

# Waterfield Primary School



## Early Years Policy

<b>Approved by:</b>	Principal & LGB	<b>Date:</b> May 2022
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<b>Last reviewed on:</b>	May 2022
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The Collegiate Trust  
Exceptional Education for All

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## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced Early Years Curriculum that provides them with the wide range of knowledge, skills and experiences necessary to prepare them for the next stage of their education and beyond.
- The quality and consistency of teaching across the Early Years Department enables all children to reach their full potential – with an aim of ALL children reaching the milestone of ‘Good Level of Development’ by the time they complete their Reception.
- A close working partnership is formed between practitioners and parents and/or carers, creating a foundation of co-education where both home and school are supporting both the educational and pastoral development of the children.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- The early identification of barriers to learning and progression are identified and begin to be mitigated.
- Our School Community Values of ‘Kindness, Respect and Hard Work’ are fostered and supported, whilst maintaining our Trust’s Partnership vision of ‘Exceptional Education for All’.

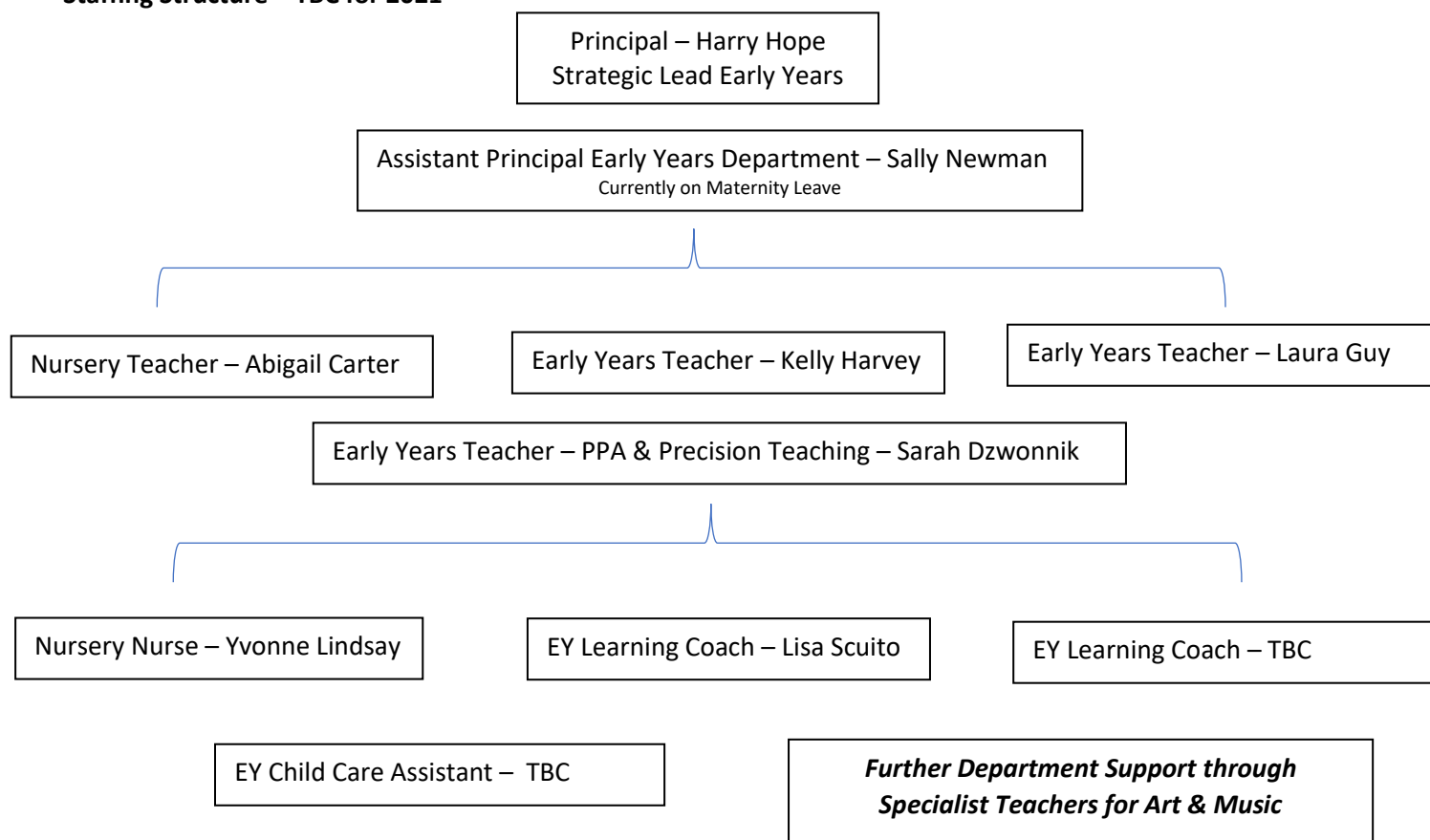
*This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS in addition to the Statutory Early Years Framework (2021)).*

