

# EARLY YEARS FOUNDATION STAGE POLICY

## EYFS

**Reviewed:** September 2022 (SB)  
**Governor Review:**

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

“Statutory Framework for the Early Years Foundation Stage”,  
(DfE 2021)

### 1. Introduction

In accordance with the Statutory framework for the Early Years Foundation Stage (2021) Alderley Edge School for Girls recognises that ‘The Early Years Foundation Stage (EYFS) sets the standards that all early year’s 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’ (DfE 2021)

The summary pages of the revised Statutory Framework 2021 clarifies which provisions in the EYFS document are requirements (provisions indicated by the word ‘**must**’) and where providers must “have regard to” other provisions (provisions indicated by the word ‘**should**’).

The Early Years Foundation Stage (EYFS) extends from birth to five and provides the statutory framework and guidance for teaching in the Nursery, Pre-School and Reception classes at Alderley Edge School for Girls.

As Manager and Head of Early Years, Mrs Sharon Bathurst, has been appointed to oversee the Early Years Department at Alderley Edge School for Girls.

A Deputy Manager, Mrs Tracy Bains, as Deputy Head of the Prep School will support the Manager in their role and take charge in her absence.

- 1.2 Early childhood is the foundation on which children build the rest of their lives and the school greatly values the importance of this stage of education, not only

in laying secure foundations for future learning and development but in its own right as a distinct phase of childhood.

1.3 All children begin school with a variety of experiences and learning and the early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do
- it ensures that no child is excluded or disadvantaged
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.

1.4 Entry into our Nursery is from the age of two.

Entry into our Pre-School is flexible. Transition from our Nursery provision is usually in the term that the child will be three or as they reach their third birthday, dependent upon the learning needs of the individual child. The actual moment of transition will be discussed and planned with the parents and/or carers.

Entry into our Reception class is at the beginning of the school year in which children are five.

1.5 The school accepts the notion of 'school readiness' as being the skills and knowledge required, as defined by the Early Learning Goals, that will enable a smooth transition through to Pre-Prep and beyond.

## **2 Aims and Objectives**

2.1 We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates and at different times.

## **3 The Learning and Development Requirements**

The learning and development requirements are clearly identified within the Statutory framework in detail, in Section 1. They define what must be done in partnership with parent and/or carers, to promote the learning and development of all children and ensure they are ready for Year 1. The requirements comprise:

- the seven areas of learning and development and the educational programmes
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- the assessment requirements.

Each of these aspects are dealt with in the subsequent sections of this policy.

### 3.1 The Areas of Learning and Development

There are seven areas of learning and development that **must** shape educational programmes in early years settings. All the areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

Children must also be supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

The statutory framework provides further guidance on the activities and experiences that form part of these seven areas of learning.

Reference is also made to guidance published by the Chief Medical Officer (*footnote 6*) on physical activity ([www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report](http://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report)). This suggests that children of pre-school age who are capable of walking unaided should be physically active for at least 180 minutes (3 hours), spread throughout the day. This should include active and outdoor play. All under 5's should minimise the amount of time being sedentary for extended periods (except time spent sleeping). This should include 60 minutes of Moderate Vigorous Intensity Physical Activity (MPVA).

At Alderley Edge School for Girls we will plan a curriculum that recognises the guidance given from the Chief Medical Officer.

At Alderley Edge School for Girls we use the guidance contained in the non-statutory Development Matters documentation to plan suitable age-related experiences for the children in Nursery, Pre-School and Reception in relation to the Prime and Specific areas of learning. A thematic approach along with opportunities to plan 'in the moment' provides an overview of suggested learning experiences, taking account of events in the calendar year and the children's own interests.

Practitioners use planning and tracking documents to plan subsequent experiences and can also identify the learning needs of individual children.

### 3.2 Play in the Early Years Foundation Stage

The Statutory framework clearly states that each area of learning and development **must** be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Furthermore, it is stated that play is essential for children's development, building their confidence as they learn to explore, to think about problems, and to relate to others. Children

learn by leading their own play or taking part in play guided by adults. Practitioners **must** stimulate children's interests and **must** reflect on the different rates at which children learn.

These are the principles that underpin all the teaching and learning in the Early Years department at Alderley Edge School for Girls. We firmly believe that it is through play and carefully planned, focused activities, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences in controlled, safe situations.

