



Early Years Policy

Agreed on September 2021

Reviewed: 2026/2027

Next Review: 2027/2028

Statement of intent

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

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

At Frome Vale Academy, the child is at the heart of everything we do. We recognise that the Reception year is the beginning of a child’s school journey. **We are passionate and supportive of the development of children as unique individuals and we are determined to** provide all children with a secure foundation for future learning in Key Stage One and beyond. We provide engaging and well-sequenced learning experiences which enable children to learn more and remember more over time. **We work in partnership with parents and carers** to ensure that families understand what their child can do now, what they need to do next and how they can best support them at home. Our ambitious curriculum is the cultural capital we know our pupils need so that they can gain the skills, knowledge and understanding they require for success. We embed the right **habits for learning through the Characteristics of Effective Teaching and Learning** – Play and Exploration, Active Learning and Creative and Critical Thinking. Many of our pupils arrive below national expectations for their age and a proportion come from disadvantaged backgrounds and with complex needs. **We prioritise teaching them how to listen, speak and meet the high expectations for behaviour** by being safe, kind and respectful. There is a focus on **securing all children’s personal, social and emotional development and communication and language skills so that all children develop a sense of self, place and belonging**. Our enabling environment and high-quality adult interactions support the children as they begin to link learning to their play and exploration. Development in these prime areas is supported by **high quality and well-planned continuous and enhanced provision**.

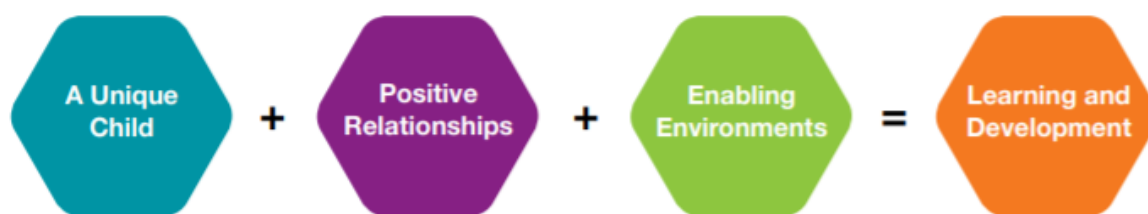
We intend for children to:

- Develop independence, self-agency and creativity (imagination)
- Feel, safe, secured and loved
- Build resilience
- Have self-belief, determination and confidence that anything is possible (FVC)
- Engage in a variety of play and learning experiences with intrinsic motivation
- Begin to understand the part they play in the modern world and their responsibility
- Be Year 1 ready
- Understand the value of reading
- Have access to a broad, rich and balanced EYFS curriculum with both child-led and adult-led learning opportunities.

EYFS Principles

The EYFS is based upon four principles:

- **A Unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Development** – an acknowledgement that children learn in different ways and at different rates.



Learning and development

- At Frome Vale, our curriculum is designed to provide rich, meaningful and exciting learning opportunities for our children. Some learning is adult-led and some directed by the children themselves during their independent learning time. Appropriate intervention by EYFS practitioners, supports children to engage and extend their learning.
- We give our children every opportunity to achieve personally and planning is adapted to meet the needs of all groups. We achieve this by considering each child's life experience so far and plan accordingly.

EYFS curriculum:

The EYFS seeks to provide:

- **Quality and consistency** in early years settings, so that every child makes good progress and no child get left being.
- **A secure foundation** through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensure that every child is included and supported.

Pupils learn through a balance of child-initiated and adult-directed learning opportunities. The timetable is carefully structured so that children have rigorous directed teaching in Writing, Maths and Phonics with daily review time sessions to focus on children's self-reflection against the Characteristics of Effective Learning. The Characteristics of Effective Learning are understood by the children using our whole-school Frome Vale Citizens approach. Whole-class sessions are followed by group work where children work with a member of staff to develop their individual next steps. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide verbal feedback which results in a strong impact on learning.

