



Blackheath Primary School

Britannia Road, Rowley Regis, Sandwell, West Midlands B65 9NF

Early Years Foundation Stage Policy

January 2016

Explorers
Academy



Where BIG adventures begin!

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This Policy outlines the purposes, nature and management of Early Years education at Blackheath Primary School.

Within this document, the term Early Years is used to describe:

- Children in the Foundation Stage: Nursery and Reception.
- Children from 3 to 6 years.

Overall statement

In the words of the child

I hear and I forget

I see and I remember

I do and I understand

"Play is the work of the child" (Bruner)

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Early Years Foundation Stage Profile

Department for Children, Schools and Families 2012

Early childhood is the foundation upon which children build the rest of their lives. The EYFS is essential in laying secure foundations for future and development. Early childhood is valid in itself as a part of life and the EYFS should be viewed as preparation for life and not simply preparation for the next stage of education.

Policy Section 1: Our aims and principles

The development of the whole child is at the heart of everything we do.

Aim:

Blackheath Primary School promotes a positive and welcoming environment that nurtures excellence and enjoyment in teaching and learning

- To provide a safe, secure and stimulating ethos in which all members of the school community achieve their full potential
- To encourage social maturity and promote the school's code of conduct
- To celebrate the successes of every individual within the school

We want our school to be a place where everyone is happy and enjoys their learning experience

Principles

The Early Years is based upon four principles:

A Unique Child: We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships: We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments: We recognise that the environment plays a key role in supporting and extending the children's development. The classrooms are set up in learning areas where the children are able to find and locate equipment and resources independently.

Learning and development: The Early Years is organised to allow children to explore and learn securely and safely. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

The seven areas of learning and development are divided into three prime areas and four specific areas.

Aims for the children in Explorers Academy.

We have agreed to adopt the principles from the Foundation Stage Guidance from QCA:

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements.
- Effective education requires practitioners who understand that children develop rapidly during the early years - physically, intellectually, emotionally and socially.
- Practitioners should ensure that all children feel included, secure and valued.
- Early years experience should build on what children already know and can do.
- No child should be excluded or disadvantaged.
- Parents and practitioners should work together in an atmosphere of mutual respect.
- To be effective, an early years curriculum should be carefully structured, recognising different starting points; relevant to levels of need both indoors and outdoors.
- There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn.
- Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process.
- For children to have rich and stimulating experiences, the learning environment should be well planned and well organised.
- Above all, effective learning and development for young children requires high quality care and education by practitioners.

Curriculum Guidance for the Foundation Stage, QCA/DfEE 2000

Policy Section 2: Organisation and procedure

Organisation:

i) Admission, induction and entry arrangements, including the age of admission and transfer

Arrangements for admission to Blackheath Primary School are adopted from Sandwell LEA Admissions Policy.

Parents are advised to apply when their child is aged two.

Initially places are offered to children for the year in which they are four years old (Nursery Class.) Application to Reception is via the Local Authority applications forms and procedures.

Parents are advised to apply for a school place on-line. The web address is available from the school office.

ii) Session times:

All children must be accompanied to and from school by an adult. Adults are people over the age of 16 years.

Children are only released at the end of the day to a relative/carer or known adult.

Nursery Hours:

A.M. session - 8.45 a.m. to 11.45 a.m.

P.M. session - 12.15 p.m. to 3.15 p.m.

Reception Hours:

School begins at 8.50 a.m. and finishes at 3.20 p.m.

Lunchtime is 12.00 - 1.00.

In the Foundation Stage we provide a healthy snack during each session. There is a small cost for this.

School dinners are free for Reception children and children can bring their own packed lunch (Advice on contents is available from staff or the school.)

iii) Location:

Groups are all accommodated in the main school building. The Nursery and Reception have their own entrances.

iv) Organisation of classes:

The Nursery class has 60 part time places and is staffed by one teacher and two learning support practitioners. The Reception classes have 60 full time places and are staffed by two teachers and two learning support practitioners. In addition, there may be staff supporting children with Special Educational Needs and intervention support funded by Pupil Premium money.

The children are organised into family groups with a Key Worker. Each group is managed by an Early Years Practitioner. During the day, children are free to move from area to area within the setting.

For some sessions, such as music and creative activities or key group activities, groups may join together or reorganise to work with another practitioner

All groups are supervised at all times by a trained member of staff.

Small groups working with students or parent helpers are always supervised by members of staff.

