

# THE ROBINSWOOD PRIMARY ACADEMY TRUST



## EARLY YEARS FOUNDATION STAGE POLICY

‘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.’

The Early Years Foundation Stage (EYFS) seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs of and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that each child is included and supported.

(Statutory Framework for the Early Years Foundation Stage 3<sup>rd</sup> April 2017)

The early years, is the place where the valuable foundation of learning is laid down. Research shows that a high quality Pre-school education has a positive impact on children’s learning for the rest of their lives. When planning the curriculum staff take into consideration the fact that children enter the setting with different levels of confidence, competence and experiences. Adults, through conversation with the children and observations, support and extend the play and maximise the children’s learning. Staff take account of each child’s differing ability and support the development of his or her potential. We are working in partnership with parents and/or carers, to promote the learning and development of all children in our care, and to ensure they are ready for school.

Practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. The curriculum is broad, balanced, differentiated and relevant. It takes into account the assessment of children’s progress. It promotes equal opportunities, irrespective of gender, ethnic grouping or socio-economic background. It responds effectively to children’s special educational needs.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- The areas of learning and development which must shape activities and experiences for children;
- The early learning goals that providers must help children to work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

The four guiding principles in the Early Years Foundation Stage that shape practice are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programme (described below);
- 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; and
- the assessment requirements.

There are seven areas of learning and development. All 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.

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

Children are also 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.

It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Educational programmes involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The children have access to safe, enclosed outdoor play areas where they can access all seven areas of learning. Outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example, for unsafe weather conditions). They also have regular use of the school halls and library. The classrooms are divided into areas to facilitate the delivery of the curriculum.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There is an ongoing judgment to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Plans are flexible enough to adapt to circumstances such as a new baby, a visit to hospital or a snowy day. The children are encouraged to be positive about their tasks. The importance of praise is acknowledged in raising self-esteem and every opportunity is taken to do this.

In planning and guiding children's activities, staff reflect on the different ways that children learn. They then reflect these in their practice. The 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

## **The early learning goals**

### **The prime Areas**

#### ***Communication and language***

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### ***Physical development***

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### ***Personal, social and emotional development***

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **The specific areas**

#### ***Literacy***

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## ***Mathematics***

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## ***Understanding the world***

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## ***Expressive arts and design***

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

## **ASSESSMENT AND RECORDING**

Assessment plays an important part in helping parents and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to

understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Parents will be kept up-to-date with their child's progress and development. Practitioners will address any learning and development needs in partnership with parents and any relevant professionals.

### **Progress check at age two**

When a child is aged between two and three, practitioners must review their progress, and provide parents with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving other professionals (for example, the Special Educational Needs Co-ordinator) as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary will highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It will describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken by the setting where the child has spent most time.

Practitioners will discuss with parents how the summary of development can be used to support learning at home. Practitioners will encourage parents to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and provide support from which they think the child/family might benefit. Providers must have the consent of parents to share information directly with other relevant professionals.

### **Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)**

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their

readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and any other adults whom the teacher, parent judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see above). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

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. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The results of the Profile are shared with parents and they are given the opportunity to discuss the Profile with the teacher who completed it. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. Providers will consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

### **Information to be provided to the local authority**

Early years providers report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department. Providers permit the relevant local authority to enter their premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments. Providers take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

### **Accident or Injury**

See First Aid Policy on website

## **Attendance**

See Attendance policy on website for YR

Pre-school.

Regular take-up of the funded free entitlement hours is in the best interest of the child. If a child fails to attend on a regular basis parents are made aware that the allocated hours may be withdrawn. Staff must promptly notify the local authority of regular non-attendance of children at the provision and record all absences in the register

## **Behaviour**

See Behaviour policy on website

See Pre-school Achieving Positive Behaviour Policy on website

## **Collecting Children**

People authorised to collect a child are those listed on the school contact form that parents are asked to complete. Parents and /or carers are asked to keep the forms up to date with correct telephone numbers and details of persons allowed to collect.