*Please note this policy has been written in a different tone to our other ‘policy documents’, we would like this policy to be a usable guide for parents/carers as Co-Educators and therefore this document should be seen as a helpful guide throughout your child’s journey with us in The Early Years Department.*

## 2. Structure of The Early Years Department & Admissions

Waterfield Early Years Department consists of a teacher-led Pre-School Nursery (Children aged 3-4) and two teacher-led Reception Classes (Children aged 4-5).

### Staffing Structure – TBC for 2021



## 2.1 Pre-School Nursery

### **Pre-school Nursery Hours:**

- Funded, term-time only, pre-school places are available for children aged 3 to 4 in 15-hour and 30-hour placements.
- Our nursery offer consists of the following options for children accessing 15-hour funded nursery places:
  - **Option 1:** First half of the week: Monday & Tuesday full days (8:30 – 15:00) + Wednesday mornings (8:30-11:30)
  - **Option 2:** Second half of the week: Wednesday (Afternoon 12:00 – 15:00) + Thursday & Friday full days (8:30-15:00)
- Our nursery offer also includes a full-time option for eligible families claiming 30-hours of funded childcare:
  - **Option 4:** Monday – Thursday 8:30 – 15:00 + Friday morning 8:30 – 12:30

There are no costs associated with our provision, however eligibility for both 15-hour and 30-hour funded places is required prior to admission.

Whilst we endeavour to accommodate parental preferences and optional combination requests for hours, please note that availability depends on the number of children accessing our pre-school at any given point.

### **Pre-school Admissions:**

Waterfield Pre-School Nursery extends the offer provided to families by accepting 'Rising Threes' into our Nursery provision. This means that eligible families do not need to wait until the term after their child turns three to access a place with us. Instead, Waterfield pre-school accepts children from the day of their third birthday. This gesture of good-will to our community ensures parents can return to work earlier if they choose to and that their child receives additional quality early years education and care from qualified professionals.

Due to the popularity of our Pre-School Nursery, Waterfield operates a waiting list for parents to sign-up their children for a place. Whilst we cannot guarantee a place for all children on our waiting list, we have found this is the fairest way of allocating places as they become available. We encourage parents to add their children to the waiting lists for school sooner rather than later, to avoid disappointment.

### **Pre-school Transition:**

We offer a variety of 'Stay and Plays' and other termly community events such as the 'Pre-school Picnic' to support children's transition from home to starting Pre-School Nursery with us. We take the time to get to know both parents/carers and children through these opportunities and invite everyone to spend time together at Waterfield. During these sessions, children and parents/carers will familiarise themselves with the Early Years setting, meet their teachers and be supported in completing the necessary pre-school starter forms.

We also offer a phased transition period for children as they settle into our Pre-School Nursery. This is agreed with parents/carers prior to children starting at Waterfield and can be adapted as required. Phased transition is usually over a period of 2-3 weeks before children start their full allocated hours with us.

