

## EARLY YEARS FOUNDATION STAGE

Policy applies to EYFS and to all Staff	
Date policy reviewed:	29.11.2024
Date of next review:	27.11.2025
Version:	11.24 v1
Author:	Mrs Sarah Barker

Version	Date	Paragraph	Material change	Approval
11.22 v1	3.11.2022	All	References to two year olds and rising three's removed, as the Hive now only accepts children who are three years old and older.	Mrs Sarah Barker
11.23 v1	27.11.2023	10.5	Updated to reflect the Early Years Foundation Stage statutory framework - September 2023.	Mrs Sarah Barker
01.24 v1	29.01.2024	1 and 10.12	Updated to reflect the Early Years Foundation Stage statutory framework - January 2024.	Mrs Sarah Barker
11.24 v1	29.11.2024	10.6	New section inserted re. the School's Ofsted reporting duty.	Mrs Sarah Barker

**Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.**

### Related Policies

Admissions  
 Assessment and Reporting  
 Child Protection and Safeguarding  
 Enhanced Learning  
 EYFS First Aid  
 EYFS Outdoor Play  
 EYFS Staff Supervision  
 EYFS Toileting Procedure  
 Fire Risk Prevention  
 First Aid



Positive Handling  
Staff Taking Storing and Using Photographs or Videos

## 1. Introduction

The introduction to the statutory framework of the EYFS - January 2024 says that “*All children deserve the care and support they need to have the best possible start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.*”

The Early Years Foundation Stage (**EYFS**) applies to children from birth to the end of the Reception year. At Clifton High School, EYFS comprises of all children in The Hive Pre-School and Reception classes. Children can join The Hive in the term after they turn 3 years old. The School aims for all of our children in EYFS to continue to be educated at Clifton High School until they leave at the age of 18.

Clifton High School values the importance that the EYFS framework plays in laying secure foundations for future learning and development, not just for preparing for the next stage of children’s education at the school but also for developing important life skills.

## 2. EYFS Areas of Learning

The School adheres to the statutory framework for the EYFS January 2024 including the EYFS areas of learning as outlined below.

### 2.1 Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, we build children's language effectively. We read frequently to our children, engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, giving children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### 2.2 Personal, Social and Emotional Development

School Office 0117 973 0201  
schooloffice@cliftonhigh.co.uk

College Road, Bristol, BS8 3JD  
cliftonhigh.co.uk

Admissions 0117 933 9087  
admissions@cliftonhigh.co.uk



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. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. 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 as necessary. 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. These attributes provide a secure platform from which children can achieve at our school and in later life.

### **2.3 Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **2.4 Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **2.5 Mathematics**



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## **2.6 Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary support later reading comprehension.

## **2.7 Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

## **3. The Learning Environment**

Clifton High School provides an attractive and stimulating learning environment where children feel confident, secure, and challenged. The children learn in attractive and spacious classrooms that are set up with discrete areas of learning with effective continuous provision. The EYFS rooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly.



The EYFS environment has two enclosed outdoor areas which are referred to as the top and bottom gardens, each with its own contrasting characteristics. Clifton High School firmly believe that learning outdoors has a positive effect on the children and offers opportunities for doing things in different ways and on different scales than when indoors. It offers the child the ability to explore, use their senses and be physically active and exuberant. Activities and resources for the children to access outdoors are planned to help them develop in all areas of learning. Children benefit from having specific Forest School lessons in the school grounds where they can make use of such facilities as an outdoor classroom, the EYFS play area with any hotels and den areas and a separate sand and decking area. These experiences are then built on when the children go on a number of offsite Adventure sessions in Reception, and then weekly Adventure School in Year 1 and Year 2. Reception children join Year 1 and 2 in the playground during mornings and lunchtime breaks. All children can participate in a wide range of physical activities daily.

#### **4. Learning ethos and School values**

**A unique child** - Every child is recognised as a competent learner who can be resilient, capable, confident, and self-assured and it is recognised that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; praise and encouragement is used as well as celebration and rewards to encourage and develop a positive attitude to learning. In accordance with our school aims, we develop the child's direction.

**Positive relationships** - Clifton High School children learn to be strong and independent from secure relationships and the School aims to develop caring, respectful, and professional relationships with the children and their families. In accordance with our school values we develop the life skills of love and empathy.

**Enabling environments** - The School environment plays a key role in supporting and extending children's development. Through observations, the children's interests are assessed, stages of development and learning needs, before planning activities and experiences to extend their learning.