Staff will need a dated note or verbal confirmation by a parent of anyone different coming to collect their child before we will allow that person to collect the child.

In cases of emergency parents and/or carers may telephone the school direct to inform staff that a change of person is coming to collect a child.

Staff will hand a child directly over to a known, named adult (must be over 16 years of age). The named adult is then responsible for the child even though they may still be on school property.

It is the parents and/or carers responsibility to turn up on time in order to pick up their child from school. In the event of a child not being collected staff will keep the child with them. They will then telephone the adults named on the contact form in the order that they appear on the form. A member of the teaching staff will remain with the child until the child is collected. This must be an exception and parents must not abuse this support.

If in extreme cases pupils are not collected and we cannot contact anyone to collect them, we will be obliged to contact Social Care Services to collect the child.

## **Pre-school**

If children are not picked up on time, parents will be required to sign a 'late collection form' giving the reason for the late collection.

If a parent is ten minutes late three times or more during a term, a charge of £5 will be made.

If a parent is fifteen minutes late, a charge of £5 will be made.

## **Food and drink**

Snacks and drinks provided are healthy, balanced and nutritious. Children are offered a drink of water or milk. They are also offered a piece of fruit or vegetable.

Fresh drinking water is available at all times. Children are provided with a named water bottle.

### **Pre-school**

The children will be introduced to different healthy foods at snack time. A weekly menu is displayed in the setting for parents to view. Parents are asked for a voluntary snack contribution to be paid termly (suggested amount of £1 per week) to go towards the cost. Parents are asked to provide information about any special dietary requirements, preferences and food allergies that their child has during the home visit.

### **Reception**

If your child is not having a school meal a packed lunch should be brought in. Please use a sealed plastic lunch box, clearly named.

For safety reasons, no bottles, cans of fizzy drinks or glass-lined (Thermos) flasks are allowed.

Lunches may only be eaten in the normal lunch time.

Sweets or bubblegum are not permitted in school.

We are a **Nut free** school.

### **Illness**

Parents are required to keep at home any child who has been vomiting or had diarrhoea, until at least 48 hours has elapsed since the last attack. **(These are the guidelines recommended by the Health Protection Agency to prevent the spread of infection.)** We have no facilities or extra supervision for sick children and home is the best place when a child is not feeling well.

If children are taken ill during a session, attempts will be made to contact the parent or emergency contact.

**PRESCRIPTION MEDICINES MUST NOT BE ADMINISTERED UNLESS THEY HAVE BEEN PRESCRIBED FOR A CHILD BY A DOCTOR, DENTIST, NURSE OR PHARMACIST (MEDICINES CONTAINING ASPRIN SHOULD ONLY BE GIVEN IF PERSCRIBED BY A DOCTOR.) Statutory Framework for EYFS April 2017**

Parents are asked to provide information about any special health requirements that their child has before they start at the setting.

A care plan will be written with parents for long term illnesses such as asthma / diabetes.

If a child needs an inhaler on a daily regular basis we will need to keep an inhaler on site.

Any medicine being brought into school must be handed to a first aider and relevant paperwork completed.

Staff will keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

See First Aid policy on website for further clarification

### **Home Language**

For children whose home language is not English, staff will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Staff also ensure that children have sufficient opportunities to learn and reach a good standard in English

language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

### **Pre School Key Person**

Each child will be assigned a key person. Providers will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person will help ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support if appropriate.

**Reception** children will have a named class teacher.

### **Mobile Phones**

Parents are requested to switch off, or put their phones onto silent. They are not to be used in the setting.

### **No Smoking**

We are a 'no smoking' establishment.

### **Parental Involvement**

Effective partnership between home and school has a measurable and lasting effect on children's happiness and achievement. Staff want to develop this as fully as possible.