Children are provided with time to initiate their own ideas through 'Discovery Time' where carefully planned enhancements are used to engage and challenge them in the provision. The curriculum is planned for the inside and outside classroom in a cross-curricular way so that children can use play to further explore the curriculum content that they are learning and rehearse, embed skills and promote active learning. The Early Years curriculum has been crafted to support children to acquire a strong foundation on which to build upon their learning as they move into Year 1 and access the FVA states of being-based curriculum. Our curriculum enables children to learn and develop skills, attitudes and understanding in these areas of learning:

The Prime Areas

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

The Specific areas

- Literacy
- Mathematics
- Understanding the world

- Expressive Arts and Design

Learning is planned with regards to the three characteristics and effective teaching and learning in the EYFS:

- **Playing and exploring** – children investigate and experience things
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their experience.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Staff consider the best use of classroom areas for learning – for example, physical development and understanding of the world is prioritised when children are learning in the outside areas. Children access a balance of child-initiated, adult-guided play and adult-led learning throughout the day. In this way, we ensure that the children have agency over their environment whilst also encouraging children to access areas of learning outside of their immediate interests and therefore enabling a breadth of learning across the curriculum. We value imagination, curiosity and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular weekly forest school sessions. Our investment in specialist training for forest school mean that children continually receive high-quality enrichment.

Communication and Language

Developing children’s communication and language skills is a priority for our setting. Through our daily Writers sessions, we provide children with high-quality examples of story language, sentence structures and explicitly teach text-specific vocabulary. Our continuous provision provides further opportunities for children to practise using new words and adults model good speaking and listening skills when interacting with children. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners build children’s language effectively. We map vocabulary that the children will encounter as they move into Year 1 into our planning so that adults are able to model and teach those words whilst children are engaging in practical and hands-on experiences in order to well-prepare them for the next stage in their education. Speaking and listening skills are woven into all areas of learning. Additionally, we deliver a structured approach to Oracy through a deliberately and progressively planned curriculum based on the Voice 21 progression, which supports children’s development of physical, social and emotional, cognitive and linguistic oracy skills. Our use of WellComm assessments and ‘The Big Book of Ideas’ supports early identification of next steps for all children and staff deliberately build these into their daily interactions as well as our Discovery curriculum.

Some key examples are:

- Use of stem sentences to support a full response.
- Recapping on vocabulary throughout the week and terms so children “bump” into prior learning again.
- Provocations and enrichments to encourage children to speculate and ask questions.

Personal, Social and Emotional Development

At Frome Vale Academy, there is a whole-academy focus on Personal Development, including character development. Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. At Frome Vale Academy, strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Through high-quality interactions, children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Through explicit teaching of academy values and learning behaviours and FVC curriculum, children learn about understanding their feelings, celebrating difference, overcoming challenges, leading healthy lives, establishing relationships and learning about their bodies.

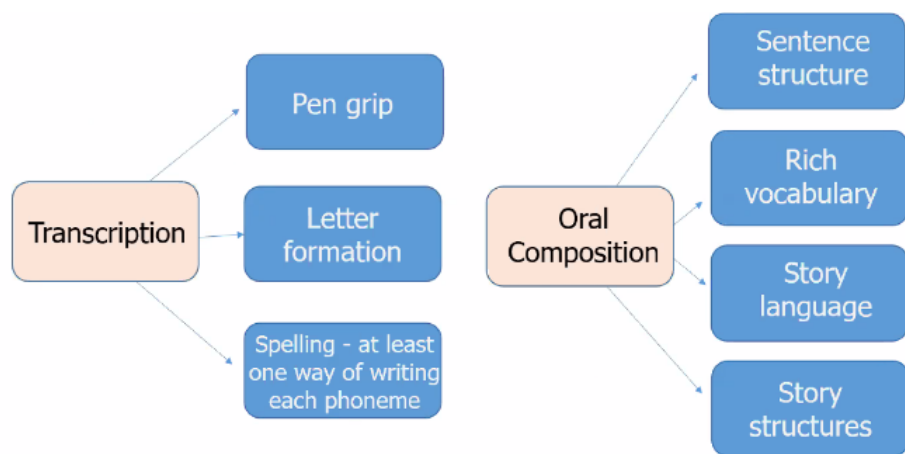
Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Physical Development

In EYFS, Physical Development is taught through our environment and provision. By creating games and providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Additionally, explicit and discrete teaching of PD skills through Real PE lessons is a weekly opportunity to practice skills, develop the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. Daily handwriting sessions support the development of the accurate grip working towards the ELG.

