

# NORMANBY PRIMARY SCHOOL FOUNDATION STAGE POLICY

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|--------------|----------------|
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## Contents:

- 1.0 Context
- 2.0 Aims
- 3.0 Overarching principles
- 4.0 Learning and development
  - 4.1 Areas of learning and development
  - 4.2 Characteristics of effective learning
  - 4.3 Key person
  - 4.4 Disadvantaged children
  - 4.5 Special educational needs
- 5.0 Assessment and planning
- 6.0 Admission and transition
- 7.0 Safeguarding
  - 7.1 Child protection
  - 7.2 Staff
  - 7.3 Health and safety

## 1.0 Context

|  | Stage                 | Time              | Places   | Staffing  |  |
|--|-----------------------|-------------------|----------|---|--|
|  |                       |                   |          | Teacher   | Teaching Assistants                                |
|  | 2YO Sunflower Nursery | AM:<br>8.40-11.40 | 12 am/pm | Mrs A Dobson  | Miss Michaela Robinson                             |
|  | FS1/Nursery           | PM:<br>12.25-3.25 | 39 am/pm | Mrs G Callaghan   | Mrs M Honeyman<br>Mrs M Plumpton<br>Miss T Gregory |
|  | FS2/Reception         | 8.55-3.05         | 65       | Mrs S May<br>Mrs J Miller<br>Mrs S Robinson 0.6<br>Miss L Hodgson 0.6 | Mrs A Taylor<br>Mrs K James (0.7)<br>Miss J Bailey |

## 2.0 Aims

We believe that every child is unique and we aim to support them to develop a positive sense of identity and culture. Our aim is to provide a secure foundation for all children to ensure they make excellent progress. We ensure that children's experience is broad, balanced and enriched, whilst following their individual needs and interests. We provide rich learning opportunities through play and imaginative teaching, ensuring challenging, playful opportunities across the areas of learning and development. We work hard to build positive relationships between staff, children and parents/carers.

We aim to:

- Have happy staff who support each other, feel valued and enjoy their role.
- Ensure all children, the environment and activities are safe.
- Provide a rich, stimulating learning environment to motivate and celebrate all aspects of learning.
- Motivate children and develop their abilities and skills.
- Set high standards and challenging, yet achievable targets for children for their learning, development and care.
- Have a clear understanding of every individual child's interests, capabilities and needs.
- Plan purposeful play through a mix of adult-led and child-initiated activity.
- Allow the children's interests to lead our planning.
- Use ongoing observational assessment to ensure future planning meets the needs of the children, ensuring that every child is included.
- Record and build a 'Learning Journey' of the children's time in the Foundation Stage, which includes a range of their learning styles, achievements and contributions from home.

- Track children's achievements in order to ensure appropriate continuity and progression of learning.
- Report progress to parents/carers and work with them to help children achieve their full potential
- Develop a strong partnership between parent/carers and professionals.
- Continually evaluate the impact of our provision in order to improve the quality and consistency throughout the setting.

## 2.0 Overarching principles

This policy reflects the values and philosophy in relation to the teaching and learning experiences of the early years' foundation stage. It gives a framework within which staff work and gives guidance on planning, teaching and assessment.

At Normanby Primary School, we strive to create secure, safe and happy independent learners who succeed in reaching their full potential.

The Early Years Foundation Stage is based upon four themes:

### A Unique Child

*"Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured". (SF for the EYFS 2017)*

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, 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 children to develop a positive attitude to learning.

### Positive Relationships

*"Children learn to be strong and independent through positive relationships" (SF for the EYFS 2017)*

At Normanby Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We take time to listen to children. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education. We aim to develop caring, respectful, professional relationships with the children and their families. We strive to work together to engage with and support parents so that they can work in partnership with us to support their child's learning.

- Talking to parents/carers about their child before their child starts in our school.
- Offering a welcome meeting before their child starts Nursery and another meeting before their child completes the transition into their Reception year.
- Offering both parents/carers and children the opportunity to spend time in FS1 before starting

school.