By confirming a place at Waterfield Pre-School Nursery, parents/carers are agreeing that children will attend their full allocated hours each week after the agreed transition period. Please keep in mind persistent non-attendance may result in children losing their place. Parents/carers that are considering taking children out of Pre-School Nursery for a holiday during term time should please make Waterfield staff aware in advance.

Please note attendance is monitored to ensure we are safeguarding children.

### **Pre-school Uniform:**

Children in the Early Years should be free to move and explore their surroundings. Our intention is for children accessing our pre-school provision to be warm, dry and comfortable throughout the day. Children should not wear branded or overly patterned clothing to Waterfield Pre-School Nursery.

As such, we request the following clothing policy is adhered to:

Essential recommended uniform:

- Waterfield Jumper/Sweatshirt
- Comfortable plain coloured leggings, jogging bottoms or shorts in warmer weather
- Comfortable, waterproof trainers or shoes – ideally with Velcro. A change of black plimsolls may be suitable for indoor learning and can be packed into your spare clothes bag.
- A bag of spare clothes to include underwear, socks, t-shirt, leggings/bottoms, jumper
- Waterproof, warm coat with a hood
- Clothing appropriate to the weather e.g. hat and gloves in winter

Essential equipment:

- Named water bottle
- Named lunchbox (if staying for lunch).

Additional recommended uniform:

- Blue or white polo shirt (this does not have to include the Waterfield logo)
- Wellington boots to be kept at Nursery
- Waterproof trousers / all-in-one waterproof suit.

Please ensure all items of clothing are clearly labelled with your child's name.

Long hair must be tied back at all times.

Should your child have pierced ears, only small sleepers should be worn.

*More information can be found in our Uniform Policy on our website.*

Should you be concerned about affording any of this equipment, please speak to our staff in the strictest confidence, as you may be eligible for additional support.

## **2.2 Reception**

### **Reception (Children Aged 4+ on 1<sup>st</sup> September) Hours:**

The Early Years Reception week runs from Monday to Friday with each day beginning at 8:30 and concluding at 15:00. We ask that parents/carers drop their child off on-time and are prompt at pick-up which, to ease congestion, begins at 14:50. This allows parents time to check in briefly with staff to learn how the children's day has gone at school. ***(Please note full, extended conversations will require a telephone call and should be booked via the Office).***

### **Reception Admissions:**

Reception places are allocated by West Sussex County Council through the standard school application process. Parents must apply for a school place before the deadline of 15th January of the year their child is due to leave their pre-school setting and begin formal schooling in Reception.

Please note that a Pre-School Nursery placement at Waterfield does not automatically secure a place within our school for your child's Reception year. **In order to progress from our Pre-school Nursery to Reception, parents/carers are still required to apply via West Sussex County Council School Admissions Department, stating Waterfield Primary School as their preferred choice.**

Waterfield is an inclusive school and we endeavour to offer flexibility and support to ALL children regardless of their individual requirements. However, we would request that children who have complex needs have these shared with us in advance so we can discuss how we can support your child most effectively and what their individual provision may look like in their Reception year. *(See Inclusion in Early Years Section).*

Whilst not mandatory, Waterfield does recommend that children have core aspects of self-care embedded in their routines before starting school e.g. being able to go to the toilet or dress/undress unaided. The Early Years Department staff will be supportive and liaise with families in order to support children's health and self-care where additional needs are identified.

### **Reception Transition:**

Towards the end of their child's last term in Pre-School Nursery, parents/carers are invited to Waterfield Primary School for an information meeting with the opportunity to meet class teachers and other key members of school staff. During this meeting parents/carers are provided with important information about starting school as well as details of uniform requirements and curriculum information.

At the beginning of each Academic Year (in September) children (with their parents/carers) are invited into school for transition sessions called 'Stay and Plays'. During these sessions children and their parents/carers will familiarise themselves with the school setting, meet their teachers and be supported in completing the required starting school forms. Through a supportive transition, Waterfield aims to have all children in school full-time within the first 2-3 Weeks of the Academic Year. However, it is recognised that in some instances it may be necessary for a child to have a slightly longer, adjusted transition period. This will be discussed and agreed by both the school and parents/carers where relevant.