### **Pre School and Reception**

Parent consultation meetings are held during the school year. Parents are able to talk to staff about their child. In addition to the parent consultation meetings, parents are able to make appointments to talk to staff should they need to ask questions or discuss personal concerns. Staff are available to speak to parents informally at the end of each session.

Letters / newsletters are given or emailed to parents and put on the website at regular intervals to inform parents about activities that the children have been doing and dates for the diary.

### **Rewards**

If a child does something special this is acknowledged by the child being given a certificate. In Pre-school the kindness certificate or 'wow' voucher is presented in the classroom. Parents are also asked to fill in "wow" vouchers and send them in from home.

In Reception children are rewarded through stickers and BEST points. There are weekly good news assemblies, which follows the schools positive behaviour policy. There are a number of occasions throughout the year when parents are invited to school. Staff aim to give parents plenty of notice of dates.

### **Pre-school**

Learning journey diaries can be borrowed and taken home to add to or share with family members at any time. They will be sent home to keep at the end of the Pre-school year.

Through the use of 2Simple 2BuildaProfile app staff are able to update information and photos of what children have been doing during the session times.

A summative development record for transition is completed when a child's key person when they moves between settings. This is shared with the child's parents. Key Persons will provide schools and parents with a completed Gloucestershire Transition Record for each child transferring into school

### **Reception**

A meeting is held in Term 1 for Reception parents. This explains the school's approach to reading. It includes information on the teaching of phonics.

Parents are invited to attend school open mornings/ afternoons.

A written report is sent home at the end of the reception year and the Learning Journeys will be made available on line at set times of the year.

### **Policies**

All school policies, including; Safeguarding, SEN, Inclusion, Health and Safety, Intimate Care & Toileting, First Aid, Social Media, Missing Pupils, Complaints, Cameras & Mobile Phones can be found on the school's website

### **Premises**

The premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of the children cared for and the activities provided on the premises. Staff comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

Reasonable steps are taken to ensure the safety of children, staff or others on the premises in the case of fire or any other emergency, and an emergency evacuation procedure is in place. Appropriate fire detection and control equipment is available and in working order. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

### **Security**

Adults wishing to gain entry when the gates are closed should go to the main reception. Children who are late arriving or leave early should be signed in/out.

Visitors must log in and out and wear a visitor/security badge.

Deliveries will not be accepted at the Pre-school building. They must be taken to the school office

Adults must not approach other children in the playground or on any other part of the school premises. Adults must use appropriate language at all times.

No dogs are allowed in the school grounds.

Do not allow older children to play on the Pre-school equipment.

See Code of Conduct for Community on website

### **Special Educational Needs**

Appropriate provision is made for children with special educational needs. The Special Needs co-ordinator (SENCO) is based in school. In order to provide the best possible education and care, practitioners will observe each child carefully and monitor their progress. If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to

support the child. Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. They will link with, and help families to access relevant services from other agencies as appropriate.

### **Staff : child ratios**

Staffing arrangements meet the needs of all children and ensure their safety.

For children aged two;

- There is at least one member of staff for every four children.

For children aged three or over where a person with Qualified Teacher Status or another suitable level 6 qualification is working directly with the children:

- There is at least one member of staff for every 13 children;

For children aged three and over where a person with Qualified Teacher Status, or another suitable level 6 qualification is not working directly with children;

- There is at least one member of staff for every 8 children;

**Reception** classes are subject to infant size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher.

### **Students**

Students have regular supervised placements.

### **Toileting Arrangements**

Occasionally a child wets or soils him/herself. Staff will clean a child and change him or her.

There may be occasions when staff will need to contact parents to collect their child, if they are unable to deal appropriately with the situation.

### **Pre-school**

Parents are asked to send their child with a change of clothing in a named bag.

### **Uniform**

All children are expected to wear sensible outdoor footwear. High heels, sling backs or clogs are not suitable. Clothes must be named. All children will need a coat every day as they are able to access outdoor play even when it is cold or raining. During warm weather, the children will need to bring in a named sunhat. Parents need to apply sun cream to their child before they attend school/session.