**Learning and development** - Both indoor and outdoor classrooms are organised to allow children to explore and learn securely and safely. There are areas where children can be active, quiet, and also rest and children are able to locate and access equipment and resources independently. In accordance with our school values, we develop curiosity for learning.

#### **5. Learning and Development**

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**CURIOSITY · EMPATHY · LOVE · DIRECTION**



Effective learning builds and extends upon children's prior learning and follows their interests, fascinations, and experiences. Planning is informed by observations of the children to ensure these are followed. These observations are used to inform the next steps in planning, and many are recorded online, with observations, notes, photographs, and videos being uploaded onto a secure site using software called Tapestry or recorded as teachers own notes.

### **5.1 Methods of meeting children's needs**

Children's needs are met through:

- Planning opportunities that build upon and extend their knowledge, experience, and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support the children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Placing high importance on spiritual, moral, social, and cultural development and welfare of children.
- Planning more challenging activities for children whose ability and understanding are in advance of their language and communication skills and supporting children who are not meeting their expected level of development.
- Planning more challenging activities for children in a specific area in which they are excelling or after reaching an expected level defined in an early learning goal.
- Following current child protection and safeguarding legislation.
- Monitoring children's progress and taking action to provide support as necessary.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed in the EYFS areas of learning. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the 3 prime areas and in Reception all 7 areas are focussed upon. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the parents and then if appropriate with the Enhanced Learning Department and agree how best to support the child.

### **5.2 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:

#### **Communication and Language**

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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 conversation 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 introduced 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 to 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 (recognise quantities without counting) up to 5.
- ✓ 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 double 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 equally.



## **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, Culture 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 different 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 life in other countries, drawing on knowledge from stories, non-fiction texts and - when 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 some important 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 in narratives and 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.

## **5.3 Assessments**

### **5.3.1 Baseline assessments**



The Reception Baseline Assessment (RBA) requirement in paragraphs 2.11 and 2.12 of the EYFS statutory framework does not apply to independent schools and we cannot opt into it. However, we choose to do an alternative baseline assessment: in Reception a baseline assessment is used twice a year, CEM BASE, which helps identify the developmental stage of each child on starting school and assesses their learning again, at the end of the year, ensuring they make good progress from their starting point.

### **5.3.2 EYFS Profile**

Other formal assessment takes place 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 must be completed for each child. The Profile provides parents and carers, practitioners, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent judges can offer a useful contribution. Clifton High School report to Bristol City Council on Reception Profile scores which indicate how children have met or not met the Early Learning Goals above.

Year 1 teachers are given a copy of the Profile report together with a short verbal or written commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning. This aids Year 1 teachers understanding of each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Reception children visit Year 1 on several occasions throughout the year as part of the transition process to the next stage of their education.

### **5.3.3 Summative assessments**

EYFS children have a summative assessment (twice in Reception and three times in the Hive annually) which shows us whether children are on track in their curriculum. The 2024 EYFS reminds us:

*“Assessment should not involve long breaks from interaction with children, or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of physical evidence.” Statutory EYFS 2024. Para 2.2.*

### **5.3.4 Assessment values**

The values that underpin our assessments, are those that we share alongside Bristol City Council and are:

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- Equitable and inclusive
  - Embraces and reflects the diversity of the unique child.
  - Is culturally and experientially relevant enabling every child to participate.
- Collaborative: Creating a shared vocabulary for learning that everyone understands informed by
  - The voice of the child as leaders and co-constructors of their own learning.
  - The perspective of parents as experts, who have a unique insight into the needs and interests of their child.
  - The practitioner's professional knowledge.
  - Other professionals involved with the child and family.
- Strengths based
  - Focuses on strengths and what a child can do.
  - Supports metacognition and meta-learning (thinking about learning) so children continually experience success in their own learning, reflect on their learning and grow to understand and express themselves as a learner.
- Authentic
  - Based on trusting, honest relationships that reflect genuine interest and understanding
  - Underpinned by a sound understanding of child development.
  - Attuned to what is really going on.
  - Based on knowledge not assumptions.
- Purposeful
  - Has the child at the heart of it - the child is central.
  - Informs the richness of the curriculum and meaningful learning experiences.
  - Happens every day as an integral part of provision.
  - Moves learning forward, supports and challenges learning.

#### **5.4 Learning through play**

At Clifton High School, each area of learning and development in the EYFS is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play based learning is paramount and children can direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. All staff who work in our EYFS are involved in this process. There is an on-going judgement to be made by staff about the balance between activities led by children, and activities led or guided by adults. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help each child prepare for more formal learning in Year 1 and the continuation of child-initiated learning in Year 1.