By confirming a Reception school place at Waterfield, you are agreeing that your child will attend full-time each week after the agreed transition period. **Please note that holidays cannot be authorised by the Principal, in line with West Sussex County Council guidance.** Should you be considering taking your child out of school for a holiday during term time, you will be required to fill out an absence request form available from the school office. All periods of non-attendance, including medical appointments, must be agreed and authorised in advance and extended periods of absence may result in a fine, again in line with West Sussex County Council guidance.

Waterfield monitors school attendance in order to safeguard all children under our care.

### **Reception Uniform:**

The Reception Early Years Uniform Policy differs slightly from the rest of the school. As such, we request the following clothing policy is adhered to:

Essential recommended uniform:

- Waterfield jumper or cardigan
- Blue or white polo shirt (this does not have to include the Waterfield logo)
- Comfortable black leggings or black jogging bottoms (black or grey shorts can be worn in warmer weather)
- Plain white, grey or black socks
- Sturdy, comfortable, waterproof shoes with buckles or Velcro
- A bag of spare clothes to include underwear, socks, t-shirt, leggings/bottoms, jumper
- Waterproof, warm coat with a hood
- Clothing appropriate to the weather e.g. hat and gloves in winter

Essential equipment:

- Named water bottle
- Named school book bag – children may wish to add one, small keyring attached to their bag for easy identification purposes.

Additional recommended uniform:

- Wellington boots to be kept in school
- Waterproof trousers / all-in-one waterproof suit.

Please ensure all items of clothing are clearly labelled with your child's name.

Long hair must be tied back at all times.

Should your child have pierced ears, only small sleepers should be worn.

Summer term additional uniform requirements:

In the summer term your child will commence PE lessons in school and will therefore require the following:

- PE top (colour coded to their house – details of which can be found in Uniform Policy)
- Black PE shorts
- White PE socks
- Black PE plimsolls

On PE days, please ensure your child's earrings are removed before school.

On PE days, we will invite children to wear their PE kit to school all day.

### **3. Curriculum**

#### **Waterfield Early Years Curriculum Vision**

The Waterfield Early Years Curriculum is relevant, ambitious and unique. We provide a strong foundation of learning that is rooted in our School Community Values of Kindness, Respect and a Hard Working Attitude.

Throughout the children's two-year learning journey with us we aim for:

**ALL children to gain the knowledge, skills and understanding they require to access and succeed in the next stages of their education.**

**ALL children to gain a strong foundation of learning, that delivers excellent levels of communication, numeracy and literacy.**

**ALL children to develop a LOVE of learning: gaining independence, awareness of themselves/others and an understanding of the culture and knowledge in the wider world around them.**

**ALL children to grow physically, gaining skills in self-care, self-efficacy and how to live a healthy and happy life.**

**ALL children to demonstrate confidence and resilience through playing, exploring, active learning and critical thinking.**

*Thus, complementing The Collegiate Trusts' pursuit to deliver 'Exceptional Education for All'.*

#### **Waterfield Early Years Curriculum Overview**

Waterfield has created a bespoke curriculum supported by the NEW Early Years Framework (2021) and guided by the Development Matters Document (2020).

The Early Years Foundation Stage Framework is split into seven interconnected learning and development areas known as Prime and Specific Areas of Learning. Whilst all areas of learning and development are important, it is recognised that the Prime Areas are central to the ongoing successful learning and development of young children and as such underpin the Specific Areas of Learning.

##### **Prime Areas of Learning:**

Personal, Social and Emotional Development

Communication and Language

Physical Development

##### **Specific Areas of Learning:**

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The Waterfield Early Years Curriculum carefully reflects each cohort of children, creating learning episodes that build on children's interests, enhance cultural capital and aim for ALL children to achieve a *Good Level of Development* (GLD) by the end of their Reception Year.