### **Pre-school**

Uniform is not compulsory for Pre-school children however children like to wear it especially if they have older siblings or friends attending the school.

Pre-school children should wear practical clothing that they can move freely in.

The children have daily access to the outdoor areas. Children bring a named pair of wellington boots that they can keep at Pre-school. They are then able to enjoy outdoor play and not worry about getting their shoes dirty.

The Pre-school children also need to bring a pair of named slippers to change into in the classroom. This will enable them to feel very comfortable during their session. They will be developing independence as they change from their shoes into their slippers. It will be quicker as they put their wellington boots on for outdoor play. It will help reduce the level of noise in the classroom and help to keep the carpets clean too.

## **Reception**

Reception children are expected to wear school uniform.  
Uniform prices are available from the school office.  
See website for details.

## **Valuables**

Pre-school and Reception children should not wear watches to school.  
Jewellery, necklaces, rings etc. should not be worn to school. Dangling earrings of any kind are not permitted in school both for the safety of the wearer and other children. Children who wear studs must be able to take them out for themselves. They must not be worn for games or PE, or outdoor play.

**Studs which cannot be removed, due to newly pierced ears will need to be taped over before coming to school in the morning, or before each Pre-school session.**

Toys should not be brought to school unless requested by the class teacher.  
Money should only be brought for a specific reason (e.g. trips). The money should be brought in an envelope with the child's and teacher's name.

## **Achieving 2 Year Olds**

### **Funded Places for Two Year Olds**

A2YO places are available for children in the term following their second birthday, for up to 15 hours a week. We provide this through, 3 hour daily sessions, 5 times per week. These times are during school term time only.  
See the **Moat & Waterwells** timetable below.

If parents think their child may be eligible for an A2YO place they must contact the Gloucestershire Family Information Service for more information about early education and applying for a place.

**Telephone:** 0800 542 02 02 ( Mon-Fri 9am to 5pm. Answer machine at all other times). **Direct Line:** 01452 427 362

**Email:** familyinfo@gloucestershire.gov.uk

If a child meets the criteria they are entitled to a free place from the term following their 2<sup>nd</sup> birthday, for example

A child is born between **1 April** and **31 August** will be eligible for a free place from 1 September following their 2<sup>nd</sup> birthday

A child is born between **1 September** and **31 December** will be eligible for a free place from 1 January following their 2<sup>nd</sup> birthday

A child is born between **1 January** and **31 March** will be eligible for a free place from 1 April following their 2<sup>nd</sup> birthday

## **Admission Procedures and Organisation in Pre-school**

We are able to offer children 15 hours a week of free early years education through the Nursery Education Grant Fund. We provide this through, 3 hour daily sessions,

5 times per week. These times are during school term time only (see timetables below).

Parents requesting a Pre-school place for their child are asked to complete an admission form stating child's name, date of birth, address and telephone number, and names of siblings in school.

If spaces are available at **Moat & Waterwells** children are accepted to Pre-school the term after their third birthday:

- If a child is born between **1 April** and **31 August**, they will be eligible for a free place from 1 September following their third birthday, until statutory school age.
- If a child is born between **1 September** and **31 December**, they will be eligible for a free place from 1 January following their third birthday, until statutory school age.
- If a child is born between **1 January** and **31 March**, they will be eligible for a free place from 1 April following their third birthday, until statutory school age.

At **Robinswood** children are accepted for Pre-school education at the beginning of the academic year in which they reach their fourth birthday.

Parents will be contacted the term before they are due to start, or as a place becomes available. If there is a waiting list, the following criteria will be applied:

- Those children that attended the A2YO group (Moat & Waterwells only). However it is not possible to guarantee that these children will be able to continue in the same time session that they attended previously as the sessions offered will be dependent on places available.
- The child's date of birth, starting with the oldest on the waiting list.  
**Priority will be given to those that would like to attend all sessions (15 hours).**

## Notes

- Where twins or children from multiple births are concerned they will be considered as one applicant when applying oversubscription criteria but counted as separate places.