### 3.3 Teaching and Learning

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in the Pre-Prep and Prep school.

The more general features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement
- The understanding that teachers have of how children develop and learn, and how this must be reflected in our teaching
- the range of approaches to provide first-hand experiences, give clear explanations, make appropriate interventions and extend, and develop the children's play, talk or other means of communication
- the carefully planned curriculum which also takes account of the children's own interests and that helps children achieve the Early Learning Goals by the end of the EYFS
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors
- the identification through observations, of children's progress and future learning needs, which are regularly shared with parents
- the clear aims of our work and the regular monitoring of our work to evaluate and improve it
- the identification of training needs for all adults working in Early Years Foundation Stage.

In planning and guiding children's activities the Statutory framework states that practitioners **must** reflect on the different ways that children learn. This is clearly reflected in our practice and also forms part of our reporting to parents on the progress that their child is making. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### 3.4 The Learning Environment

- To support an effective teaching and learning environment we recognise that each child **must** be assigned a key person. Providers **must** inform parents and/or carers of the name of the key person and explain their role at the point at which the child joins the Early Years setting. Due to the small and cohesive nature of the setting, all staff are equally involved in the care and education of all the children and are therefore all named key workers for all children. Reference can be made to the separate Key Person Policy which details how this achieved at Alderley Edge School for Girls.
- We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from, and the wider world. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning, providing support and guidance for our youngest children as they progress towards this aim.

The rooms within our Early Years department provide for flexibility of use, the Nursery and Pre-School rooms adjoining each other with a shared kitchen and cloakroom facilities and direct access from the Pre-School room to a bespoke outdoor area.

All EYFS children have access to a large, purpose-built playground area where large scale learning and development can take place. The Reception classroom is situated close by, again with direct access to an outdoor area. We strongly believe that the close proximity of this provision is very effective in promoting a smooth transition within the Early Years department for the children in our care.

### 3.4 The Daily Routine

The Nursery and Pre-school welcome children each day during term-time from 8.30am in the morning until 3.15pm. There is flexibility in the hours that children attend – mornings only, mornings with lunch or a full day. The morning session ends at 11.30am or 1.00pm after lunch.

Additional provision is available for children aged 2 and over in our after-school provision 'Fun@TheEdge', until 5.45pm.

Children in in Nursery, Pre-school and Reception are able to arrive at 7.30am or 7:50am and access the 'before school' provision in the Nursery Room Breakfast Club. This service is provided free of charge.

Daily routines are flexible according to the needs, ages and stages of the children in our care, with greatest flexibility for our youngest children. The balance of child initiated, and adult led activities changes over time and always reflects the learning needs of the children. Snack times, circle times and PE are built into the daily and weekly routines.

For children in Reception class, daily teaching of literacy and mathematics takes place from the start. Provision for PE, Music and French are taught by specialist teachers.

When planning daily routines and activities for the children in the Early Years, we are always mindful of meeting the needs of all the children in our care, including those that might have identified SEN. All our staff know the children well and plan routines to meet the needs of all the children in our care.

#### **4 The Early Learning Goals**

The Early Learning Goals define the level of progress children should be expected to have attained by the end of the EYFS (end of Reception year), helping to ensure a smooth transition through to Pre-Prep and the demands of the National Curriculum.

The Early Learning Goals and the age-related expectations contained within the non-statutory guidance for the Early Years Foundation Stage, provide the basis for planning throughout the Early Years department at Alderley Edge School for Girls. Teachers use national and published schemes of work where appropriate, to support their planning.

#### **5 Assessment**

At Alderley Edge School for Girls it is recognised that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

##### **5.1 Progress Check at Age Two**

The Statutory framework clearly states that when a child is aged between two and three, practitioners **must** review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. The progress check identifies the child's strengths and any areas where a child's progress is less than expected. Parents are encouraged to share this information with other relevant professionals. At Alderley Edge School for Girls, this is an inclusive part of our reporting procedure.

##### **5.2 Assessment at the end of the EYFS – the Early Years Foundation Stage Profile**

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Early Years Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the Prime and Specific areas of learning as

detailed in the EYFS Statutory Framework 2021. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. The Statutory Framework requires that the results of the Profile **must** be shared with parents and/or carers and an explanation provided as to when and how they can discuss the Profile with the teacher who completed it. At Alderley Edge School for Girls the results of the Profile are an inclusive part of the end of year report to parents.