The overview of the Learning Journey at Waterfield combines High Quality Core Texts with an Enquiry led 'Big Question' to frame each Term. Whilst the themes of this Big Question are set, Waterfield allows the children to expand their interests and craft the direction of learning through their interests. Our 'Big Questions' have been carefully designed to ensure our children are given exposure to core knowledge and culturally rich experiences that allow our children to broaden their cultural capital and form a foundation of learning ready for our 'Vehicles for Learning' that begin in Key Stage One. Our 'Big Questions' support all 'Prime and Specific Areas of Learning'.

### **The Early Years Big Questions Yearly Overview:**

#### **Term 1: Autumn**

If you go down to the woods today, will you believe your eyes?

#### **Term 2: Spring**

Look up, Look down - what is all around?

#### **Term 3: Summer**

What do we wonder about the 'Big Wide World'?

The Yearly Overview provides an approximate guide for the length of time a text or Question is studied, however as experienced practitioners the team adapts the transition between units depending on the children's engagement, interest and progression.

Waterfield also has a bespoke Reading Spine that builds progressively across the entire school; thus The Early Years Curriculum is the start of the Reading Spine – ensuring coverage of our Core Texts. As a language and literature rich environment, these Core Texts are supported by a plethora of supportive books, tales, rhymes and poems that provide the children with exposure to a 'Library of Learning', rich in culture and overflowing with quality language.

For more information on our Curriculum, please review our Website: [Welcome to Early Years | Waterfield Primary School](#)

### **Curriculum Areas:**

#### **English: Communication – Speaking and Listening**

Waterfield places great importance on children's speech and language skills. From first entering our Pre-School, Nursery children will be exposed to a wide range of vocabulary and learn to communicate effectively through song, rhyme and specific learning activities.

In Reception, all children will undertake an early 'Speech and Language' screening programme: 'Speech Link', this fun and engaging tool involves the children working with a teacher to complete a number of digital games. At the end of this programme each child will be given a bespoke programme of learning that is designed to support their development of Early Language acquisition, pronunciation and understanding.

Teaching the children good learning behaviours through 'Show me Five' enhances the children's ability to listen and to be 'ready to learn. We enhance listening skills and auditory awareness through our specialist music sessions (in both Reception and Nursery) in addition to sensory walks and listening and attention games. We believe that the children will be given a well-rounded and exceptional education in the acquisition of early language, development of speech (supported by phonics) and listening skills.

## Communication - Speaking and Listening Partnership

Across the school, Waterfield gives termly 'Take Home Challenges', designed to complement our curriculum and allow the children to explore the content of their learning journey in exciting ways. In Early Years, we will publish 'Help at Home' guides and 'Learn with Nursery Rhymes'; these resources will always contain ideas to support children's communication development.

### English: Early Reading

At Waterfield, we recognise reading is one of the most powerful and important skills a child can learn and can often be a predictor for future academic success.

We recognise that reading is a multisensory activity that should be practised daily; we know that by unlocking the joy and skill of reading the rest of the curriculum is unlocked.

We therefore teach synthetic-phonics in a wide variety of fun and engaging ways, every day, through singing, dance and movement. Supported by our systematic programme 'The Song of Sounds', this programme sees every child engage in meaningful and systematic teaching of the alphabet, phonemes and their applications through song, learning episodes and written application.

Even our youngest learners in Pre-School Nursery begin their daily phonics through our 'Song of Sounds' Programme and with 'Rhyme Time'. In Reception, once a week we also have a 'Big Phonics' day where children further practise their early reading and writing skills through adult-led activities and games.

In Reception, children will often work in phonic groups. These groups will be based on the children's reading ability and attainment. The teachers will carefully assess children's knowledge and application of phonics, regularly ensuring these groups are flexible and respond to the learning requirements of the children every time.

In Pre-School Nursery all children will begin their reading journey through the use of wordless books – exploring meaning and inferring stories through the appreciation of pictures. We will still use and celebrate these books in Reception giving parents/carers support in how to use these inspiring books to engage children in learning and meaningful dialogue.