#### **5.5 Themes**



The learning and development for children in The Hive and Reception follows the child's interests and experiences. The learning takes place within the framework of different themes across the year.

In the Hive, broad themes are used as a starting point each half-term which are discussed with the children, thereby enabling them to have ownership of and input in the direction the idea develops. Some examples are shown below:

Hive overview		
Autumn Term	Spring Term	Summer term
Ourselves	Light and dark	Creatures
Celebrations	Changes	Holidays

Reception follows a different theme each half-term as below, however themes may change to reflect the changing interests of different cohorts.

Reception overview		
Autumn Term	Spring Term	Summer term
All About Me	The Coldest Places on Earth	Stories and Traditional Tales
Festivals and Celebrations	Ship Ahoy!	Healthy Me

## 5.6 Key person

Each child is assigned a key person (also a safeguarding and welfare requirement). The EYFS class teachers act as the key person for the children in their class thus ensuring that every child's learning and care is tailored to meet their individual needs. The teachers engage with and support parents in guiding their child's development at home as well as at school. They also help families engage with more specialist support if appropriate.

## 5.7 Plans and timetables

The staff write medium term and weekly/daily plans offering experiences in all 7 areas of learning. Staff working with the youngest children in the EYFS will focus more strongly on the 3 prime areas of learning, which are the basis for successful learning in the other 4 specific areas. Weekly plans will also reflect recent observations to include the next steps in the children's learning although not all are necessarily written down in plans and remain flexible for unplanned circumstances and children's responses. They will also include activities relating to learning Phonics.



The weekly timetable for Reception includes a physical daily activity: tennis, gym, dance, swimming, PE, and Adventure. Furthermore, a weekly music and weekly singing session are taught by our Head of Music, as well as a weekly library lesson. In the Hive, the children have weekly tennis, swimming, dance, PE, singing and library sessions with a diverse range of specialist adults who join the Hive staff in teaching and learning sessions. The Hive also have regular sessions of yoga, 'disco dough' cooking and food exploration.

Both whole group and small group times are planned for, and the length and frequency of these adult directed teaching times increase as children progress through the EYFS. These plans are reviewed regularly by the EYFS Leader. When planning children's activities, the EYFS staff also reflect on the different ways that children learn and reflect these in their practice. They also reflect on the different rates at which children are developing and adjust their practice appropriately. Clifton High School support is given to children in using the 3 characteristics of effective teaching and learning. These are:

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

## **6. Parents as Partners**

### **6.1 Role of Parents**

Clifton High School recognises that parents are the children's first and most enduring educators and their contribution is valued. The role that the parents have played and their future role in educating their children is recognised through:

- Asking parents to complete an admissions form, a medical form and fill in a form about their child (All about me).
- Individual meetings to talk to The Hive parents about their child when they start in school.
- An information evening for Reception parents in June where they receive the Reception Information booklet, learn about our ethos and curriculum, and visit the Reception Classrooms.
- Ensuring children can spend time with their teacher before starting school during sessions such as informal visits and 'Move on Up Day' and take part in our transition programme.
- Encouraging parents to talk to their child's teacher at the first possible opportunity if there are any concerns. This also works the other way; we contact parents as soon as we have a concern too and an agreement is made as to support their child best.



- Inviting parents to attend meetings providing information about other areas of the curriculum, e.g. Early Reading and Phonics, Speech and Language workshop, accessing the online learning journeys.
- Holding formal meetings for parents twice a year at which the teacher and the parent discuss the child's progress with the teacher. Parents receive a full report on their child's attainment and progress at the end of each school year and an interim report in the Autumn Term. Reception parents also can meet with the teacher to go through their child's Profile scores which are sent to them as a hard copy.
- Organising a range of activities throughout the year that encourage collaboration between children, the school, and parents i.e., 'Book Look' open morning sessions, music-related performances, Sports Day etc.
- Inviting and actively encouraging parents to contribute observations and photographs relating to the children's development and achievements to the online learning journals.
- Making parents aware of the curriculum and ongoing activities through termly reviews.
- 'Bertie the Bear' in the Hive making trips home with each child several times a year with tasks to do relevant to that weeks' activities. Parents are also encouraged to visit as 'Visiting Speakers' to enrich the curriculum with information about their expertise, career or culture.

