teacher or TA about three times a week. When the teacher feels the children are ready, they will introduce guided group reading. This is aimed at teaching the children to understand their stories. This session will be counted as one of the children's individual reading sessions. *Please see the whole school English and Guided Reading Policy for more detail.*

In the afternoons, the teacher should model skills or teach a short session using UW/EAD/PSE as a focus.

The balance between TA and teacher directed activities will gradually change as the year progresses, towards more teacher led learning, to help the children prepare for Year 1. The outside area should be available to be used when appropriate, with wellington boots and coats worn in winter.

10. Outdoor Play

Outdoor play is essential for all aspects of a child's development. Through playing outdoors, children can engage in experiences that will enable them to develop in all areas of the curriculum, this can also have a positive impact on their well-being. Outdoor learning encompasses all that children see, do, hear or feel in the environment. This includes activities which are planned for, the spontaneous activities the children initiate, and the naturally cyclical

opportunities linked to the seasons, weather and nature. We offer lots of learning outdoors to build children's confidence and physical strength and co-ordination, for example through Forest School. Children will have regular access to the woodlands through 'Swainswick' sessions and Forest Friday. Both Squirrels and Reception children are provided with free flow access to their outside courtyard/garden.

11. Classroom layout

Activities will be set out on different levels (floor, tables, wall) with a variety of activities suitable for different ages/maturity. Any paint and play dough should always be fresh. Label any resources with words and pictures and the children's work should also be labelled with their name or a photograph. In Squirrels, the children's key workers should be clearly displayed. Other cultures/abilities will be represented (dolls, photographs, books, writing in other languages). A visual timetable should be displayed. Children should have free access to drinking water. Children should be in a smoke-free environment at all times.

12. Key Workers

Key people spend quality time getting to know their 'key children' and their families. This trusting relationship helps children to settle into nursery and grow in confidence in their new environment.

Each child will be assigned a key person who will ensure the children settle into school and they are the first contact for parents. In Squirrels, the parents will be informed of their key person on their child's first week. Their key person will ensure they greet the parents and develop a good working relationship with them based on mutual trust and respect. In Reception, the key person will be the class teacher.

13. Behaviour

At school, we will encourage children's inquisitive nature and hope to inspire their curiosity and desire to learn. We will allow children to take risks and provide a safe environment which encourages risk taking, discovery and development through trial and error within their exploration. Throughout the school we use 'The Paragon Path' as a way to reward children for showing the skills from our 'Paragon Values' of kindness, compassion, honesty, self-belief and aspiration.

Children should be treated at all times with respect and understanding. Staff will adopt a firm but fair approach to behaviour, ensuring they are consistent with all children. If a child hurts another child, they should be removed from the situation and an explanation should be given to the child about why they have been removed. The child should then be talked to and helped to think about other ways they could have responded, rather than physically.

If a member of staff has a concern about a child's behaviour, they should first approach the child's key worker and KS1 Lead. The child's key worker will decide appropriate action and, if necessary, approach the parent and discuss how they can adopt a home/school approach. Our SENCo may be involved and a Support Profile may be written when there are ongoing concerns with a child's behaviour.

Our ultimate aim is that we work in partnership with parents to lay foundations from which children will grow into happy, self-confident and well-adjusted individuals.
Refer to the whole school Positive Behaviour Policy for more information.

14. SEND provision

If staff have concerns about the development of any child, they should discuss it sensitively with the parents. The SENCo will be made aware and involved with all children who we feel are not meeting their expected developmental markers. A Support Profile may be developed for children with specific needs, this will be drawn up in partnership with the child's parents, school and any outside agencies.

See also whole school SEND policy for more information

15. Equal Opportunities

We will take all reasonable steps to promote and practise equal opportunities. Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs and abilities.

We strive to give all the children the opportunity to succeed and reach their potential by:

- Helping the children to feel safe and secure
- Acknowledging and praising all children's contribution
- Helping children to appreciate the differences they see in others
- Planning appropriate, differentiated play opportunities for all children
- Observing, assessing and planning for children's needs

See also Prior Park Schools' Equal Opportunity Policy.