All children in Early Years **have access to reading books that match the sounds they are being taught**. These books are shared at school (through regular reading with their teacher) and supported through books the children bring home. We encourage as much reading as possible and even celebrate story time through our Tree House and other joint Story Times.

The vocabulary-rich environment of the Early Years department ensures children are surrounded by ambitious vocabulary, supporting children in developing a love of reading and enhancing communication skills. The bespoke, carefully selected Reading Spine supports learning focus/stimuli providing an early introduction to the Lower and Upper School Spines. We explore a variety of books to create awe and wonder, ensuing of a mix of traditional tales, different cultures, repetitive rhyme/patterns, poems and authors to which we believe children should be exposed. No cycle is ever exactly the same, because the Learning Story is written by the most creative authors we know... your children!

### **Early Reading Partnership**

Children in Reception will be provided with banded, levelled reading books – these books will be changed at school and we ask that parents/carers record episodes of learning on the Reading Record Card.

All children will be provided with a 'Personalised Home Learning Pack', inside this pack we will provide reading-based activities to conduct at home (and at school). This pack will include important 'high frequency words' which the children can learn to read phonetically and by sight. We will change and build these words over a half term and ask that you support reading by practising and using these flash cards, word mats and games.

In Pre-School Nursery a Learning at Home Sheet will provide guidance for the earliest forms of reading.

## **English: Early Writing**

No area of learning is taught or learned in isolation, and writing is no different. Through the quality texts used for reading that also develop communication and language skills, early writing skills are also being honed. After all, if a child has nothing to say, they have nothing to write!

At Waterfield, we therefore understand the importance talk and roleplay have in creating writers of the future. By retelling stories and making up their own, children further develop their understanding of sentence structure, develop an increasing vocabulary and develop understanding of story structure as well as developing their imaginations.

Daily phonics lessons not only support reading, but also support early writing skills – children are encouraged to move their bodies, practise writing in the air with their finger and through carefully crafted activities, develop their gross and fine motor strength for ‘mark-making’ and writing.

In Pre-School Nursery this begins with ‘mark-making’ and the development of gross and fine motor skills. As children progress, we focus on letter formation and ‘writing’.

In Reception more formal writing is recorded in books, although in our environment the children have exposure to a wide range of high-quality writing activities both inside and outside! Letter formation is carefully taught alongside pencil grip moving, eventually and when it is right, to composition and basic grammar.

Your child’s writing will be regularly reviewed, with gentle next steps given in our progress reports that are given out termly.

### **Early Writing Partnership**

All children will be provided with English/Writing based activities that can be conducted at home to support learning in school. Sometimes these may not at first appear to be ‘obviously’ linked to writing - with our Pre-School Nursery children focussing on motor skill games and experiences, but please trust us - all the activities provided in the ‘Personalised Home Learning Pack’ will strengthen your child’s written communication.

Details of the frequency and expectation of these activities are given in the ‘Personalised Home Learning Pack’ and will be adjusted to your child as required.

## **Early Mathematics**

All children are exposed to mathematics in our Early Years Department. From direct learning episodes (lessons) in Reception to consolidation activities, songs and visible number celebration, children will grow in confidence towards achieving the expectations set out in the Early Learning Goals.

Whilst mathematical language and understanding numbers between 1-5 are embedded strongly in our Pre-School Nursery, children will begin formal recording of mathematics in Reception (moving to larger numbers and eventually calculations). Using careful assessment, teachers will design activities and experiences that focus on forming the strongest foundation of number and basic calculation throughout Reception. As learning episodes formalise in the second term, children will often be grouped based on the teacher’s assessment, accessing challenge that allows all children to progress from their own starting points.

At Waterfield, we pride ourselves on the integrated and creative nature of our curriculum; it is through this that we acknowledge and demonstrate a ‘LOVE’ of mathematics by allowing children to experience the joy of mathematics in ‘real life’ application. These real-life applications are often linked to role play, experience and of course the other subject disciplines through STEAM (Science, Technology, Engineering, Arts and Mathematics).