## 6.2 Information

Clifton High School makes the following information available to parents, via the School website, year group booklets and verbal communication:

- how the EYFS is being delivered in the setting, and how parents can access more information;
- the range and type of activities and experiences provided for children, the daily routines of the setting, how parents and carers can share learning at home;
- how the setting supports children with special educational needs and disabilities;
- food and drinks provided for children;
- details of our policies and procedures including the procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting;
- staffing in the setting;
- the name of their child's key person and their role; and
- a telephone number for parents and/or carers to contact in an emergency.

## 7. Inclusion





Children and their families are valued in the EYFS setting. Children are respected as individuals and have equal access to all provisions available. Children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives and teachers work closely with our Enhanced Learning Department (ELD) when barriers to learning are identified, to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents at an early stage. There is a specific Special Educational Needs Coordinator (SENCO) who is responsible for EYFS.

Children with English as an Additional Language (EAL) are provided with opportunities to develop and use their home language in some but not all of their play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language. Our EAL Department provide support and track the progress of our EAL pupils. Children with EAL are well supported in our EYFS setting. The school values their home language and culture and reflect these in our environment. Opportunities are provided for children to develop and use their home language, supporting their language development at home. This ensures that children have sufficient opportunities to learn and reach a good standard of English during the EYFS. If appropriate, EAL children have access to a qualified EAL teacher who can work alongside individual or groups in the classroom.

## **8. Wrap around care**

Before and after school care is provided at Clifton High School. In the Hive 8.00 - 18.00 is offered as a normal day, with all meals provided, but parents may choose for their child to attend for a shorter day of 8.45 - 15.30. When the Hive operates during whole school holiday time the day is shorter finishing at 17.00.

Reception children have a normal school day 8.45 - 15.30 with an option to attend a free 'Early Bird' session 8.00 - 8.30 and a late room option of 15.30 - 16.05 and a further The Hub (After School Activity Club) facility running from 15.30 - 18.00. The Hub is staffed by mainly level 2 and level 3 qualified staff, most of whom are known to the children from lunch times. The children play alongside their friends with children up to Year 2

## **9. Equal Opportunities**

All members of our EYFS are treated as individuals. The School aims to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare children for life in a diverse and multi-faith society.



## **10. Health and Safety and Welfare**

It is important to us that all children in the EYFS at Clifton High School are safe. Children are educated on boundaries, rules and limits and helped to understand why they exist. They are provided with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. EYFS staff aim to protect the physical and psychological well-being of all children.

### **10.1 Safeguarding**

The EYFS framework specifically requires schools to have regard to Keeping Children Safe in Education (KCSIE) and to the Prevent Duty Guidance in addition to Working Together to Safeguard Children, and the School follows that guidance. See also the Child Protection and Safeguarding policy.

The safeguarding policies and procedures include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff. Section 10.12 of this policy, the Staff Taking, Storing and Using Photographs or Videos policy and the Child Protection and Safeguarding policy and cover the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities in the setting as well as safeguarding children online.

Clifton High School have a designated EYFS Safeguarding Lead who takes lead responsibility for child protection and safeguarding children in our school, with responsibilities for liaison with local statutory children's services agencies, and with the relevant Local Safeguarding Partnerships. The School has a designated Safeguarding Lead and a further four Deputy Designated Safeguarding Leads (including the EYFS Safeguarding Lead), as well as three governors with safeguarding responsibility. They provide support, advice, and guidance to staff on an on-going basis, and on any specific safeguarding issue as required. The EYFS Safeguarding Lead attends regular child protection training courses that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. Clifton High School trains all staff to understand their child protection and safeguarding policies and procedures and ensure that they all have up to date knowledge of safeguarding issues. Staff training enables staff to identify signs of abuse and respond in a timely and appropriate way; training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way, specifically on CPOMS and in verbal communication with the DDSL EYFS.

CPOMS is used to record any issues of concern in the child's life at home or elsewhere.