The beginning and end of the session is held in home/ key groups or as a whole class. There are some structured activities but children also have a choice of activities and may be working alone, in pairs or in small groups. Staff ensure that all children experience a range of such groupings during each week.

v) Planning for provision:

We work together as a team to plan for learning. We include the children in the planning process by observing them and asking them what they would like to do during Child Initiated Time.

We track areas on a regular basis to monitor use and effectiveness of the provision. We enhance and/or change provision when necessary.

All EYFS staff understand that the adult's role in creating an effective environment is to:

NOTICE (observation) being able to see what children are 'really' doing.

RECOGNISE (assessment) understanding the significance of what is taking place and what the thinking is.

RESPOND (planning) making very careful decisions about what to do to support and extend the thinking and learning.

And that an effective environment will always take children's learning forward.

vi) Outdoor play:

The Outdoor Curriculum is an integral part of the Foundation Stage daily activities.

The outdoor play space is securely fenced and provides a safe, purpose-built play space where children can develop their learning skills and learn to share with others in structured and informal play. We use the outdoor space as a natural resource for learning.

Outdoor activities are planned with as much care as those taking place within the building. All children are encouraged to participate in outdoor activities and are included in planning for learning outdoors.

Outdoor play is a very important part of children's development. We provide regular sessions of outdoor play during each day. Every child is encouraged to participate.

Outdoor provision is audited to monitor use and effectiveness of the provision and its contribution noted in the EYFS Action Plan.

(Please also see Outdoor Play Policy.)

vii) Whole school activities:

The children in Early Years join assemblies and whole school events as appropriate throughout the year.

The Early Years are involved in events such as memorable experiences, trips out, visiting theatre groups, puppet shows, pantomimes, sports day and class assemblies.

Children have access to:

The school library/PE equipment/ cooking facilities/Forest School.

viii) Information for Parents and Carers, and Opportunities for them to join our activities.

The following information is provided for parents:

Before admission:

- The prospectus contains information about Early Years provision.
- All parents are encouraged to visit before putting their child's name on the waiting list.
- Welcoming booklets are provided as part of the pre admission package.
- All families are visited at home in the term prior to admission to Nursery.
- Pre-school settings are visited where appropriate.
- Each parent has a meeting with the Leader, teacher and support staff before their child is admitted to Reception and Nursery.
- Each child is expected to visit the Nursery with their parents, before being left for a session unaccompanied.
- New children to Reception are invited to visit Reception with their parents.

- Information on emergency contacts and medical conditions is collected for each child and regularly updated.

After admission:

- We adopt an open door policy that allows parents and carers to discuss concerns and developments in an informal manner. Key workers are free to speak at the beginning and end of every session.
- Parents are able to 'drop-in' to speak to our Parent Support Worker.
- Curriculum planning is displayed on the Class Notice Boards.
- Learning Journeys and homework opportunities are sent out to Parents, outlining each topic taught.
- Parents are invited to join as a parent helper in the Early Years or to support in other areas of the school.
- Parents are encouraged to share their skills and interests with the children.
- Names of Parent Governors and governor meeting minutes are displayed on the Parents Notice Board.
- School Newsletters are circulated to parents each half term and Explorer Academy letters bi-monthly.
- . Foundation Stage Profile consultations are held with the parents of Reception children at the beginning and end of the year.
- Observational assessments are completed throughout the Nursery and Reception Year for each child. These are used as a basis for reviewing progress with parents, after **every** formal observation incident
- Parents are encouraged to contribute to their child's Learning Journey through 'wow' notes.
- Three Parent Consultation Evenings are held each year to provide an opportunity to discuss their child's progress.
- A Report is sent home at the end of the year and a meeting is arranged to discuss this report.
- The school nurse, speech therapist and educational welfare officer can offer advice to parents.
- We offer a Book library for parents of Nursery children to share with their child at home.
- Parents from the Reception classes are encouraged to join in 'sharing time' sessions with their child
- Parent workshops such as Reading workshops and 'Chatter Matters' are held each year

ix) Intimate care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out for themselves. However, depending on a child's age and stage of development, they may need some additional support.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

x) Risk Assessment

The Explorers Academy Risk assessment outlines how we manage risk both indoors and outdoors. This document is shared with all EYFS staff during a Phase meeting. All staff are given the opportunity to contribute and update existing policy.

Risk assessments will be in place within the EYFS. Each setting will display and store the check sheets reviewed by staff to ensure the children, adults and parents are safe.