Creative/Real-Life approaches to maths:

- Cooking

- Role Play – Shops, Airports, Vets etc
- Engineering & Construction
- Water & Sand Play
- ‘Spending’ money and tokens at our Early Years Shops
- Singing and Music

### **Early Mathematics Partnership**

A wide variety of games, flash cards and activities will complement the Personalised Home Learning Packs to consolidate mathematical learning at home.

### **Early Technology**

The digital world of today is replicated in our classrooms and at home. Providing technological resources as both teaching tools and to support learning through digital platforms, the children will be immersed in technology.

Allowing children to learn at home and at school, our current digital platforms are designed specifically for Early Years and complement the platforms the children will use throughout the school as their learning journey progresses.

Parents/Carers will be provided with logins for the platforms.

Current Platforms:

- Mini Mash – Cross Curricular Resource supporting all areas of the Curriculum.
- Reading Eggs / Monster Phonics – Reading and Phonic programme to support ‘English’
- Song of Sounds – Link to the Song and Resources to complement our synthetic phonics programme.

Please note all children are taught about digital citizenship and online safety.

For children in Early Years, we always recommend parent/carers supervision when accessing digital technology.

### **Outdoor Learning**

The Early Years curriculum extends into our wonderful outdoor provision. Children will be learning outside **in all weathers** in our vocabulary rich environment.

Facilities in our Outdoor Environment complement the content of the indoors. The outdoors is particularly useful in developing gross motor skills, physical development and scientific exploration.

By following the uniform requirements, all children should be warm enough to explore and learn whatever the season.

Facilities include:

- Nursery Garden
- Tree House
- Castle – Climbing Frame
- The Garage and Bike Track
- Early Years STEAM garden
- Nursery Garden (a smaller area that can be closed off, as required, for our youngest learners)

## **How we learn in Early Years**

Learning in Early Years takes on all shapes and forms. Through play and adult guided interactions, children will discover, make links and ultimately 'know more', 'remember more' and 'apply more'.

Formal sessions are timetabled into the day from Pre-School Nursery comprising of Phonics, Rhyme Time or Focus Teacher Time activities.

This is mirrored in Reception, however as the three terms of Reception progress, some sessions become more formal, mimicking the expectations that will be placed on the children in Year One. This means by our third term, in addition to Discovery Time/Continuous Provision (Child Consolidation Activities), nearly all of our children in Reception will be experiencing whole class teaching in English and maths for some of their learning episodes.

## 4. Assessment

At Waterfield Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles.

These observations are used to shape future planning.

Practitioners also take into account observations shared by parents and/or carers.

These Observations are recorded, tracked and shared via an online system: **Tapestry**. As part of induction into the Early Years Department parents/carers will be given a log in to Tapestry. Observations and records of learning are shared regularly with parents.

### **Other Assessments in the Early Years Department**

- In Reception, 'Baseline Assessments' are completed within the first six weeks of the Autumn term, whilst In Nursery holistic evaluation is observed to understand your child's particular needs. More information can be found about the Reception Baseline Assessment here: [Reception baseline assessment – Parent guidance on reception baseline assessment \(campaign.gov.uk\)](https://www.gov.uk/guidance/reception-baseline-assessment)
- The children's phonic knowledge is regularly assessed and children are regrouped accordingly.
- Counting and number recognition are assessed regularly, children work on their individual maths targets, which are also shared with parents as appropriate.
- 'Focus children' are assessed prior to, during and after their focus week. All assessments inform planning, whether it is in the moment, or for the future. These are shared with parents.

In EYFS at Waterfield, assessment is done instantly, and this is shared with children and feedback is given verbally. For example, if a child has incorrectly formed a letter, this is explained to them and they are shown how to correctly form the letter and they then practise straight way.

At the end of the EYFS, children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging').

Whilst the Early Years Framework now stipulates schools do not need to assess children as 'Exceeding' the expectations set in the Learning Goals, at the end of Reception we will inform Key Stage One Staff and parents/carers of those children who have shown real depth and mastery in a particular area of the Early Years Curriculum.