### **10.2 Role of the School**

**School Office** 0117 973 0201  
schooloffice@cliftonhigh.co.uk

**College Road, Bristol, BS8 3JD**  
cliftonhigh.co.uk

**Admissions** 0117 933 9087  
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Clifton High School:

- Promotes the welfare and safeguarding of children.
- Promotes good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manages behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensures all adults who look after the children or who have unsupervised access to them are suitable to do so and have undergone the relevant checks.
- Ensures that the premises, furniture, and equipment is safe and suitable for purpose.
- Ensures that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintains records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

In line with the EYFS Statutory Framework January 2024, Clifton High School undertakes to ensure that EYFS staff members:

- Should not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. The School must ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises must be securely stored, and out of reach of children, always.
- Have induction training to include help in understanding roles and responsibilities; information about emergency evacuation procedures; safeguarding and child protection; health and safety issues.
- Should undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children.
- Most should have paediatric first aid training. Information on names of those qualified can be found in the Medical centre and on staff notice boards.
- Are not permitted to smoke in or on the premises when children are present or about to be present. Staff should not vape or use e-cigarettes when children are present.
- Participate in supervision meetings to enable staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. Supervision is an individual meeting between the EYFS Lead and each staff member, including teaching assistants, in order to support their role working with children and their families. This is in addition to regular staff appraisals and other opportunities for staff training. The supervision meetings are generally three times a year.
- Hold relevant qualifications.

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### 10.3 Ratios and qualifications

The School must ensure that it has the following staff:child ratios:

#### Children aged 3, 4 and 5

For children aged three and over in independent schools where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:

- for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children 1:30;
- for all other classes there must be at least one member of staff for every 13 children 1:13;
- at least one other member of staff must hold an approved level 3 qualification.

For children aged three and over in independent schools, where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- there must be at least one member of staff for every eight children 1:8;
- at least one member of staff must hold an approved level 3 qualification; and
- at least half of all other staff must hold an approved level 2 qualification.

#### Break and lunchtime

The EYFS Statutory Framework does not specify different ratios for these times but allows a reduction of direct staffing when the children are at rest or sleeping. This is with the proviso that all the relevant staff are in the vicinity and readily available.

- In the Hive: rest or sleeping is staffed by level 3 and level 2 qualified staff.
- Hive dining room and lunchtime play ratio is 1:8
- In Reception: break times are supervised by a teacher and teaching assistants' level 3 qualified and at lunchtimes by level 3 qualified teaching assistants (86%), alongside unqualified midday supervisor (14%).
- Teaching staff are usually always available in the departmental buildings throughout all breaks and lunchtimes, ensuring safety comes first and pupils are safely supervised.

#### After School Care

The Hub is staffed by members of the school community. They look after children from Reception to Year 6. Seven staff are normally on duty each day on a rota system. Every day, we ensure that there is at least three level 3 qualified staff on duty alongside unqualified staff.



Children in the Hive attend school for longer than the school day and in the school holidays. During these times the children continue to have their class teacher and teaching assistants with them until approximately 17.00. Between 17.00 and 18.00 when the teacher is not present, the ratio of adults to children is 1:8. At least one member of staff holds a full and relevant level 3 qualification or above and half of all other staff hold a full and relevant level 2 qualification or above.

#### **10.4 Health**

At Clifton High School we promote good health, including the oral health. For example, 'Bertie Bear' (The Hive home/school bear) always has a toothbrush packed in his overnight bag and children are encouraged to brush his teeth each day when they have him in their home.

The school nurses care for children who are ill or infectious and take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. The school nurses follow the First Aid policy and the EYFS First Aid policy which governs administering medicines and includes systems for obtaining information about a child's needs for medicines and for keeping this information up to date. The nurses administrate the taking of medicine and ensure prescription medicines are administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist. Medicine (both prescription and non-prescription) is only be administered to a child where written permission for that medicine has been obtained from the child's parent. A written record is made each time a medicine is administered to a child, and the child's parents are informed on the same day, or as soon as reasonably practicable. There are always first aid boxes accessible. See First Aid policy and EYFS First Aid policy.

#### **10.5 Food and drink**

Food and drink served to the Hive and Reception is healthy, balanced, and nutritious and meet all children's special dietary requirements, preferences, and food allergies. Dietary needs are recorded on SIMS and acted upon. Fresh drinking water is always available with each child having their own water bottle. Children in Reception bring their own healthy snack and eat school lunch in the School dining room. A selection of salad items is always available to supplement their main meal. Menus can be found on the school website. The Hive have a varied breakfast menu each day and children choose and often serve their own food. Lunches are eaten in the main school dining room and their tea is served in the Hive dining room. All staff involved in preparing and handling food have received training in food hygiene.

Children are always within sight and hearing of a member of staff whilst eating.

#### **10.6 Notifying Ofsted**

The School will notify Ofsted in the event of:

- any allegations of serious harm or abuse by any person living, working, or looking after EYFS children at the School. The School will notify Ofsted as soon as reasonably practicable, but in any event within 14 days;
- the School becoming aware of a significant event which is likely to affect the suitability of any person who is in regular contact with children in the EYFS. The School will notify Ofsted as soon as reasonably practicable, but in any event within 14 days;
- two or more EYFS children contracting food poisoning from food served at the School; or
- a serious injury occurring at the School involving an EYFS child.