- 'Stay and Play' sessions in our 2YO and FS1 enable children to show their parents/carers what they like to do in nursery and 'play together'
- Operating a controlled open-door policy, supported by weekly drop ins, for parents/carers with any queries. Staff are available before/after school, through email and at weekly drop-in sessions. We listen to parents, answer questions, solve problems and give support.
- Offering termly individual parent/carer/teacher consultation sessions throughout the year when information about children's achievements, progress and next steps are shared with parents/carers.
- Offering a variety of practical sessions in Foundation Stage. During these sessions there is opportunity for parents/carers to work alongside their child during planned activities.
- Parent/carer social & support sessions enable parents/carers to get to know each other and share their experiences and ideas. Some of the sessions have a focus, such as phonics, toileting, motor control. Professional colleagues also host sessions, eg Speech Therapist.
- Sending a report on their child's attainment and progress at the end of their time in the 2YO and FS1. In FS2, parents/carers receive a mid-year report and an iBook at the end of the year. The iBook is accessible on iPads, iPhones and includes highlights of the year for each individual child, the year group and an individual summary of their characteristics of effective learning and attainment.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents/carers, for example, spring café, craft sessions, lunch with their child.
- Keeping parents/carers up to date with events and information through the school's Facebook, Twitter page, Seesaw and Marvellous Me.
- Gaining information from parents and carers through termly questionnaires and discussions about their child's achievements, development and interests. Also asking parents/carers about their views on our environment and practice and how we can improve it.
- Helping families to engage with more specialist support if appropriate.

Our Early Intervention Practitioner works extremely closely with all staff and our partnership is extremely strong. We meet regularly with her and are involved in general discussions, meetings and interventions. Recording of information is through CPOMS.

We have built positive relationships with outside agencies, such as Health Visitors, School Nursing staff, Speech Therapists, Educational Psychologists. They have given support to parents/carers at our social/support sessions.

We have very strong links with various child-minders and local private nurseries. All staff have visited a vast range of foundation stage settings, specialist units and private day nurseries. Ideas gained have been discussed and implemented in our setting. We also have an excellent relationship with our MAT schools and our LA advisory teacher for EYFS. If necessary, the foundation stage staff will meet with providers to discuss each individual child and their transition process into school.

## Enabling Environments

*“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/ Carers” (SF for the EYFS 2017)*

At Normanby Primary School we recognise that the environment plays a key role in supporting and extending the children’s development. We aim to provide both a stimulating indoor and outdoor learning environment. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Our aim for our indoor and outdoor area is to offer equality in terms of planning, resourcing and use. We try to think of our indoor and outdoor together as one big space and not two separate ones. Lots of children prefer to learn outdoors and the outdoor environment can offer many unique opportunities that the indoors can't. We work hard to create a highly stimulating environment with child-accessible resources that promote learning, independence and challenge our children, both indoors and outdoors.

The foundation stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. A variety of activities are planned for and changed regularly in each of the areas to ensure that the environment remains exciting and stimulating.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. The Foundation Stage has two outdoor areas, one for our 2YO/FS1 children and one for FS2 children. The gate between both areas enables all of the children the opportunity to access the whole of the outdoor area at planned times.

We also use our local area and beyond to extend learning outside of school, e.g. visiting the local woodland centre, walking to a child’s house, local shops and theatre. FS2 children visit the Metro Centre in Gateshead and experience eating lunch together in a restaurant. They also take part in a workshop at the Build-a-Bear shop and buy bears for their cohort, which are used to enhance learning in many ways. The bears stay with the cohort until they leave our school in Y6.

## Learning and Development

*“Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development”. (SF for the EYFS 2017)*

There are seven areas of learning and development that must shape educational provision in early years settings. 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. The curriculum is based on accurate assessment of children's learning and development so that it has a breadth of activities and experiences to meet their needs.

## 4.0 LEARNING AND DEVELOPMENT

### 4.1 Areas of learning and development

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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 that is guided by adults. Staff respond to children's emerging needs and interests. As children progress through FS2 the balance will gradually shift towards more activities led by adults and the children will be set independent activities to complete to enable them to be ready for Year 1.

For a more detailed description of each of the areas of learning please refer to the Statutory Framework for the Early Years Foundation Stage.