Year 1 teachers **must** be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the Three Key Characteristics of Effective Learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

During the first term in Reception class, the teacher assesses the ability of each child using the age-related expectations contained within the non-statutory guidance 'Development Matters for the Early Years Foundation Stage' and the Early Learning Goal Statements. For those children who have attended our Nursery and Pre-School, records of each child's progress to date is shared with and transferred to the Reception teacher.

### **5.3 Assessment in Practice**

Assessment and observation of learning are on-going as an intrinsic part of daily routines and practice at Alderley Edge School for Girls. Practitioners continually assess progress and this informs future planning. At the end of the final term in Reception we send a summary of these assessments to the Local Authority for analysis, for those children who are not yet five years old. This is in accordance with current Local Authority guidelines and requests. The child's next teacher uses this information to make plans for the year ahead. We also share this information at our parental consultation meetings.

Observations of the children's achievements are shared through the iPad app 'Tapestry', an accredited program that records the achievements of the children, including photographs and observations. Parents logging into the system can only access their own child's Learning Journey. Parents may input new observations and photos and add comments to existing observations. They do not have permission to edit existing content. Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photographs contained in their child's Learning Journey.

In addition to the ongoing assessment that is part of everyday practice in the EYFS, children in Reception class, in line with the rest of the school, are also assessed in Mathematics and reading using PUMA and PIRA published materials (PIRA in the Spring term and PIRA and PUMA in the Summer Term) which provide a standardised score and other data which will enable progress to be tracked through the Prep School.

## **6 Inclusion in the Early Years Foundation Stage**

- 6.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the Early Years Foundation Stage, we set realistic and challenging expectations according to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of all our children; children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs
- Providing a wide range of opportunities to motivate and support children, and to help them learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Employing resources that reflect diversity and that avoid discrimination, and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and providing support as necessary.

### **6.2 Identification and Support of Children with Special Educational Needs**

The Early Years department at Alderley Edge School for Girls fully recognises that all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

We recognise our responsibilities as a provider of Early Years education in receipt of Local Authority funding, to have due regard to the SEND Code 2015, the Equality Act 2010 and the Statutory Framework 2021.

Our programme of on-going assessment and review of progress throughout the Early Years, using the non-statutory Development Matters guidance, provides a tool to assess the extent to which a young child is developing at expected levels for their age across the seven areas of learning. The Progress Check at age two (EYFS Policy Paragraph 5.1) identifies a child's strengths and any areas where the child's progress is slower than expected, particularly in the Prime Areas of communication and language, physical development and personal, social and emotional development.



If there are significant emerging concerns as a result of this progress check or earlier (or identified SEND), a targeted plan to support the child will be developed. This will involve the school's SENCO, Francesca Cuthbert and/or advice from the Local Authority SENCO as appropriate. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN.

A delay in learning and development in the Early Years may or may not indicate that a child has SEN, that is, that they have a learning difference or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, assessment will support us in determining whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought that other circumstances e.g. housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as Early Help Assessment (previously CAF), will be adopted in conjunction with advice sought from the Cheshire East Early Years SEND help line. (ref SEND 5.29)

Special educational provision will be matched to the child's identified SEN. The SEND Code 2015 identifies four broad areas of need and support as:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Where a decision is made that special educational provision is required for a child with SEN, parents should be informed and a graduated approach with four stages of action: assess, plan, do, review, will be adopted in line with the principles of our normal practice. This process is clearly documented in the SEND Code 2015 (paragraph 5.39 – 5.42)

Where it is felt that more specialist assessment may be called for, parental discussion and agreement must be sought.

If, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child in our setting, the child has not made the expected progress, we will consider requesting an Education, Health and Care needs assessment in accordance with the guidelines in the SEND Code 2015 Chapter 9, which details all the key stages in statutory assessment and planning and preparing the Education, Health and Care Plan (EHCP) and guidance on related topics. Decisions to involve external specialists will be taken in discussion with parents.

### **6.3 Fundamental British Values**

The fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage. These values are actively promoted in our Early Years setting and all staff have received Prevent training.

## **7 Health and Wellbeing**

The health and well-being of all the children in our Early Years department is of paramount importance.

