



Glade Hill Primary
and Nursery School

Early Years Policy

September 2025

Our Ethos

At Glade Hill Primary and Nursery School, we are committed to providing a high-quality early years' education, which gives children a secure and confident start to their school life, enabling them to 'SPARKLE' and nurture a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

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

Statutory Framework for the Early Years Foundation Stage

Department for Education, March 2021

Staffing and Organisation

At Glade Hill Primary and Nursery School we have both Nursery and Reception classes within our unit and they are known collectively as the 'Amazing Acorns'. Miss A Jardine and Miss E Ross are full-time teachers in Reception and share the EYFS Lead role. Mrs M Beet is Lead EYFS Practitioner and is based in Nursery. Mrs Dean and Miss Doel are EYFS practitioners. Additional Teaching Assistants are also deployed based on the needs of the children.

Nursery children attend for either morning or afternoon sessions, both of which run for 3 hours. We offer 15 hours to all 3 year olds. When they turn 4, they are offered additional free hours to make up 2 full days each week. There are a limited number of full-time places available for Nursery children whose families qualify for the 30 hours working parent entitlement offer.

Reception children attend school full-time.

The Learning Environment

We aim to create an engaging, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience.

The EYFS unit is open-plan and designed to accommodate both our Nursery 3-4 yr olds and Reception pupils who are 4-5 years old. Workshop areas are planned to promote the learning and development of skills, such as Science in the Discovery Zone and Art and Design in the Studio. During the Summer Term, levels of learning challenge increase to prepare pupils for working beyond the Early Learning Goal and at National Curriculum level. Staff support children to participate in activities appropriate for their developmental stage.

There are also two dedicated outdoor learning spaces. Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the day. All sessions include free-flow access to the outdoor area. Practitioners are aware of the need to be flexible, in order to respond to unplanned things that the children are interested in.

Resources are clearly labeled and organised within the workshop areas, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Children and staff refer to the EYFS unit as our 'Learning Environment' children are encouraged to talk about what and how they are *learning*, rather than what they are *doing*.

Curriculum and Planning

In EYFS we follow the curriculum as outlined in the latest version of the EYFS Statutory framework that applies from September 2021. Our children are working towards achieving the Early Learning Goals, which describe the statutory expectations regarding the knowledge, skills and understanding which young children should have acquired by the time they reach the end of their Reception year.

They cover learning in three prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As well as in four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our planning has a sharp focus on the children's starting points, their needs, interests and stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Phonics teaching take place in groups based on children's developmental stage. Phonics planning is based upon the 'Little Wandle Letters and Sounds - Revised' teaching program.

Nursery children participate in NELI Preschool which is a 20-week oral language programme, centred around shared storybook reading, designed to improve the oral language skills of children in nursery settings.

The school takes a 'Mastery' approach to mathematics and children are taught in mixed-ability groupings within Nursery and Reception.

Reception children complete guided maths and English activities with a teacher each week.

Long Term Planning

Our long-term planning promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

Medium Term Planning

At Glade Hill Primary and Nursery School, we deliver a creative, book-based curriculum. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of our children.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for curriculum areas, as well as showing how the learning environment will be set up. Activities are enhanced in response to the observations and assessment of the children and their needs.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which

skills they would like to develop further and which resources they need to support their learning. Teachers engage in back-and-forth conversations to promote children's communication and vocabulary and to offer encouragement when things get difficult. Children are encouraged to discuss what they have been 'learning', rather than what they have been 'doing' during an activity.

They are encouraged to consider what type of learner they have been that day by recognising the characteristics of their learning in one of our classroom characters e.g Self-Motivated like Moana, Polite like Mr Tumble, Resilient like Thomas the Tank Engine. These characters help support children's understanding of our school's SPARKLE ethos. Children are familiar with the vocabulary contained within the school's 'GOLDEN' and 'SPARKLE' mottos. Children are supported to recognise these qualities in themselves.

- S** Self-Motivated (Moana)
- P** Polite (Mr Tumble)
- A** Ambitious (Ryan's world)
- R** Resilient (Thomas the Tank Engine)
- K** Kind (Paw Patrol)
- L** Learner (Jo Jo and Gran Gran)
- E** Enthusiastic (Olaf)

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of 'Continuous Provision' available in the classroom that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources or specific questioning from adults, based on the previous week's observations and discussions with pupils.

Adult-led activities are practical in nature and based on first-hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult-led activities that the children take part in increases throughout the year, as their concentration develops. Adults also take the important role of 'Play Ranger' in Continuous Provision. Here adults will engage with pupils in their area of interest and extend learning. For example, by modelling drawing a road, including signs, to pupils learning with toy cars or writing a shopping list to children learning in the role-play shop.