Setting equipment is cleaned and sterilised on a yearly basis during the Summer Term.

xi) Camera, phones, ipads/ipods and other digital technology

Development of modern technology means that mobile devices can now be used to effectively record and track children's learning. Staff will use devices whilst keeping children safe.

We adhere to the wider school policy. All school devices will be password protected where possible. All parents will be asked to give parental consent to using photos in this way.

To ensure the safety and welfare of children in our care we stipulate that **personal** devices - mobile phones, cameras, ipads/ipods and video recorders **cannot** be used when in the presence of children, on the premises. Mobile phones can be taken when off premises, on trips or at Forest School, but these may only be used for emergency purposes - phoning emergency services, contacting the school.

All mobile phones will be kept in the Reception store or Nursery office throughout contact time with children, (this includes all staff, visitors, parent helpers, supply teachers and students).

If you have a personal emergency you are free to use the school phone or make a personal call from your mobile in the designated staff area of the setting.

Personal mobiles, cameras or video recorders cannot be used to record classroom activities. **ONLY SCHOOL PROPERTY CAN BE USED FOR THIS.** School digital

memory cards must be obtained from the ICT technician if personal cameras are used.

Photographs and recordings can only be transferred to, and stored on a school computer/encrypted hard drive or memory stick/ memory card (remaining on premises) to be printed.

The software program 2 Simple is used to record and document observations of children's learning. This application can be accessed remotely, but staff will only download data or photographs onto school computers. Data held in the system is secure and encrypted and backed up externally several times throughout the day. More detail is available from the developers and has been reviewed by staff.

The program allows next of kin to view observations and photos of children's work from their own device or computer. Parents will be invited through a secure system to see their own child's information through verification to their email address. Training will take place with parents on how to use this safely. Support Staff will record photos and observations, and teaching staff will be responsible for reviewing these before allowing parental access. All staff will be made aware of any children who should not take part due to parental consent or other factors. *(To be implemented September 2015)*

xii) Medicines and sunscreen

All support staff within Foundation Stage are paediatric first aid trained.

Prescribed medication will be administered to children in our care when this is required. Prior written permission must be given by a parent for each and every medicine before it can be administered; verbal permission will not be accepted. In an emergency medical situation where prior written permission has not been given to administer medicine, an ambulance will be called.

For those children who have a medical condition which requires long term medication, the details of the child's medical condition must be detailed on a care plan which requires parental permission. These medications may be kept on site for as long as they are required and must be replaced by the parent when they expire. If the administration of medication requires technical/medical knowledge e.g. Epipens, insulin injections, then individual training must be provided for staff from a qualified health professional which is to be arranged prior to the child attending. Training must be specific to the individual child concerned.

Medication will only be administered by designated persons who have received the relevant technical/medical training from a qualified health professional.

Medication will be stored out of children's reach and strictly in accordance with the product instructions. Medication must be in date and in the original container in which it was dispensed. The label (which must be in English and legible) must include the instructions for administration. We will only administer the dosage and frequency indicated on the instructions. Prescribed medication can only be given to that particular child; we cannot administer to any other child, including a sibling, any medication that is prescribed for another named child.

Children are permitted to wear sunscreen in the early years provided they can apply it themselves. If they are unable to do so, a general letter will be sent to inform parents.

Policy Section 3: The curriculum

The term curriculum is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned.

The curriculum for the early years forms the first stage of our whole school curriculum. It covers:

- Children in the Foundation Stage (Nursery and Reception Classes).

The seven areas of learning and development are divided into three prime areas and four specific areas. The three prime areas form the foundation for school readiness and future progress within the National Curriculum. The three prime areas are:

- **Personal, social and emotional development** - *learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.*
- **Physical development** - *physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Establishing positive attitudes towards a healthy and active way of life.*
- **Communication and Language** - *talking, listening and understanding*

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- **Communication and Language** - *encouraging children to become readers and writers.*
- **Mathematics**- *mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.*
- **Understanding the world** - *finding out about the world around them, other people and features of the natural and man made world. These become a foundation for history, geography, technology, science.*
- **Expressive Arts and Design** - *The development of imagination and the ability to communicate and to express ideas and feelings in creative ways.*

The prime areas need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The Characteristics of Effective Learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages

with other people and their environment - **playing and exploring, active learning and creating and thinking critically**; underpin learning and development across all areas and support the child to remain an effective and motivated learner.