Statutory Framework for the Early Years Foundation Stage: [EYFS STATUTORY FRAMEWORK 2017.pdf](#)

Prime Areas:

#### **Personal, Social and Emotional Development**

Our children enjoy learning and are enthusiastic and inquisitive to find things out, whether it's watching our sunflowers grow or trying again and again to learn something without giving up. Children are encouraged to learn to work, share, take turns and co-operate with others. We follow the school behaviour policy and STAR whole class reward system. We also have our own age-appropriate systems and rewards in place, such as nursery children working hard to earn a 'star in the jar' so all of the nursery children will earn a group reward. They are encouraged to be independent and make choices and decisions for themselves, for example, choosing their own learning activities, snack or what to spend their earned tokens on at the weekly FS2 'super duper shop'. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Throughout each week, circle-time group sessions are focused and planned around themes and also around spontaneous events/situations that may arise.

Positive relationships, good behaviour and self-discipline are seen as essential in our setting. We have high expectations of the Foundation Stage children and we aim to encourage children to:

- Recognise socially acceptable behaviour
- Promote a positive self-image and self-esteem by the encouragement of respect for self, others, property and the environment
- Take increasing responsibility for, and accept, the consequences of their words and actions

The emphasis is always on the positive, and numerous rewards are regularly given to acknowledge and celebrate good behaviour and achievement. For example, there is frequent verbal praise, use of stickers, post cards, star of the week, superstars. When the children are in Reception they take part in the whole school celebration assembly. Foundation Stage is also part of the whole school Behaviour Policy.

Behaviour Policy: [NPS Behaviour Policy](#)

## Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. We do this in a variety of ways including talking, communicating about books, rhymes and songs, quality role play, careful listening, using open ended questioning and displays/areas that encourage children to talk.

Alongside everyday planned teaching activities, all children during their time in Nursery take part in “Blast”, a planned scheme, (Boosting Language, Auditory Skills and Talking). Identified groups of children take part in “Blast 2” in Reception. Other interventions are planned for identified individual children or groups, such as Derbyshire, Talking T-Kit or extra support through specific practical activities.

## Physical Development

We support children with their self-help skills and toileting and encourage them to be as independent as possible by teaching, supporting and assessing. We work very closely with parents and carers and health professionals to ensure we have consistency.

Toileting and continence policy: [NPS Toileting-and-Continence-Management](#)

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources and offering appropriate physical challenges.

Our children thoroughly enjoy playing and learning with our Sports Coach who works with all Nursery and Reception children. FS2 and FS1 children are often taught together when FS2 children support and teach their FS1 peers.



### Specific Areas:

**Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.**

#### **Literacy**

We provide a literate environment, promoting children's emergent writing through role play, adults modelling writing, imaginative story telling opportunities, teaching synthetic phonics, encouraging handwriting skills and empowering children to share and value books. We use the "Letters and Sounds" phonic programme.

The children share and read stories at home and are rewarded for reading and recording their work in their home/school book. Children are taught in a variety of groupings, including ability and mixed groups.

#### Mathematics

We develop mathematical understanding through stories, songs, games, everyday activities and imaginative play so that children enjoy experimenting and become confident, comfortable and curious about numbers, shapes, patterns and measures.

We aim for our children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement through everyday problem-solving activities.

Our foundation stage book club encourages children to become involved in understanding how to save money to buy their chosen book. Higher attaining FS2 children help to run book club alongside staff. The FS2 'Super Duper Token' deferred reward system encourages children to think about and solve problems on a daily basis.

#### The World

All children are given opportunities to solve problems, investigate, make decisions and experiment. We provide first hand experiences to encourage children to: explore, observe, predict, compare, solve problems, question, make decisions, discuss, think and use all their senses. We provide activities that stimulate children's interest and curiosity and promote their thought and

investigation. We aim to develop geographical concepts and skills and understand aspects of the wider world.

### Expressive Arts and Design

This area of learning includes art, music, dance, drama and imaginative play opportunities for children to try new experiences and express themselves in a variety of ways. Creativity is an important part of successful learning; it enables children to make connections between experiences, helps them to solve problems and be inventive.

We do this in a variety of ways including; providing stimulating environments, valuing children's creativity, encouraging imaginative play, offering multi-sensory experiences, opportunities for children to explore materials, media and techniques, time to explore and experiment, develop and refine ideas, help children develop confidence in their own abilities and helping them become more independent in the choices they make.