Observation and Assessment

Evidencing Assessments

At Glade Hill Primary and Nursery School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. We are careful to ensure that assessment activity does not detract from adults supporting learning and engaging with the children. During child-initiated activities, practitioners make 'snapshot' observations of significant moments on the online Learning Journey, 'Tapestry'. Notes about guided activities and next steps are recorded on teacher/class focus sheets. The use of occasional detailed observations are focused on pupils that staff feel may require a little extra support. Targeted experiences based on observation findings are planned for the children the following week.

Assessment Processes

Pupils in Nursery and Reception complete assessment activities within the first 6 weeks of attendance to provide a baseline assessment of attainment. The teachers use their knowledge of each child to decide which stage of learning children are at - on track, just below and below, in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress. Extra support and interventions are put into place as required. Children making smaller steps of progress will be tracked on the 'Next Steps' document.

Nursery and Reception pupils' progress is tracked every term and interventions are planned to 'narrow' gaps in attainment. Staff all have an input into discussions surrounding pupil progress. The progress of Nursery and Reception pupils are further discussed with senior leaders. Internal moderations between staff are conducted at least once every half term to ensure that there is consistency in judgements against evidence towards the Early Years outcomes.

The EYFS Profile

In the Summer term, for Reception pupils, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at or towards the expected levels.

Judgements against the ELGs are based on: ongoing observations; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Moderation with Year 1 staff for higher

achieving pupils are conducted to gain consistent judgement of what an expected/ exceeding piece of work looks like.

The results of the EYFS Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the EYFS Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Support for Transition

Starting in Nursery

All pupils are invited to visit the setting before they start in Nursery. During this time, we meet with parents and outline daily routines and expectations. We also liaise with any prior settings to share information.

From Nursery to Reception

The unit and staffing structure ensure that there is a smooth transition for pupils who already attend school. In the Summer term, we organise opportunities for pupils who do not attend our Nursery setting to visit us.

We hold a transition meeting for new parents in the Summer term, where we outline daily routines and expectations.

The children start school on a full-time timetable. Routines such as adult taught sessions and assemblies are built up gradually, with support from staff.

From Reception to Year One

In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One teachers, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school holds Transition sessions, giving the children a taste of their new class.

The Year One classrooms are initially organised to reflect aspects of EYFS provision. The first half term of Year One is based on the principles of the EYFS, allowing the children to feel secure in their new environment.

Working in Partnership

Partnerships with families

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' evenings and in the Summer term we send home detailed reports and offer meetings with staff to discuss these. Parents and Carers are encouraged to contribute towards the evidence gathered towards the Early Years outcomes through incidental discussions with staff, completing 'sparkle' slips and commenting on 'Tapestry'. Tapestry is a secure online Learning Journey; which parents are given access to. Parents have the right to opt out of their children's Learning Journey being put online and in this case a paper record of achievement is kept. Parents and Carers sign a confidentiality agreement to agree that no information from Tapestry will be displayed elsewhere online. Parents are given a child specific password to enable them to view their child's learning journey and leave comments relating to what they have seen. There is also the opportunity for parents to share observations from home.

The children take reading books home to share. Throughout the year, there are parent's meetings and open mornings where parent's can find out how their child learns in school. Parents are invited to celebration assemblies half-termly, where children receive special awards for going above and beyond and being Golden (behaviour), SPARKLY (learning) or ALWAYS (Golden and SPARKLY).

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. There is a parent's notice board outside the main entrance of the EYFS unit.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work, such as visits from the local Fire Brigade and Police Station. We invite groups and speakers in to represent the different religions and backgrounds of our children through assemblies and workshops and arrange trips for children in the EYFS within the local community, for example visiting Stonebridge City Farm. The children take part in educational experiences and visits linked to their topic work. Film clips, non-fiction texts

and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Partnerships with other settings

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early year's experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

Health and Wellbeing

Being Active

We recognise that a healthy body is essential for the development of a healthy mind. The children have access to an outdoor area, which provides a range of physical activities; including climbing equipment, large balls, bats and balls, rockers and digging equipment. The children take part in at least one PE session each week.

Food and Drink

We provide daily snacks. A bagel is provided on arriving at school in the morning and a range of healthy snacks are available, supplied by "The School Fruit and Vegetable Scheme". Fresh drinking water is available at all times and in hot weather.