We adopt a holistic approach to learning, ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Learning experiences are based around the children's interests. The Cornerstones Curriculum plans are used by the EYFS team as a guide for weekly planning. However, these may alter in response to the needs of the children.

The importance of play is recognised in our planning. Play is vital in children's learning. Learning is most successful when children are actively involved in first-hand experiences.

All staff, plan together to provide a linked series of activities over each term, week and day.

Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day.

We plan a mixture of directed and free choice activity and children's choices are carefully recorded to ensure a balanced programme.

This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage 1, they are prepared for the more formal curriculum.

Our curriculum map for the Early Years (Nursery and Reception) can be found on the school website

Policy Section 4: Resources

The resources - staffing, outside agencies, materials and equipment.

i) Staffing:

We have a team of highly qualified, dedicated, professional and caring staff who plan and work closely together to provide a high quality curriculum

The Nursery is staffed by a teacher and two Learning Support Practitioners for each teaching session.

The Reception Classes are staffed by two teachers and two Learning Support Practitioners.

Other adults working under the supervision of teachers include special needs support, intervention support, dining supervisors, parent helpers, students and work experience volunteers.

Group activities and group sizes supervised by support staff, students and volunteers must reflect the experience and abilities of the individual. They should not normally take place outside the Early Years base.

All students and volunteers are DBS checked. Students and volunteers are not permitted to take children off the school site without a member of staff. The adult/child ratio always reflects the experience and position of the adult.

Volunteers and students are not expected to supervise more than two children on visits off site.

Teachers are in overall charge of the class, but other staff may often work with children in groups in the school.

Teachers and Learning Support Practitioners always consult with each other before completing individual records and reports to parents.

Staff in the Early Years have access to the following specialists within the whole staff: SEN/subject specialists/qualified First Aiders/computer technician/office staff/Parent Support worker

ii) Resources and equipment

We have welcoming, child friendly and stimulating indoor and outdoor areas. We have clearly labelled and easily accessible resources. Children feel confident to 'have a go' without the worry of making mistakes.

iii) Budget:

The budget for the Foundation Stage is part of the whole school budget. Decisions on spending are made by the Senior Management team as part of the development plan after a consultation with all staff in the department.

Budget decisions are made as part of the School Improvement Plan.

The department has access to money raised by parents through the Parents Association.

Sponsored events raise additional funds for the school and is used for specific needs (*e.g. a new computer/library books/ or theatre visits*)

Charges are made for activities during school hours.

Small voluntary charges are made for snacks and other classroom activities.

Policy Section 5: Staff development, performance management, appraisal and support

i) Appraisal and performance management:

The arrangements for performance management, appraisal and professional development are included in the staff handbook. These are carried out annually.

The arrangements for performance management, appraisal or professional development include a structured discussion for each member of staff, where targets are set, achievements are recognised and needs for training are identified.

ii) Staff Training, meetings and professional development:

A staff development plan is constructed each year and includes all staff in the early years.

All staff are involved in five training days every year. The dates and focus for these are agreed in advance.

Foundation Stage meetings are held weekly

Whole staff meetings are held weekly.

Advice is provided for volunteers/ students/parent helpers/supply teachers by SLT and class teachers.

An induction programme is provided for all newly qualified and newly appointed staff. This includes support and monitoring by a named member of the senior staff.

A Peer Coaching programme is adopted by the school and includes all staff in the early years.

Staff attend external course as a part of their on-going CPD.

Moderation meetings occur within school and staff also attend external moderation meetings.

Policy Section 6: Parental Involvement

Parents are partners in children's learning. We value their opinions and the information they can give us, and we involve them whenever we can.

Information for Parents is included in section 2.

The following opportunities for contacts with parents are:

- parent consultations and advice (*formal and informal*)
- reports / Progress Matters Summary reports, the Early Years Foundation Profile
- records and assessment
- a pre-school playgroup is held at the school on Tuesday and Friday mornings.
- support for bi-lingual families and those who do not speak English- support is available from the school wherever possible and from outside agencies where this is not
- support and advice for parents of children with special needs - arranged by the Special Needs Coordinator.
- Curriculum, Year group meetings.
- parent help in school activities
- parent/school associations
- social and fund raising activities (notified by letter from the school).
- School events; Assemblies, Christmas productions, fayres.
- parental involvement in homework activities and shared reading
- support and links with other agencies such as health, social services, special needs.
- 'Sharing Time' sessions for parents of Reception children. These provide opportunities for parents to take part in activities with their child alongside Early Years staff, in the areas of learning. Staff also use these workshops to model how we teach specific skills to children including our phonics, thus supporting how parents can work with their child at home.