The sessions are arranged as follows:

<b>Option A</b>	<b>Robinswood &amp; Moat Pre-schools</b>				
8.45-11.45 a.m.	Monday	Tuesday	Wednesday		
12.30-3.30 p.m.				Thursday	Friday

OR

<b>Option B</b>	<b>Robinswood &amp; Moat pre-schools Pre-school</b>				
8.45-11.45 a.m.				Thursday	Friday
12.30-3.30 p.m.	Monday	Tuesday	Wednesday		

<b>Option A</b>	<b>Waterwells Pre-school &amp; A2YO Groups</b>				
8.30-11.30 a.m.	Monday	Tuesday	Wednesday		
12.15-3.15 p.m.				Thursday	Friday

OR

<b>Option B</b>	<b>Waterwells Pre-school &amp; A2YO Groups</b>				
8.30-11.30 a.m.				Thursday	Friday
12.15-3.15 p.m.	Monday	Tuesday	Wednesday		

Please note children may not attend a morning and afternoon session on the same day.

### **Induction process to the Pre-school**

Parents will receive the dates for their home visit, where their child's key person will visit them at home with another member of staff. The key person, with the child's parent will complete the Pre-school admission form together. Parents will be asked to provide their NI/NASS number. The child's birth certificate will need to be seen. To make the transition from home to school as smooth as possible the induction process is organised into several steps. These are detailed in each child's individual welcome booklet.

Children are initially admitted on a part-time basis. The sessions increase until they are more confident with the setting. If a child is not ready to take up their 3 hour sessions a meeting will be held with the parents and the key person to discuss the needs of the child and how best to support them.

## **Organisation of Pre-school sessions**

The children are able to undertake a number of activities. This could involve working with a member of staff, a small group of friends or they may choose to spend time working on their own. Supervised outdoor play takes place in the enclosed play areas outside the classroom. There is often a story and rhyme session. Throughout the sessions, adults talk with and play alongside the children. This provides valuable opportunities for observing and assessing each child. Staff are then able to plan carefully for the child's next stage of learning.

## **School Admission Policy**

Attending the Pre-school does not automatically guarantee a place in the reception class.

Gloucestershire County Council allocates all Reception places.  
See Admissions Policy on school website

## **Transition to Reception**

During April parents receive a letter from Shire Hall telling them whether their child has a place in school. Parents are then invited by the school to an Open Evening which is held in the summer term for all prospective parents and carers. The Head of School and the reception teachers give a talk that aims to give a brief insight into school life. Parents then have an opportunity to visit the school.

At the Open Evening the *Induction Process* will be explained.

The Robinswood Primary Academy Trust will approach the decision case by case as to whether twins or children from multiple births are to be in the same or different classes.

In the summer term parents and children have the opportunity to come and visit their Reception classroom. This visit is with a group of other children and their parents, to allow each child a chance to familiarise themselves with the classroom. They are able to meet the staff and some of the other children.

At the beginning of September the class teacher and parents will complete the Pupil Information sheet and the YR admission form.

Parents of children who have attended the Trust Pre-school will complete the sheet in school. Staff will need to see a copy of the child's birth certificate.

Staff will make a home visit to parents of children who have not attended the Trust Pre-school. These children are given the opportunity to meet staff in the familiar surroundings of their home. This visit usually lasts no more than twenty minutes, as it is just an initial 'getting to know you' visit.

After the school pupil information sheets have been completed staff begin to admit the children. We operate a staggered start and build up the length of time the children stay until they are in full time. If a child is not ready for full time schooling a meeting will be held with the parents and the class teacher to discuss the needs of the child and how best to support them.

July 2017