Parents are advised of procedures for responding to children who are ill or infectious and the necessary steps that we need to take to prevent the spread of infection. Reference is made to Guidance on Infection Control in Schools and other Childcare Settings, which sets out when and for how long children need to be excluded from settings, when treatment/medication is required and where to get further advice.

A whole school policy on First Aid and the Administration of Medicines Policy clearly identifies the procedures that should be followed in the event that a child requires medication or first aid whilst they are attending the setting.

### **7.1 Accident or Injury**

At Alderley Edge School for Girls we have made a commitment that all staff working in our Early Years department will be fully trained in Paediatric First Aid. We hold a current 'Millie's Mark' Accreditation.

First Aid Boxes are located in each of our Early Years rooms.

Records are kept electronically of any accident or injury and the first aid treatment given. This record is completed as an online form by the member of staff giving the treatment. Parents and/or carers are informed of any head injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

### **7.2 Managing Behaviour**

At Alderley Edge School for Girls we fully recognise our responsibilities in managing children's behaviour in appropriate ways (Statutory Framework 3.53).

Corporal punishment must not be given under any circumstance. As providers we understand that we are required to take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with the child, or by any person living or working in the premises where care is provided. Any Early Years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence) where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

A written record is kept of any occasion where physical intervention is used and parents and/or carers must be informed on the same day or as soon as reasonably practicable.

On no occasion will corporal punishment be threatened or the use/threat of any other punishment which could adversely affect the well-being of a child in our care.

Further details in the Behaviour Policy and the Positive Handling Policy,

## **8 Reporting**

### **Pre-School and Reception**

Parents receive two reports, one at the end of Autumn term and the other at the end of the year that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and developmental needs and gives details of their general progress. The date on which these will be sent home is advised to parents in advance. In Reception a Learning Journey (on paper) also forms part of the end of year formal reporting to parents. The children's progress is assessed against the Early Learning Goals and the level of achievement is indicated in relation to these as an emerging or expected judgement.

### **Nursery**

The Nursery at Alderley Edge School for Girls is defined as the provision for children aged 2 to 3 years. As such, the reporting procedures are covered by the Two -Year Progress Check. Parents will be invited to share in discussions and review their child's learning and development as part of the Progress Check for two-year olds. This will usually take place once the child is fully settled into Nursery.

### **Pre-School and Reception**

In addition to written reports, there is also the opportunity for a formal meeting for parents in the Autumn, Spring and Summer terms, at which the teacher discusses the child's progress in private with the parents.

Once in receipt of the end of year report, parents are again welcome to discuss their child's progress if they should wish to do so.

It is also recognised that the daily contact with parents and/or carers provides informal opportunities to discuss children's progress and any significant milestones.

## **9 Staffing**

### **9.1 Appointment of New Staff**

Section 3 of the Statutory Framework provides clear guidance with regard to the qualifications, training, support and skills required for staff working within the Early Years. Reference is always made to the specific legal requirements with regard to ratios of adults to children and minimum qualifications as specified in the Statutory Framework for the Early Years Foundation Stage (2021).

In accordance with the Framework, checks are always made as to the suitability of the applicant for any role within the EYFS and due regard is given to disqualification from registration (Paras 3.14 to 3.18).

When appointing new staff to the setting at Alderley Edge School for Girls, reference is made to the government's Early Years Qualification List, to ensure that any prospective staff have the appropriate qualifications to be counted in the ratios.

Any person who has completed an Early Years Educator Qualification at Level 3 or above, introduced in September 2014, must also have at least a GCSE grade C (or equivalent) in English and Maths to undertake a Level 3 role. The criteria for staff holding full and relevant qualifications prior to this date has not changed. They can still be employed in Level 3 job roles and do not need to hold GCSE's in English and Maths.

All newly appointed staff follow the whole school induction schedule as detailed in the Induction of New Staff Policy. Staff new to the Early Years setting are supported in this process by the Nursery and Pre-School Practitioners and the Head of EYFS.

## 9.2 Paediatric First Aid

The revised Statutory framework (paragraph 3.25) includes a requirement that all newly qualified entrants to the Early Years workforce must also have either a full PFA or an emergency PFA within 3 months of starting work.

At Alderley Edge School for Girls, we have made a commitment that all staff working in Early Years will be fully trained in paediatric first aid. PFA training must be renewed every three years and the school has a diary system to ensure that qualifications are kept up to date. Training is always provided by an accredited provider. To support this commitment to our provision of first aid, a full audit of policies and procedures has been undertaken, resulting in the NDNA Millie's Mark award – which signifies a gold standard in Paediatric First Aid provision. This is valid for three years.