Home Visits

Starting Nursery can be a daunting process for everyone involved; we want to do all we can to make the process as stress free and enjoyable for families and their children.

As parents are a child's first educator, we work in partnership with parents to ensure the best outcomes for the children. The first step of this partnership is a home visit for every family before a child starts at Nursery. We believe that this

enables parents and children to meet members of the Nursery staff in the place where they feel most at ease, at home.

Two members of Blackheath Primary School staff will carry out the visits, one being the allocated key-person. One staff member will play with the child during the home visit while the other member of staff completes any necessary paperwork and checks the application form.

As well as a home visit, parents/carers are invited to visit Nursery for an open day, to meet the child's key worker and to share the nursery welcome booklet and answer any queries arising from it. The next part of the settling in process at Nursery will also be explained. A date and time for the child's first visit to nursery will also be given.

(Please also see Home Visits Policy)

Policy Section 7: Links with the community and other agencies

The Local Community:

We use the opportunities offered by the local community in the following ways:

- visiting local parks, shops and other attractions
- museums, galleries
- local businesses
- people in the locality who come to talk to the children (police, fire, nurses, local charities etc.)
- local interest groups such as the church, local historians, hobbies, experts.
- links with old people's homes, special schools
- Links with Sainsbury's supermarket

Professional and Local Services:

We have strong links with the following services:

- the school psychological service
- school health and health visiting
- speech therapy
- education welfare
- social services
- paediatric and other hospital outreach
- community centres and local support workers, including faith groups
- local groups for family support
- bilingual, and other EAL teams

Links with Local schools and with other settings catering for under fives:

We have strong links with schools and other providers of education for under fives. These include:

- other local schools, Primary and Secondary
- pre-school playgroup in school
- Local children's centres - Springfield and Rowley Owls
- Rowley Regis Learning Community

Policy Section 8: Assessment, record keeping and reporting

Assessment procedures

For whole school aspects of assessment, recording and reporting, please refer to the school policy on assessment.

We hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective Early Years practice.

Staff achieve this through:

- Observing the children as they act and interact in their play, everyday activities, child initiated activities and planned activities; and learning from and sharing with parents about what the child does at home.
- Monitoring children's understanding, attainment and progress in all areas of development
- Considering the examples of development as stated in the Progress Matters document; observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests and stage and development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development

Our assessment procedures:

- i) Involve base-lining the children within the first six weeks of entry to both Nursery and Reception classes, using professional judgement, observation and other evidence collected to assess the age band that they are working within across the 17 areas of learning.
- ii) Follow a six weekly cycle in Nursery and Reception, using the Progress Matters document
- iii) Culminate at the end of Reception in the EYFS Profile with statutorily reported results.
- iv) Involve the use of diagnostic tests to support children with special needs
- v) result in the provision of a short written summary of a child's development in all seven areas which is made available to parents.
- vi) Form part of the information for transfer

Expected age bands for children entering EYFS are as follows:

Nursery

- 22-36 months Secure and 30-50 months beginning - In line with Age Related Expectations (A.R.E)
- 22-36 months Beginning and Developing - Below A.R.E
- 0-12 up to 16-26 months- Significantly below A.R.E

Reception

- 40-60 months Beginning and Developing - In line with A.R.E
- 30-50 months- Below A.R.E
- 0-12 up to 22-36- Significantly below A.R.E

Evidence for children's age band levels and stages of development is collated within children's Learning Journeys and added to throughout the year. Evidence is produced from a range of different media. For example, shorter observations of either 'wow' moments in children's development or in long observations following a child for periods of time. Staff use I-Pads containing the 2 Simple App, to record evidence for assessment. Hand written or computer typed observations may also form part of the Learning Journey.

In addition to their Learning Journeys and the App, evidence for assessment in Writing, Physical development and Mathematics is collected in Literacy, Maths and Phonics Basic Skills Books. These recordings for each child are of a Literacy or Mathematical nature.

During each half term, staff use children's books and Learning Journeys as evidence to update children's age-band levels and development on our school pupil tracker online (O track.) Pupil-progress meetings are then held to analyse children's assessments and development in each area and to discuss and formulate actions to support progress in the next half term.

In addition information is shared with parents in regular half termly parent teacher meetings and in an end of year report. Parents are invited to contribute to their children's learning journeys as a part of these meetings and through homework tasks, parent/child celebration boards and 'wow' notes. In compliance with Early Years regulations, parents may have access to developmental records about their child.