Literacy

At Frome Vale Academy, being writers is underpinned by the Prime Areas of Learning and the Literacy curriculum strand with a focus on developing children's proficiency in oral composition and transcription. The planning is centred around a high-quality text and linked to wider curriculum study where appropriate and to children's interests. Literacy planning initially follows a 2- weekly cycle. Throughout the year, we introduce our Reception children to a wide range of high-quality texts, both through our Writers curriculum and Reading for Pleasure spine. This gives our children the story language to be able to use in their writing when ready.



Oral Composition

At Frome Vale, we recognise the importance of oral composition which we teach through story-making and retelling of known stories. This helps children to internalise the “big” patterns of stories, understand the building blocks of narrative (characters, settings, events, story structure), learn sentence structures and new vocabulary. Stories are taught in a multi-sensory way using actions and story maps as a visual prompt. Children retell the story until it can be retold fluently before moving onto innovating the story as a class. The children are given opportunities to perform

their story telling to their peers and families. Finally, children are given the opportunity to compose, through story mapping, their own invented story based on the class text. Each story has 6-8 connected WOW words which are learned using actions.

Transcription

In Reception, we prioritise teaching children the component parts of transcription including correct pen grip, letter formation and spelling. Children practise and apply these component parts through dictated sentences that closely match their phonics knowledge. In addition, handwriting is taught in letter family groups daily as a discrete session.

Reading is at the heart of our curriculum. Children follow the rigorous Unlocking Letters and Sounds program faithfully so that they achieve good outcomes for reading. Children in Reception start phonics as soon as they start school and reading books are well-matched to the children's phonic knowledge and to the Unlocking Letters & Sounds scheme. Children participate in a daily phonics session, weekly group reading and read 1:1 with a class teacher every fortnight. In addition, partnership with families is prioritised – parents/carers are invited to participate in phonics sessions at least 3 times a year and teachers communicate well with parents about their child's reading abilities and next steps. We place great value on story time in Reception as a vehicle for inspiring reading for pleasure, a love of literature and as a way of developing children's vocabulary and comprehension. Some other key aspects of the implementation of reading include:

- Phonics and reading workshops
- High quality, engaging book corners
- Developing parent/carer links – after-school story time

Mathematics

We follow the Maths Mastering Number approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and guided teacher tasks using concrete manipulatives which are then rehearsed and applied to their own learning during Discovery Time. We provide frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. The curriculum also includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Early Learning Goals

- The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.
- Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduces vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self – Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing going to the toilet and understanding the importance of healthy food choices.

ELG: Building relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others needs.

Physical development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

ELG: Fine motor skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5, (including subtraction facts) and some number bonds to 10, including doubling facts.

ELG: Numerical patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

Understanding the World

ELG: Past and present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: People, cultures and communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between religious and cultural communities in this country drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Understand the importance processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design

ELG: Creating with materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters and narratives in stories

ELG: Being imaginative and expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs

- Perform songs, rhymes, poems and stories with others, and -when appropriate – try to move in time with music.

Inclusion

- We value and celebrate the diversity of individuals within our school and believe that every child matters. **Our inclusive approach means that all children learn together** but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, phonics keep-up and catch-up interventions, 'Bucket Time' or Time to Talk sessions. Termly phonics assessments are used to identify children who require additional teaching to keep up with their peers. This is delivered daily by well-trained teachers and teaching assistants.

Learning environment and outdoor space

- We recognise that the environment plays a fundamental role in supporting and extending a child's development and that the use of resources and environment needs to be carefully considered and planned for.
- We aim to create a welcoming, inviting, engaging and stimulating learning environment which will encourage children to explore, investigate and problem solve.
- Children have access to an enclosed outdoor play area, and daily activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate or unsafe.
- There are toilet facilities available in the EYFS classroom.