Waterfield also uses its own Key Stage One Expectations/Reception Non-Negotiables that have been devised by our Early Years and Key Stage One Teams to ensure children are truly ready for the next stage of their learning journey.

## **5. Inclusion in Early Years**

Waterfield is an inclusive school. The following information is complemented by our 'Inclusion and SEND Policy'.

During children's time in Early Years, staff will assess and monitor children's development, progress and achievements. On occasion it may become apparent that children have a specific barrier to progression/learning. Concerns will be shared with parents/carers and support will be undertaken by our Inclusion Department. The Inclusion Department will offer support mechanisms that will compensate for barriers and they may, if required, begin processes to ensure that children are identified and monitored before leaving the department and entering Key Stage One.

At Waterfield, we celebrate differences; everyone is always included regardless of culture, faith, identity or background.

We are aware however, that some children may require additional support in their learning due to multiple factors including:

- English as an Additional Language
- Summer Birth Date (youngest in the year group)
- Speech and Language Development
- Early Childhood Experiences
- Vulnerability or Disadvantaged Background

The more information shared with our staff in the department, the better personalised support can be given to your child. Hence our induction programme focuses heavily on getting to know families, children and their background.

### **Pupil Premium**

Whilst all children in Reception will qualify for FREE Infant School Meals, some children will qualify for extra funding that can be used by the school to increase resourcing and provide support both in school and out of school for families. Please review the Pupil Premium Section on our Website and contact the Office to seek support in making an application if you think there is a possibility you may qualify.

The Early Years Team will also share these details at induction.

## 6. Parent Partnership

Waterfield views parents as the Co-Educators of children. In our Early Years Department, we make every effort to form a strong relationship with parents/carers. Communication with parents is essential in order that we work in effective collaboration.

Communication tools:

- School Letters – Community News Update (fortnightly)
- School Ping – a messaging service for smart phones
- Twitter – An informal method of updating and sharing learning and exciting news. Please install Twitter and follow @Waterfield\_TCT.

Information about Children's Progress/Attainment:

- Tapestry Observations shared in Reception & Nursery (fortnightly)
- Reception Termly Progress Reports
- Welfare Telephone Calls (Usually at the start of term to inform you of how children are settling pastorally)
- Parent Teacher Consultations (Reception)
- End of Year Report

Support Resources for Home Education:

- Personalised Home Learning Packs containing learning activities for Phonics, English and Mathematics
- Reception Reading Books (matched to sounds taught) and Reading Record Card
- Digital Platform logins
- Help at Home/Home Learning Task Sheets that complement the curriculum (termly).

Acting in Partnership (Please note the below have been affected by the restrictions placed upon us by the COVID-19 Pandemic)

- Stay and Play Induction Sessions
- Shared Workshops to support Parent/Carer role as Co-Educator
- Open Story Time
- Open Sessions to review learning journey with your child
- Parent/Carer Volunteers



## **7. Feedback & Concerns**

We welcome feedback.

If you have positive feedback or concerns, please always speak to your teacher briefly at the start/end of the day. For more pressing concerns, please make appointments with our staff by emailing:

[office@waterfield.org.uk](mailto:office@waterfield.org.uk)

Please always allow 24 Hours (working days – term time) for a response.

*Full details of the complaints procedure can be found in The Collegiate Trust Complaints Policy on our website.*

## **8. Safeguarding and Welfare Procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where it can be found</b>
Safeguarding policy and procedures	Safeguarding and Child Protection Policy
Procedure responding to illness	First Aid Policy Health & Safety Policy
Administering Medicines	Managing Medicines Policy
Emergency Evacuation Procedures	Health & safety Policy / Emergency Plans
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy / Staff Handbook – Office Procedure: Digital Sign in
Procedure for parent failing to collect a child and for missing children	Report to Office immediately – SLT alerted

**Additional Supporting Policies: Intimate Care Policy**