



EYFS Policy

JGC

Updated September 2023

Date	Person Conducting the Review	Changes Made
October 2018	JGC	Writing of the first draft of the EYFS policy
September 2019	JGC	Specialist staff updated and information about transitions from nursery to reception.
October 2020	JGC	Updated staffing information for new part time arrangements Updates of specialist staff Further detail regarding reporting to parents and baseline assessments
September 2021	JGC	Updated staffing arrangements and qualifications Updated specialist staff Updates made to adapt for new EYFS curriculum Added in specifics regarding SEND in EYFS New section to clarify use of mobile phones in EYFS
June 2022	JGC	Update to software used in EYFS
September 2022	JGC	Updated staffing arrangements and qualifications Updated specialist staff
September 2023	JGC	Updated specialist staff Further detail added regarding baseline assessments Paragraph included on intimate care/changing

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years foundation stage accommodates children from the age of 4 to 5 years, and they join in the September following their 4th birthday. At Summer Fields we have one full-time reception class, allowing up to 20 places. The class is staffed by one full-time teacher, with QTS, and one teaching assistant, who has an NVQ qualification.

Aims

We believe that early childhood is the foundation on which children build the rest of their lives, and at Summer Fields, we greatly value the importance of the EYFS in establishing secure foundations for future learning and development. As children start their journey at school, they begin to develop confidence in their achievements, go about their day with independence and purpose and build the foundations for success in the Prep School, in line with the school's aims and ethos. We will support children in building relationships with others, developing social skills and nurture their resilience to work towards personal goals.

Our high expectations for each individual, will allow children to develop into all-round learners, achieving their full potential. Children will have the opportunity to explore and learn from new and exciting first-hand experiences that will test their skills, knowledge and understanding, whilst consolidating their existing awareness. The Pre-Prep motto is *Healthy Living, Happy Learning*, so alongside their busy and varied curriculum, we will ensure that the children are kept safe, healthy and enjoy all their time at school.

The Curriculum

Reception follows the curriculum as outlined in the 2023 Statutory Framework for Early Years Foundation Stage (EYFS) document, which specifies the learning and development requirements. The document can be read here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

We also pay regard to the 2021 EYFS development matters when assessing our children and supplementing the curriculum and also Birth to 5 Matters. These documents can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

The following section of the policy outlines the specifics of our setting at Summer Fields.

The Early Years Foundation Stage Curriculum is formed of three prime areas of development:

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

And four specific areas of development:

- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

Our Early Years curriculum reflects the EYFS areas of learning, and allows children's learning experiences to help them develop a deeper knowledge and understanding across the seven areas of learning. We fully embrace the principles of the EYFS framework, with adults guiding and supporting children's learning through play. This learning will build on the individual children's interests, reflecting on their own achievement, and aiding their development of skills throughout their time in EYFS. It is this approach that will help to instil a life-long love of learning in our children.

The EYFS is also based upon four guiding principles:

- Every child is a unique child
- Positive relationships
- Enabling environments
- Learning and development

A Unique child:

At Summer Fields we recognise that each child should be treated as an individual, due to their varying previous experiences and personal responses. We use positive behaviour management alongside praise and encouragement to reinforce a positive attitude towards learning (see Pre-Prep Rewards and Sanctions).

Positive Relationships:

We know that children learn best through building meaningful and positive relationships, and therefore develop into strong and independent learners. We aim to create professional, supportive and respectful relationships between school, child and parent or carer.

Enabling environments:

The environment plays a key role in supporting children's learning. At Summer Fields we maximise all areas of the learning environment, following the children's interests and stages of learning to ensure that tasks and activities build upon prior learning and challenge and extend the individual.

Learning and development:

Children will all learn differently and at different rates, and we aim to challenge and stretch children across all areas of learning and development. The characteristics of effective learning (see below) are integral in the EYFS, and the inclusive nature of the EYFS, covers the education and care of all children, including those with special educational needs and disabilities.

Characteristics of Effective Learning

The characteristics of effective learning remain important in the planning and assessment of the EYFS curriculum. The staff will consider the different ways that children learn and these are then reflected in the activities that are planned within the setting.

Playing and Exploring: children investigate and experience different things and will '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

At Summer Fields all areas of learning are delivered through a well-planned and varied curriculum. Our planning ensures coverage so that all children can work towards and achieve the Early Learning Goals that are the expectations for most children by the end of the EYFS. We follow a half termly topic based approach to learning throughout the whole of the Pre-prep, allowing flexibility for the children's needs and interests.