Activities to promote a healthy eating and oral hygiene are planned throughout the year in taught sessions, continuous provision and as a part of the wider school community such as the 28-day fruit and walk to school challenge.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

The school dinner menus are displayed in the cloakroom area, as well as online so that parents and carers can support their children to choose their food. Children sit in the hall to eat their packed lunch and/or school dinner and are supported by mid-day staff.

A paediatric first aider is present during all snack and lunch times.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents and carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given.

Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carer, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- if the child has had sickness or diarrhea, explain the policy of at least a 48-hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the classrooms and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at lunchtimes. Accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident, including in the case of a head injury, and a carbon copy of this is sent home with the child. Parents/carers will be contacted by telephone to inform them of an injury if deemed necessary, for example for a head injury with a bump or if a child has received an injury to an intimate area that staff are unable to examine. Parents will be informed verbally of any incident that required first aid. Staff members follow a questioning procedure designed to ensure that adequate first aid has taken place. This is especially relevant when one, more obvious injury may overshadow another on the same child or when an injury does not present as severe, but actually is.

In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/carer cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult

must accompany the child or adult. The child's details must be taken to the hospital with the child.

Medicines

Only children who have individual care plans or prescription medicine will have medicine administered by staff. Records of these are kept each time medicine is administered.

Children may be allowed to self-administer medication with staff supervision, for example when using an inhaler.

Training for prescribed medication that is invasive (e.g. an EPIPEN) is available via the Community Training Team. If an individual child requires a care plan, this will be drawn up in partnership with parents and health practitioners.

Keeping Children Safe in School

Premises and Security

Access to the school is through two main school doors, which are kept locked. Staff use electric fobs to gain access to the building. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

The external classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of their sessions and when the children access the playground for playtimes and lunchtime. The door to the outdoor area is kept locked when this area is not in use.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area of school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

The classroom doors open at 8:30am. For safety there are separate entrance doors for different classes, supervised by permanent school staff and 'floating' adults for additional supervision:

- Children in Nursery will enter and exit via the white door.
- Children in Reception will enter through the main red entrance door and exit via the Robins classroom door.

Each child is marked in on the day's register by the class teacher. Parents/carers use the external classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's information form, unless the parent has given written or verbal permission. Parents write a list of people who are able to collect their child. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

If a child is not collected and the parent/guardian is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, the head teacher should telephone the Social Services Duty Officer or Out of Hours Duty Point. Arrangements should then be made for the child to be removed to an appropriate place of protection agreed by the Social Services Department. It remains the responsibility of the Social Services Department in conjunction with the Police to contact the parents and if appropriate, to inform them of their child's whereabouts.

If a child of non-compulsory school age in Nursery is consistently late either being dropped off or collected from school or is frequently absent their place will be withdrawn. Discussions with parents/carers and prior warnings will always take place in an attempt to avoid this.

If a child in Reception is consistently late or frequently absent from school without explanation from parents/carers, they will receive a visit at home from the school's attendance officer.

Missing Child Procedures

If a child goes missing during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a

parent/carer, organise a thorough and systematic search of the building and surrounding playground etc, inform the head teacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

There are strict measures in place to prevent this from happening, with the EYFS unit having locks on doors inside and gates outside. Frequent registers and head counts of the children are taken throughout the day and a board accessible to all staff informs staff of absent children/ children who have left for medical appointments.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further written permission will be obtained for any other outings. Risk assessments are completed for each type of outing.

Promoting Awareness of Dangers and How to Stay Safe

We encourage the children to take an active role in ensuring their own safety in the real world and online and, involve them in discussions about health and safety issues. For example, the children will be members of a 'Tidy Team' where they are responsible for keeping their learning environment tidy and safe.

Risk Assessments

In addition to the school's risk assessments, a specific EYFS Risk assessment is in place. Daily informal risk assessments are completed to ensure that any hazards are identified and managed before the children enter the classroom. A rigorous weekly check of equipment is conducted by EYFS staff and a log maintained. Any faulty equipment is removed/ child access restricted and is reported to the site manager.

Statutory child/ staff ratios are adhered to at all times and routines are in place to ensure an even spread of adults across the unit. Classroom furniture and staff members are positioned in ways to ensure that children can be seen and heard by adults. Measures, such as closing off classroom areas are taken if required when a member of staff is absent.

Other Relevant Whole School Policies

The following whole school policies also contain information which relates to the policies and procedures within EYFS in the relevant policy areas. You can find them on the school web-site:

- Behaviour
- Safeguarding
- SEND
- Intimate Care
- Equality & Diversity
- Digital safety policy
- Complaints

Date of Next Policy Review: September 2026