## 4.2 Characteristics of effective learning

These principles are based upon dispositions towards learning in which children are taught the skills, awareness and options available to support themselves and others to make effective learning choices.

They are:

- Playing and exploring, being engaged;
- Active learning, being motivated;
- Creating and thinking critically, being thinkers;

Staff observe children and note the different ways that they learn and then plan activities appropriately.

## 4.3 Key person

After a few weeks, each child will be assigned a key person (special person). The Key Person will help to ensure that every child's learning and care is tailored to meet their individual needs.

The key person will:

- Support the children in their group and ensure they feel safe and cared for
- Respond sensitively to children's feelings and behaviours and meet emotional needs by giving reassurance

- Support physical needs
- Be accessible and available as a point of contact for parents/carers
- Build relationships with the children and parents/carers

#### 4.4 DISADVANTAGED/VULNERABLE CHILDREN

Disadvantaged/vulnerable children are identified as soon as possible, for example, funded children in our 2 Year Old Nursery and possible EYPP children through our registration form, which is completed when children register for FS1. Staff discuss applications for EYPP when children start FS1.

At Normanby Primary we have a much wider definition of disadvantage than a family's economic income and we go beyond this when defining what makes a child, family or entire community vulnerable. 'Vulnerable' is used to describe unique circumstances e.g. single parent, Looked After Child, speech & language needs, low parenting skills etc.

Outcomes, progress and other circumstances for disadvantaged children are analysed by staff and additional money received is used to narrow gaps in children's outcomes. Disadvantaged children are tracked through our pupil premium tracker, daisy diagrams and clipboard information at termly standards meetings and at various points during Foundation Stage.

We ensure that key information, including early assessments, is shared promptly at points of transition so that the needs of the most disadvantaged children are known quickly.

We have a focus on improving parenting skills through 1:1 meetings, discussions, information sharing and support sessions.

We ensure a high quality early education for all disadvantaged children. Every child has two discussions with their key person each term, instead of one for non-disadvantaged children. Their specific needs are identified and they receive more time with teachers, teaching assistants or with older peers.

Pupil premium policy: [NPS Pupil-Premium-Policy](#)

#### 4.5 SPECIAL EDUCATIONAL NEEDS

We value the diversity of individuals within our school. All children at Normanby Primary School are valued and treated fairly regardless of race, gender, religion or abilities. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage we have realistic, challenging and high expectations for all of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and Mrs Miller, our SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND.

SEND policy: [NPS SEND-Policy](#)

## 5.0 ASSESSMENT AND PLANNING

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and the next steps for learning. These observations then lead the direction of the planning. Staff use the children's interests to plan. The children lead the short term planning on a day to day basis. The fostering of the children's interests develops a high level of motivation for the children's learning. The planning objectives for FS2 children are taken from the non-statutory guidance Early Years Outcomes (2017).

On-going formative assessment is at the heart of effective early years practice. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in our Foundation Stage takes the form of both formal and informal observations. We observe the children as they act and interact in their play, everyday activities and planned activities. Practitioners also observe and report on the Characteristics of Effective Learning, reflecting on the different ways that children learn.

We value parents and carers contributions. We send out termly questionnaires that enable parents and carers to share information about their child. We have three individual consultations per year, weekly drop-in sessions and we also host weekly social and support sessions. The questionnaires also give us feedback related to our practice and how we can improve it.

At the end of their Reception year in school, the children's progress is recorded on to the Early Years Foundation Stage Profile. The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in

the three prime and four specific areas of learning, and the three characteristics of effective learning. A completed EYFS Profile reports the attainment of each child assessed in relation to the 17 ELG descriptors, together with a short narrative describing the child's three learning characteristics. For each ELG, practitioners judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). The EYFS Profile is completed by the end of June and EYFS Profile results are reported to the Local Authority. We moderate assessments and judgements within the team, with Y1 staff, within our MAT and also with other schools in the Local Authority. We give Y1 staff relevant data related to the EYFS Profile, including individual achievements and an individual summary of the Characteristics of Effective Learning.