Observation, Assessment and Planning

Every member of staff uses **ongoing observational assessment** to identify children's starting points and plan experiences which ensure progress and some **summative assessments** such as termly phonics assessments to track progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, four times a year, teachers update the progress children have made which allows us to assess the impact of teaching and plan for next steps. We will also carry out the Reception Baseline Assessment (RBA) which is a short assessment, taken in the first six weeks in which a child starts in reception. 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 will be completed for each child in line with the Statutory Framework. We engage in termly moderations to support our judgements, develop subject knowledge and identify next steps.

	End of Term 1	End of Term 2	End of Term 4	End of Term 6
C&L	Y	Y	Y	Y
PSED	Y	Y	Y	Y
PD	Y	Y	Y	Y
Literacy	N	N	Y	Y
Maths	N	N	Y	Y
UW	N	N	N	Y
ED	N	N	N	Y

- Good planning is the key to making children's learning effective, exciting, varied and challenging. Effective learning builds on and extends what children know and can already do.
- Observations are recorded when/where appropriate. If observations are recorded, these will be placed in children's individual learning diaries. Photographic evidence of learning will also be recorded and shared via Class Dojo.
- Parents and carers are partners in the assessment, observation and planning process through regular meetings with the class teacher through sharing their child's interests, achievements and home learning.

Induction

Inductions are carefully planned for and time is given to ensure a smooth and successful start to school. We acknowledge the child's needs and establish effective partnerships with those involved with the child, including other settings, such as nurseries.

For pupils joining Reception, during the Summer Term prior to starting school the following September, where possible, a member of the EYFS team will contact the pre-school settings to discuss each child and hold a professional conversation with their key worker. This may take the form of a telephone conversation, a transition meeting or visit to the child's Pre-school. Staff will arrange stay and play sessions, where the children and families can explore the learning environment and meet the staff.

When children join the school in September the following procedures will apply so the children can gradually adjust to their new surroundings:

- During the first week of the Autumn Term, EYFS staff will visit each child in their home environment; children feel more at ease and are able to speak with teaching staff in a less formal way.
- During the second week, children will attend in small groups on specified days to enable relationships to be built.
- From the beginning of week three, children will attend for the full school day unless staff and parents/carers agree that it is not in the best interests of an individual child.

Safeguarding and welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

Children's safety and welfare is paramount to us. We ensure that all children in school are safe. Through using our school values and learning behaviours, we help our children to learn about making safe and kind choices. All adults constantly model positive learning behaviours and set clear, high expectations. We provide children with choices to help them develop their understanding of how their choices can keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children. At Frome Vale Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Early Years Foundation Stage Statutory Framework 2026.

- All necessary steps are taken to keep the children in our care safe and well.
- The DSL is Heather Marshall (Safeguarding Lead)
- The deputy DSLs are Janet Saunders (Principal) and Maria Cerepanova (Vice Principal).
- The DSL is responsible for safeguarding children and liaising with local children's services where possible.
- Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues and recognise signs of abuse and neglect.
- All concerns will be recorded on CPOMS and shared with the relevant staff and DSL's

For further information, please consult the Safeguarding Policy.

Mobile phones and devices

- For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Use of mobile phones by EYFS staff

- Staff must not use personal mobile phones or cameras when children are present.

- Staff may use mobile phones on school premises outside of working hours when no children are present.

Use of the school's mobile phones and cameras

- EYFS staff are provided with a school device (iPad) to ensure that only school devices are used to take photographs and videos.
- School devices must have passcode protection.

Health and safety

- A small first aid box is located in the EYFS classroom.
- Only medicine prescribed by to by a child by a doctor, dentist, nurse or pharmacist will be administered by a trained member of staff (see First aid policy).
- Class teachers will report any accident or injury involving the child to their parents on the day that it occurs.
- There will be a Paediatric First Aider on site during the school day, including breakfast club.
- The school has a Fire Evacuation Plan in place
- Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- Fresh drinking water is available at all times

For further information please see the full Health and Safety Policy.