16. Safeguarding and Welfare requirements

At The Paragon School a designated member of staff co-ordinates child protection procedures and liaises with the DSL. If any staff have concerns about a child, they should discuss it with Mrs Sarah James (Assistant Head - Pastoral DSL). If Sarah James is unavailable, Justin Ryan, Emily Murphy or Gareth Millar (the Deputy DSLs) will be available to discuss concerns.

Early Years Staff are included in the frequent whole school Child Protection and Safeguarding training. Staff will also be asked to complete training on the Prevent Duty. This is provided when they join the school, as part of induction, and also regular whole school training, as well as updates when they occur.

Within the Early Years, we will empower the children so that they can protect themselves. We will actively promote messages to children about their personal safety and protection. Children will be given an opportunity to:

- discuss a number of elements including personal safety
- label body parts
- discuss stranger danger
- understand that an adult is always ready to listen
- learn how to express feelings appropriately
- learn that they have a right to privacy

- learn what to do if you get lost
- understand what are 'good' or 'bad' secrets

All staff are responsible for ensuring the toys and equipment in their areas are safe and clean for use. If any equipment/furniture is not suitable for the children to play with, the maintenance team should be informed immediately, and the area should be made out of bounds to the children.

Reception children sit as a class/group in the dining room and their teacher and TA will also sit with them to encourage and model good eating habits. Squirrels children sit as a class with two adults to look after their needs during lunchtimes. Teachers are responsible for making sure each child has a balanced meal. Children are always encouraged to have a hot meal or a selection of food from the hot and cold counters. In the case of two or more children being affected by food poisoning, Ofsted will be contacted immediately.

Children in Squirrels and Reception will have free access to clean drinking water throughout the day and they are encouraged to help themselves if they are thirsty.

17. Trips and Off site activities

On trips, ratios of adults to children must be at least 1:4 and this should be stated in the risk assessment. For some activities, the teacher may feel more adults are necessary. Teachers take parental phone numbers, a first aid kit, a mobile and necessary medication on any trip. At least one named paediatric first aider should also accompany the trip. If the group will split up into subgroups on a trip, then there should be enough paediatric first aiders and medical bags to accompany each group.

Any risk is assessed by the teacher before embarking on any new/different activity. If necessary, a risk assessment will be drawn up and distributed to all staff involved before the activity and also saved on the 'shared area'.

Accident forms are completed after every incident/accident. These clearly state the name of the child, how the accident occurred, action taken, and any treatment received. It is signed by the member of staff who dealt with the accident and wrote up the report. Upon collection of the child, the form is then discussed with the parents and they countersign it before the sheet is handed to reception to keep on file.

18. Volunteers

All parent volunteers helping in class frequently (more than three times a month) must have had a full DBS check carried out by the school and should undergo the full recruitment process.

Staff in the EYFS, will complete an enhanced disclosure to prove they are not disqualified from working with children and are suitable to work with the children.

Children need to be taught to keep safe. Routines such as hand washing and nose blowing are taught by each class teacher to ensure good hygiene. A child's parent will be contacted immediately if a child is unwell.

Please refer to Prior Park Schools policies and Staff Handbook for whole school procedures for Health and Safety, Accident and Near Miss reporting, Safeguarding, Safer Recruitment, Recruitment of Trustees and Volunteers and Risk Assessment.

19. Medication

Occasionally children will need to receive medication in school. Staff should send parents to the reception desk where they will be asked to sign a permission slip. The medication will be kept at the reception desk and the child taken there to receive their medication.

Please refer to Prior Park Schools First Aid Policy and Minor Ailments Policy.

20. Taking photos or videos

Staff should never use their own personal phones, cameras or iPads to take images of the children. All staff should use the devices provided by The Paragon School. Any images of children should not be removed from school or posted on the internet. Staff should ensure that all personal mobile telephones are kept away in cupboards during the school day.

Please refer to Prior Park Schools Staff Code of Conduct and Social Media Policy.

21. Collection of children

Parents should inform the school, either in writing or verbally (phone call or discussion with teacher) if any person other than the parent will be collecting their child. Staff will not allow any child to go home with someone other than their parent unless we have been informed.