Attainment of cohorts and identified groups are recorded at entry, mid and exit points in our 2YO and FS1. In FS2 attainment is recorded upon entry, in November, March and EYFS Profile.

We judge attainment to be one of the following: Well below typical, below typical, typical or above typical. These are linked to a child's actual age against age-related statement bands. Staff use a variety of assessment strategies to in order to support decisions made on outcomes. Moderation is ongoing throughout the process.

Attainment data and other cohort information is presented to whole school staff and governors at termly standards meetings. Attainment and progress of cohorts, specific groups and individuals is analysed and tracked, and findings are used to inform the foundation stage improvement plan.

## 6.0 ADMISSION AND TRANSITION

Ensuring that our children's social, emotional and educational needs are met is of paramount importance to us. The admission and transition process in place is well planned for and discussed with staff, children, parents and carers. Every year transition arrangements are evaluated and adapted to provide the children with a smooth change into their new environment.

### Admission to our Sunflower 2 year old provision

Our 2 year old provision opened in June 2015. Children are eligible from the start of the term after their second birthday until the start of the term of their third birthday. If children cannot be admitted in our nursery, then they may stay in our 2 year old provision if we have spaces available. We take up to 8 or more children per session who are eligible for a free childcare place and also a maximum of 4 children who have a privately paid place. Families who are eligible for a free place approach us and we liaise with Redcar and Cleveland Families' Service. We also contact any parent/carers who have registered their child with us and who have stated on the registration form that they may be eligible for funding.

### Transition to FS1

Many parents and carers register their child within the first few months after birth. Upon registration a booklet is issued which gives detailed information about school and FS1.

Children enter nursery during the term of, or after their third birthday. When a place becomes available parents and carers are invited to a meeting and are given a start date for their child. Approximately 30% of the children enter FS1 just after their third birthday. As demand for places is high FS1 is usually full around the end of the Autumn Term. The children who are born in the spring or summer term do not enter FS1 until the September after their third birthday.

### Transition to FS2

Opportunities are available for FS1 children to visit FS2 rooms to play throughout the year. Children who are not in our FS1 are given the opportunity to visit and spend as much time in FS2 as they would like during the transition period.

Redcar & Cleveland guide for admissions into Primary School (For admissions into

Reception/FS2): [https://www.redcar-cleveland.gov.uk/resident/schools-and-](https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/school-admissions/primary-school)

[learning/school-admissions/primary-school](https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/school-admissions/primary-school)

[admissions/Documents/A%20Guide%20for%20Parents%20-](https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/school-admissions/primary-school)

[%20Primary%20School%20Admission.pdf](https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/school-admissions/primary-school)

### Transition to Y1

During the summer term of FS2 our children are given valuable experiences to ensure they are well prepared for their Y1 transition

### Transition to another setting

Information regarding overall achievement & progress is forwarded to the setting to secure Continuity

| FS stage                     | Transition arrangements   |
|------------------------------|---|
| 2 year old sunflower nursery | Information iBook (available on school website/to download onto apple device)<br>Home visit prior to starting<br>Visits to our nursery by parent/carers/child<br>2 x stay & play sessions |



At Normanby Primary School we:

- Promote the welfare of each child.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them, are suitable to do so.
- Ensure that the learning environment, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Provide a daily healthy snack through the Government's Free Fruit Scheme.
- Provide a daily drink of milk or water.
- In FS2, staff will ensure that children eat a healthy meal at lunch time, be this a school meal or a packed lunch brought from home.
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Any safeguarding or child protection concerns will be reported to the designated safeguarding lead, CEO Mr C Faulkner, Mrs K Pentney (Head of School, deputy designated safeguarding lead) and/ or Mrs S May, deputy designated safeguarding lead (EYFS leader/Assistant Head). Mrs J Brallisford (Assistant Head), Mrs J Miller (SENDCO), Mrs J Barnett and Miss K Lawrence (Early Intervention Practitioners) are also deputy safeguarding leads. Foundation Stage is included in the whole school Safeguarding and Child Protection Policy. A staff handbook policy is in place to cover the use of mobile phones, social media and cameras in the setting.

#### [Safeguarding Policy:](#)

A password system is in place to ensure that children are only released into the care of individuals who have been notified to staff. Staff ensure that children do not leave the premises unsupervised.