Nutrition and Healthy Eating

- Our policies and procedures are aligned with the guidance found in the 'Early Years Foundation Stage Nutrition Guidance' publication:
https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf
- Academy's nutrition and allergen guidance can also be found in the following procedure documents: 'Allergen and Anaphylaxis Procedures' and 'Healthy Eating Approach'.
- We provide the children with a snack in the mornings which is always a healthy snack, usually a piece of fruit. We also provide milk through the School Milk Subsidy Scheme.
- Children are only allowed water in their bottles at school. They are not allowed juice, squash or anything else. Children can fill up their bottles as and when they need at school.
- When it is a child's birthday, we celebrate this in school by singing Happy Birthday and making cards for the child whose birthday it is. Children are not allowed to bring in food items from home into school.
- The children learn about Healthy Eating and Nutrition as part of our Jigsaw learning. This covers the following areas:

Healthy Me:

- I know which foods are healthy and not so healthy and can make healthy eating choices
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet

Changing Me:

- I can tell you some things I can do and foods I can eat to be healthy

Staffing and Supervision

- 1 teacher and 1 teaching assistant
- Each member of staff will have a line manager
- At least 1 staff member will be Paediatric First Aid trained and present during snack and mealtimes

The Early Years' Foundation Stage Framework places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. As we strive to improve outcomes for all children and families, and narrow the gap in attainment of vulnerable children, safe systems and the effective management of staff performance and well-being are of prime importance. Professionally, staff supervision has been a normal part of counselling, psychotherapy and social work practice and is increasingly to be found in related caring professions. At a time of heightened awareness of safeguarding issues, there is increasing recognition that working in the early years includes a high degree of outreach work and contact with families. Many practitioners find themselves working in unusual contexts and dealing with unpredictable and sometimes extreme issues. The need for keeping practice and practitioners 'safe' is a priority. If early years' practitioners are to provide the kind of encouragement and support necessary for the support, development and challenge of children and families, they need to be encouraged, supported and challenged as well. The purpose of 'Supervision' is:

- To develop confidence, and increase skills, insight and courage when working with children, parents and communities.
- To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust and respect.
- To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles.
- To increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
- To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with setting's values, policies, procedures and quality standards.
- To monitor progress in relation to appraisal objectives.
- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the setting.

Each member of staff will have a Line Manager. Supervision will be on a termly basis – but the frequency may change depending on circumstances, such as complex child protection issues. Supervision meetings can take the form of individual or group meetings (weekly EYFS meetings). Supervisors may need to access external support to provide supervision of a more clinical nature (e.g., social care, counselling, speech and language therapy, infant mental health).

Information and records

- Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

Parent involvement

- Parents are invited to parent's evenings in the Autumn and Spring term; however, EYFS has an open-door policy and parents are welcome to talk to the team at the start and end of the school day.
- Frome Vale Academy also offers termly Open Door mornings where families are able to join children in their classroom to share their learning.
- The meeting room, located at the top of the corridor, will be utilised for confidential discussions between staff and parents.

- Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the school internet.
- It is recommended that parents download the MCAS and Class Dojo app. This is a great way for parents to receive reminders and get messages home ASAP.
- Class Dojo is used to share curriculum and learning updates as well as to promote communication between school and home.
- Parents are asked to complete admission forms including a medical form as part of the induction process when a child starts school.
- There is an extensive and robust transition process in place which ensures that families and children have experienced a comprehensive induction which means that communication is prioritised as soon as school place offers are accepted.

Monitoring and review

- This policy is reviewed by the Academy Council and the Principal.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction

The next scheduled review date for this policy is: 2027/2028

Our regular monitoring of teaching and learning includes coaching and feedback from SLT so that teachers develop a good subject knowledge and are effectively supported. We tailor our staff PD to be early years specific where appropriate and are focused on moderating outcomes across the phase and across the CLF Trust so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. We work with the Early Years Federation Network and Bristol Early Years Team to keep up to date with developments in practice within the EYFS.

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Principal, Vice Principal and reception teacher will carry out monitoring on EYFS as part of the whole school monitoring schedule.