## 9.3 Staff Responsibilities and Organisation

The Head of Early Years is responsible for the Curriculum Management and Leadership of the EYFS section of the school (with the support of the Headmistress along with the Deputy Head of Prep and the Assistant Head - Pastoral). This post is currently held by the Reception Class teacher.

The day to day responsibility for all the planning and organisation of the Nursery and Pre-School is supported by the Early Years Practitioners.

The Reception class is led by the class teacher and supported by a teaching assistant. All teaching assistants working in the Reception Class have experience and knowledge of Early Years practice.

Practitioners **must** not be under the influence of alcohol or any other substance which may affect their ability to care for children. If at any time practitioners are taking medication which may affect their ability to care for

children, those practitioners should seek medical advice. Staff medication on the premises must be securely stored, and out of the reach of children at all times.

#### **9.4 Ratios**

The children in EYFS are supervised by appropriately qualified staff at all times when they are under our care, including outdoor play, playtime breaks and lunchtimes. We have due regard to the recommended ratios specified in the Statutory Framework (2021).

### **10 Safeguarding and Child Protection**

In accordance with the Statutory framework, there is no requirement to have a separate policy to cover EYFS requirements, where these are already met through an existing policy. At Alderley Edge School for Girls, the Early Years is included in the KCSIE Policy, AESG Child Protection Policy and AESG Staff Code of Conduct. Staff are expected to read and understand the policies. All staff receive training from the DSL annually and as and when new guidelines are issued. Staff understand to contact the Assistant Head – Pastoral, for the Prep, as the first point of contact, if they have any concerns regarding safeguarding or child protection.

In addition to the KCSIE Policy, due regard must be given to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015'.

As a school setting there is a requirement to have regard to the government's 'Keeping Children Safe in Education' statutory guidance. Staff have been provided with a short guide to the documentation as part of the school's commitment to the safety and wellbeing of all our pupils and have completed on-line training to support this. In addition, they have received guidance on Prevent duty and Working Together to Safeguard Children.

#### **Personal Mobiles and Electronic Devices:**

All staff or parent helpers working directly with children in EYFS, must ensure that their mobile phone is stored safely in their bag, in a designated area, away from the children and does not distract them from paying full attention to the children in their care. In cases of personal emergencies or similar where it is necessary for a member of staff to keep their mobile phone to hand, prior permission must be sought from the Head of Early Years.

#### **Cameras photography and images:**

It is the responsibility of Head of Early Years to:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Ensure the setting's designated camera is only used in the setting and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).

- Ensure that children are appropriately dressed, and do not use the child's name with an image on a photograph
- Ensure that parents personal cameras are not used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting, for example, for a special event, such as Christmas plays
- Ensure that all images are stored securely and password protected
- Ensure where professional photographers are used they follow our Child Protection processes and a member of staff is with them at all times
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice
- Ensure the use of cameras, webcams and CCTV is closely monitored and open to scrutiny.
- All visitors must be under the supervision of a member of staff at all times

## **11 The Role of Parents**

We believe that all parents/carers have an important role to play in the education of their child. Therefore, we recognise the role that parents have played and their future role in educating the children. We do this through:

- talking to parents about their child before their child starts school
- finding opportunities for the children to spend time with their teacher in the setting before starting school, Pre-School or Nursery
- finding opportunities for parents of Pre-School children to meet with the Reception team at a bespoke Reception Open morning in November, at Phonics workshops in February or in individual meetings to support them in making the decision about the next step in their daughter's education and transition to full time education in Reception class
- inviting all parents to an induction meeting during the term before their child starts in Reception class
- inviting the parents to have lunch with their children and the current Reception class in the last weeks of the Summer term
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- having flexible admission arrangements for Pre-School and Nursery age children
- encouraging parents to stay if a child requires a longer settling-in period
- offering a range of activities throughout the year that encourage collaboration between child, school, parents and their extended families
- providing various activities that involve parents, i.e. regular communication with home through the child's reading record book in Reception and exchange of information
- Stay and Learn sessions that may have a particular focus, phonics, for example

## **12 Monitoring and review**

This policy is monitored by the governing body and will be reviewed in two years, or earlier if necessary.