See also Missing Child Procedure and Safeguarding Policy.

22. Staffing

All staff recruited to work within the EYFS must hold relevant qualifications for working with children and also, if qualified post September 2014, a suitable level 2 qualification in Maths and English. Staff will be asked to provide their certificates to verify their qualifications.

There should be at least two members of staff working with children in EYFS at any time. Ratios of adults to children in the mornings in Squirrels are for teacher with QTS 1:13 and other staff with relevant qualifications 1:8. For a leader without QTS, but relevant NVQ3 or higher, the ratio will be 1:8, with other staff all having relevant qualifications. For sessions in Squirrels which include rising 3s, the ratio will be 1:4 and will not include more than 4 children falling into that age group. In Reception, each class will have a teacher with QTS and a TA with a relevant qualification.

Children in Reception and children from Squirrels, in the year before they join Reception, can attend the wrap around care provided by 'Super Pirates'. Super Pirates ensures its staff and ratios meet legal requirements.

When working with children, staff should not be under the influence of alcohol or any other substance that may affect their ability to care for the children. Practitioners taking medication

which they believe may affect their ability to care for the children should seek medical advice before working directly with the children.

All new staff members receive a full and relevant induction procedure, including safeguarding and welfare, staff code of conduct and what to do in an emergency, with the Head of Pre-Prep.

Further, ongoing induction, is continued by; in the case of teaching assistants, with the class teacher, or for teaching staff the Head of Pre-Prep or other members of SLT.

Please refer to the Induction Policy

Supervision of children throughout the day

Whilst in the classroom, all children in the EYFS should have sufficient adults, as per the staffing requirements. There should always be at least two adults in Squirrels with the children at any one time, irrespective of the number of children.

If, during the day, the children have free flow access to any other areas, there should always be one member of staff in each area and staff are aware of the need to watch and support movement from one area to another.

EYFS children will go out to lunch playtime with the rest of the Pre-Prep. This allows them to mix with their elder siblings and make friends across the age groups. Children in Squirrels will all wear a high visibility jacket to make them easily identifiable for all staff. There is an orange jacket for any child who needs to be carefully watched for any reason. There will always be at suitable number of staff from the Pre-Prep on playground duty at any time. During the lunchtime break one member of staff will be responsible for opening the courtyard and providing toys and games which the children can join in with quietly.

During lunchtime Squirrels children will all sit together in the lunch hall and will be supported by members of the Squirrels team. The children are encouraged to have a hot meal, followed by a pudding and fruit. The children drink from their own water bottles. In Reception, the children collect their lunches from the hatch. The Reception staff will eat with their classes and help them cut up their food as well as modelling good eating habits. Staff will ensure their children have all had sufficient to eat before having their pudding.

Staff training

All EYFS staff should attend local BANES courses at least once a year. If any member of staff would like to improve a particular aspect of their practice, the Head of Pre-Prep will find a suitable course, or a course will be agreed during supervision.

All staff are to attend whole school CPD opportunities, and these often happen at the start of each term as well as occasional twilight sessions. Staff will also be expected to hold a relevant full Paediatric First Aid certificate. The school will provide training on a three-year rotation, and to newly appointed staff.

Supervision for staff

All staff in the EYFS are offered Supervision with a trained supervisor. These sessions will be offered three times a year and give the staff an opportunity to discuss their work, what has gone well, and any problems they may have encountered. They will provide the opportunity to talk confidentially about their role.

23. Relationships with parents

Parents are considered key in the child's learning and development and should be supported by the teacher to help their children at home. We value parents as children's first educator and welcome a parent's guidance and knowledge as they know their child best.

Before their child starts school we ask them to complete a form telling us about their child's likes, dislikes and what they can do at home. Staff are easily contactable by parents either at drop off, pick up or through email.

A parent should be phoned by the child's class teacher (or the Receptionist) the same morning if a child is greatly distressed during drop off.

Parents of EYFS children are invited to an EYFS Parents' Evening in line with the Reporting and Parent Evening schedule. This gives them the opportunity to meet other parents, talk to the staff their child will have and also listen to a short presentation about life in the Early Years.