In the final term of the year in which the child reaches age five the EYFS profile is completed for each child. The profile provides parents, carers and practitioners with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children's readiness, needs and next steps. The staff will determine whether a child is meeting the expected levels, exceeding them or below (emerging) the expected levels of development. The child's level of development is assessed against the 17 Early Learning Goals.

Policy Section 9: Monitoring and evaluation, including inspection

The general principles for monitoring and evaluation are contained in the whole school policy for monitoring and evaluation. These principles were agreed by all staff.

We are involved in the following monitoring and evaluation of the provision within the Early Years Department

- observation and other ways of monitoring provision: regularly by the Foundation Stage Lead and periodically by SLT.
- classroom evaluation as a result of observations and Performance Management.
- curriculum evaluation during Foundation Stage meetings.
- staff discussions
- target setting as part of a whole school initiative.
- analysis of statistical information - progress of pupils is addressed half termly in Pupil Progress meetings with teachers, LSPs, Early Years Lead, ELL and Achievements and Standards Lead
- achievements of pupils are regularly discussed with parents
- inspection (including significant findings of previous inspections)
- use of LA advice - we consider the involvement of the LA advisers and use their advice to extend our internal monitoring.

The Head of Explorers Academy is responsible for:

- Monitoring planning, assessment and observation of teaching and learning.
- Chairing meetings and discussing a range of early years' issues.
- Offering support and guidance to colleagues in all areas of the Foundation Stage.
- Regularly updating documentation.

Policy Section 10: Links with other policies

The following documents are included as a part of the Blackheath Primary School Teaching and Learning Handbook:

- *AfL policy*
- *Assessment for learning policy*
- *Assessment Timetable*
- *Behaviour and Exclusions policy*
- *Blackheath procedure for personal care in school*
- *Calculations Policy*
- *Class Timetables*
- *Continuous provision planning sheets*
- *Cornerstones Long Term Curriculum Overview*
- *Effective Teaching and Learning Policy*
- *Explorers Academy Risk assessment*
- *Homework policy*
- *Kagan Strategies*
- *Lesson observation criteria*
- *Marking policy*
- *Outline of R.E. coverage for the Sandwell EYFS*
- *Phonics Letters and Sounds Medium term planning*
- *Planning formats - Curriculum map; Rotas; ALA teaching planners; enhanced provision planners*
- *Planning and progression frames for writing*
- *Presentation policy*
- *Professional Conduct Agreement*
- *Questioning Techniques*
- *Self assessment topic sheets*
- *Staff Induction Handbook*
- *Talk for Write*
- *Teacher profile summary*
- *Teacher monitoring guides*

The following documents should be read in conjunction with this policy:

- *Admissions procedures*
- *Allegations policy*
- *Appraisal policy*
- *Assessment, records and reports*
- *Blackheath Primary School Transition Policy*
- *Care plans*
- *Complaints procedure*
- *Data Protection policy*
- *DBS procedure*
- *Developmental Matters in the EYFS*
- *Emergency Evacuation plan*
- *Equal opportunities and Inclusion policy*
- *Forest School Handbook*
- *Health and Safety policy*
- *Home/school agreements*
- *Home Visits Policy*
- *Individual risk assessments*
- *Intimate care plans*
- *Late collection (uncollected) children policy*
- *Legal Parental responsibility*
- *Links to offsite education*
- *List of EYFS staff qualifications*
- *Manual handling plans*
- *Medicines policy*
- *Mobile phone, camera, i-pad policy*
- *Missing child policy*
- *Nursery and Reception Welcome and Induction Booklet*
- *Outdoor Play policy*
- *Personal Emergency Evacuation plans*
- *EYFS Moderation meeting records*
- *Positive handling plans*
- *Safeguarding policy*

- *Staff medication policy*
- *Statement on the curriculum for Key Stages 1 and 2*
- *Statutory Framework for EYFS Review*
- *School/LA admissions policy*
- *School prospectus*
- *Special Educational Needs policy*
- *Whole school Policy*
- *Work experience policy and guidelines*

	Month	Year
This policy updated in	January	2015
Agreed by staff		
Agreed by Governing Body		
Date for review	January	2017

Signed

Chair of Governors

Head teacher

Head of Explorers
Academy

Date of signatures:

The governor with a special interest in Early Years is

Policy completed by J. Morgan (Head of Explorers Academy)