Web links for Normanby Primary

School website: [Safeguarding](#)

Policy: [NPS Safeguarding Policy](#)



## 7.2 STAFF

The Assistant Head Teacher, who is part of the senior management team and an SLE, leads the Foundation Stage. The staff work as part of a team and staff plan and work together to ensure continuity and progression, providing age and stage-related activities to suit all our children. FS2 children are taught within their own classes, in mixed large groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

All practitioners have appropriate qualifications, training, skills and knowledge required to work in the Early Years Foundation Stage, ensuring that we are able to offer a high quality EYFS experience for all our children. Each member has a defined role, and all staff are responsible for specific areas, e.g. health,

outdoor area, speech and language etc. They have a clear understanding of their roles and responsibilities within the setting.

Staffing arrangements must meet the needs of all children and ensure their safety. Within Normanby Primary Foundation Stage we ensure that children are adequately supervised. Within our 2 year old provision there must be at least one member of staff for every 4 children. Within FS1 there must be at least one member of staff for every 13 children. Our ratio is generally less than 1:10. One member of FS1 staff will hold Qualified Teacher Status or another equivalent and suitable qualification.

All staff complete an information sheet and questionnaire at the beginning of each academic year. Information is collated regarding qualifications; experience, professional development undertaken (courses etc) and staff are asked what areas they would like to further develop their knowledge, skills or understanding in. Rigorous performance management of teachers and teaching assistants is linked to individual staff development as well as the Foundation Stage improvement plan.

## 7.3 HEALTH AND SAFETY

Health/medicines/accidents/injury

In line with the EYFS Statutory Framework 2021, we follow whole school policies related to health and safety, e.g. health and safety policy, medical and medicines policy etc.

Health & Safety policy: [NPS Healthy-Safety-Policy](#)

Medical & medicines policy: [NPS Medical-and-Medicines Policy](#)

A health register for 2YO nursery, FS1 and FS2 is compiled each September and updated regularly. Systems for obtaining information about a child's needs for medication are kept up to date. All registers are displayed on noticeboards across Foundation Stage. A first aid box is stored appropriately, is accessible at all times and a record of accidents and injuries is kept. Parents/carers are informed as soon as is reasonably practicable of any first aid treatment given to their child.

At Normanby Primary School we promote the good health of the children who attend our setting. Procedures are in place to respond to those children who are ill or infectious and necessary steps will be taken to prevent the spread of infection.

There are systems in place to ensure that medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Individual healthcare plans help to ensure that pupils with medical conditions are supported effectively and give clarity about key information and actions that are required to support the child effectively. A meeting takes place with staff (including a healthcare professional if applicable) and parents/carers, following which a healthcare plan is completed and then ratified by the Head Teacher. Health Care Plans are kept in EYFS and displayed in the Staffroom. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines both prescribed and non-prescribed, will only be administered to a child when written permission for that particular medicine has been obtained from the child's parent/carer. A written record must be kept each time the medicine is administered.

We are a healthy school, and our children receive free fruit through the Government Scheme. Up until they reach the age of 5, children also receive free milk. Water is available for the children to drink freely throughout the day.

Before children are admitted to our setting, we obtain information about any special dietary requirements. Dietary needs are recorded and acted upon when required. If necessary, details of a child's dietary requirements will be passed to catering staff.

Regular checks of the environment are made and risk assessments for different areas of the environment or provision are reviewed annually, e.g, sand, water, use of tools, which are reviewed yearly or sooner if any circumstances change. All internal doors to Foundation Stage have a secure code for staff use only. FS1 entrance is opened with a security fob. Gates are unlocked/locked at designated times to allow access for children and parents/carers. At all other times the school is not accessible other than access to the main school office.

There are clear procedures for keeping children safe during outings and risk assessments are carried out for every visit outside the school environment.

Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level. Children wear an appropriate uniform to allow them to be access the environment safely.

School uniform policy: [NPS School-Uniform-Policy](#)

Regular fire drills take place during the children's time in Nursery and Reception. Staff and children are aware of their roles and responsibilities when dealing with fire safety. Critical incident drills also take place each term to ensure that all children can enter the school building quickly and safely should it become necessary.