Play

Each area of learning in the EYFS is implemented through planned and purposeful play, with a mixture of adult-led and child-initiated activities. Play is essential for the development of children, building their confidence as they learn to explore, problem solve and relate to others.

Children have opportunities during their play to pursue their own interests, to think and act creatively and critically, whilst building upon prior learning and experiences at their own level and pace. Our staff will take an active role in the child-initiated play through observing, modelling, facilitating and teaching and extending skills and language.

Towards the end of reception, the balance between child-initiated and adult-led activities is expected to shift towards more formalised teaching to prepare children for the transition to Year 1 and a more formal curriculum.

Assessment

Throughout the EYFS the children's progress in all areas of their learning is assessed and tracked against the Early Learning Goals.

During the first two weeks of Reception, informal assessments are conducted to inform us of a baseline, or starting point, alongside a baseline level inputted onto the boys' individual learning journeys using our tracking tool, Learning Journals. These baseline assessments are carried out on a 1:1 basis and are led by the class teacher.

Information about the children is gathered from a range of sources including observations of the children during independent play and also during adult led activities, discussions with parents and carers, and also by talking to the children themselves.

Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journal'. This is produced using an electronic programme called Learning Journals. Evidence of a child's progress and development is updated on a regular basis by the class teacher and teaching assistant. Photographs and videos uploaded by staff are linked to the developmental steps and are recorded as 'emerging', 'expected' or 'exceeding' against a specific area of learning.

These learning journals are available to parents, who are encouraged to engage with the journals and contribute where they feel appropriate. This helps to inform parents of the areas of progress against each area of learning and also informs teachers planning for the term ahead. Next steps meetings also take place on a termly basis, where targets are identified in specific areas of learning on an individual basis. At the end of Reception, the full learning journal and EYFS profile are shared with parents so that they know the information being passed to the next teacher, and to support their son's progress in all areas of the curriculum. The parents also receive a written report at the end of the year, which is a summary of the whole year and also comments on the characteristics of effective learning.

At the end of the year, the children's progress is recorded on to the Early Years foundation stage profile. This shows the child's development against the 17 Early learning goals. This data is compulsory and is shared with the borough before the end of the Summer term in Reception. The

same data will be shared with parents so they are aware of the developmental progress of their child, at a formal meeting point at the end of the year. Our assessment and record-keeping system makes it easy for all to see children's progress, their strengths, and any slower developmental areas which can then be carefully addressed. We anticipate that most of our EYFS children will reach standards above those expected for their age. Year 1 teachers use the EYFS profile assessment data to understand each pupil's development and learning needs.

Supervision of children and organisation of EYFS

On arrival at school, the children are met by their class teacher or teaching assistant who will help to settle them in to the routines of the day. In the EYFS class we have one full time member of staff and one teaching assistant, therefore allowing for a minimum of a 1:10 staff to child ratio whilst in the school building. Miss Anna Blackstone (BA Hons, QTS) leads the reception class, and Miss Stephanie Long (NVQ 3) is the teaching assistant in the class. Both members of the EYFS team have up to date emergency paediatric first aid training (updated in September 2021).

The children spend the majority of the school day with their class teacher who takes full responsibility for their welfare and the planned activities throughout the day. Other Pre-prep and prep staff are involved in leading some lessons throughout the week including, Music (CLB and AKH), French (NRB), Sport (TPB, IB), Tennis (SD and SR), Swimming (TBP and PMD) and Forest school (AGA). During the majority of these sessions the class teaching assistant will also be present, or there will be a minimum of two members of staff with the children.

During assembly, there will be different members of staff who lead the assembly, but the whole Pre-prep team are present during the session.

At break times, EYFS are encouraged to join the rest of the Pre-prep for playtime, and there are three members of staff on duty. If any children would like to remain in their playground, then one member of staff will supervise them. At lunchtime, there are 5 members of staff on duty serving a table each, whilst other Pre-prep members of staff will join for lunch at the same time (12.00 – 12.30pm)

We comply with, and go above in most cases, all statutory ratios for the EYFS, including when taking children off site. Our minimum ratio for taking children off site is 1:6.