### **10.7 Rest**

After lunch, many of the Hive children settle down for a sleep in our cosy sleep room, having sleep mats and blankets, during which time they are constantly supervised and encouraged to sleep. Quiet classical music is played, and quiet stories are read to aid this.

### **10.8 Management of behaviour**

We manage children's behaviour in a well organised, structured, and appropriate way.

The School does not use or threaten corporal punishment or any punishment which could adversely affect a child's well-being, and takes all reasonable steps to ensure that corporal punishment does not occur. A person will not be deemed to have used corporal punishment (and therefore will not have committed an offence), where physical intervention/positive handling was required to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. At Clifton High physical intervention may be used to avert immediate danger of personal injury. Any occasion on which physical intervention is required will be recorded and parents will be informed on the same day or as soon as reasonably practicable. See Positive Handling policy.

Children must usually be within sight and hearing of staff and always within sight or hearing.

### **10.9 Risk assessments**

At Clifton High School there are clear procedures for assessing risk which includes procedures for keeping children safe during educational visits and for any aspects of the environment or provision that may require a further risk assessment. Risk assessments are written for example for classrooms, outdoor areas, and cloakrooms.

### **10.10 Space and toilet facilities**





We ensure our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children. Regular checks are made by staff daily, and our health and safety policy and arrangements include suitable provision for the EYFS, which comply with the requirements of health and safety legislation (including fire safety and hygiene requirements). We take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and have an emergency evacuation procedure. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which are in working order. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

We meet the indoor space requirements for children aged three to five years: 2.3 square metres per child.

Clifton High ensures that there are adequate toilets and hand basins available for the children in EYFS.

Staff have their breaks in a spacious staff room away from areas being used by children.

#### **10.11 Meeting parents and the end of the school day**

We meet parents at the beginning and end of the day at pick up or drop off and we can invite them into an empty classroom, mainly through prior appointment, where staff may talk to parents confidentially.

When saying goodbye to the children, Hive children are handed over directly to their parents or specified person who will pick them up, with time for some teacher feedback. Reception children are dismissed from the playground at 15.30 and the teacher shakes the child's hand whilst giving eye contact to the parent or collector to ensure the child is handed over to the correct adult.

#### **10.12 Educational visits**

Children are kept safe while on outings. For each trip we assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. We generally use the ratio of 1 adult to every 2 children 1:2 in the Hive and in Reception the ratio is 1:3. This may differ depending on the visit. Risk assessments are written for off site visits. Vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

#### **10.13 Devices with imaging and sharing capabilities**



A Staff Taking, Storing and Using Images policy is in place stating how mobile phones, cameras and other electronic devices with imaging and sharing capabilities (“**Imaging and Sharing Devices**”) are to be used and stored securely at the School, including in the EYFS setting.

In addition, in the EYFS, the following rules apply:

- Children in the EYFS are not permitted to bring any Imaging and Sharing Devices into the School. Other pupils from the School may not bring personal Imaging and Sharing Devices into the EYFS setting.
- All staff must keep any personal Imaging and Sharing Devices which they bring to the School in a designated secure cupboard/ staff locker. All visitors (including tennis, swimming and dance coaches) must ensure that any personal Imaging and Sharing Devices are kept away from the children in a zipped/closed bag or pocket.
- Personal Imaging and Sharing Devices may only be used during staff breaks or in a staff members own time in a designated staff area of the EYFS e.g. a staff room or offices but not within the teaching areas if children are present.
- It is the responsibility of all members of staff to be vigilant as regards appropriate use of Imaging and Sharing Devices and report any concerns to the Head of EYFS
- During educational visits and swimming lessons, staff will have access to the school mobile phone and/or a landline phone which can be used in an emergency or for contact purposes. Staff may also carry their personal phones in bags on educational visits, but they should only be used in emergencies and they must be kept in their bags at all other times. Staff are not allowed to take any personal Imaging and Sharing Devices into the Sports Complex.

## **11. Quality Assurance**

The Head of EYFS is responsible for overseeing the School Quality Assurance Scheme. This is a self-evaluation process that ensures all staff are building on our previous best and are continually raising standards. The EYFS staff are all involved in this cycle of continuous improvement in order to improve outcomes for our youngest children at Clifton High School.