In the event that any child were to go missing at school, or off-site, then all staff adhere to the Pre-prep Supervision of pupils policy and the whole school missing child policy.

Key person

In the Reception class, Miss Anna Blackstone is the designated key person for all of the class (up to 18 pupils). She is supported by Miss Long, who becomes the key person if there is any absence. The role of the key person is in delivering a curriculum that is tailored to the individual, offering a settled relationship with the child and developing good communication and relationships with parents.

Mobile phones and safeguarding

In line with the whole school safeguarding policy, no mobile phones should be used within the EYFS. Phones should be kept out of the classroom, and only used by staff during their breaks and non-contact time in agreed areas not used by children.

A mobile phone will be taken on all off-site and out of classroom activities to ensure the safety of the children. This should only be used in the case of emergencies.

The Pre-prep displays a notice asking parents and visitors not to use their mobile phones in the building and if they are seen to use their phones will be politely asked to put them away.

Any photographs taken of the EYFS children must be done so using a school iPad or camera. All images taken will be used according to the Taking, Storing and Using Images of Children policy.

Intimate care

Intimate care covers any tasks that involve the dressing and undressing, washing including intimate parts, helping a child use the toilet or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Should intimate care be required:

- The member of staff explains fully each task that is carried out and the reason for it.
- Staff encourage children to do as much for themselves as they can - lots of praise and encouragement will be given to the child when they achieve.
- Staff and child will wash and dry their hands immediately after completing task.
- Parents/carers will be informed the same day if their child has had an 'accident' or needed any help with intimate care. This information will be treated sensitively.

Structure of the week

Reception children attend school five days a week from 8.30am to 3.25pm. During the first term, for children who have not yet turned five, if a child is particularly struggling with full days, then the class teacher will speak to Head of Pre-prep. A decision can then be made about a child having one or two afternoons a week off school for their health and well-being. These decisions will be made on an individual basis and in discussion with parents.

All children are registered electronically using the school management system by 8.45am. However, in Reception, children are also expected to self-register once they are in the classroom. Reception will have break times in line with the rest of the Pre-prep, from 10.30 – 11am and from 12.30-1pm. They also have free-flow access to their outdoor area which is available to them during child initiated learning, or topic, sessions.

All children must be accompanied to and from school by a known adult. Parents are asked to fill in a questionnaire at the beginning of term to let us know adults who are allowed to collect their children, and then we ask parents to write to school if alternative details need to be shared for new adults/carers.

Snacks are provided for the children both in the morning and in the afternoon. The snack menu is the same as that in the Prep school, with a more carbohydrate based snack in the morning, and then fruit in the afternoon. Reception boys are also offered milk during morning snack, and they have water bottles in the classroom and are encouraged to drink regularly.

Transitions:

New children to Reception

For young boys, the move to 'school' from nursery can be daunting and we aim for children to begin Summer Fields feeling confident and excited to come to school. The boys are given many opportunities to come to school so that they are familiar with the school and teachers and feel confident ahead of starting in September.

Stay and Play events are hosted half termly. This is an opportunity for under 4s to come and spend some time at school with their parents to get used to coming in and meeting some new faces. Boys who are registered for reception places are encouraged to come to these events.

Prospective pupils are assessed for places in Reception during the academic year that they turn 4. The assessment sessions are informal and look for a well-rounded child, with supportive parents who understand the ethos of Summer Fields. Reception assessments are carried out by the EYFS teacher and Head of Pre-prep, and boys will spend 20-30 minutes at school carrying out some age appropriate activities.

For children who have accepted their places, both the Head of Pre-prep and EYFS teacher will endeavour to visit their nurseries (if local) or phone them (if further afield) to find out the most about the child and help with transition information. Children's needs and levels of development are discussed and at the end of their time in nursery, EYFS data is shared to help with baseline assessments. Parents are also invited in during the Orientation day to find out about the day-to-day running of Reception, as well as ideas to help prepare their child for the start of school over the summer.

Reception to Year one

The transition from EYFS to year one can be challenging for many pupils with a more formal curriculum being covered. The EYFS and year one teachers will work closely at the end of summer term to ensure the boys are confident moving classroom and know the new members of staff. We recognise that children we all be at different developmental points, and therefore this transition to a more formal curriculum is an important one.

To ensure a smooth transition the following steps are implemented in the summer term before entering year one:

- Circle time discussions about moving to year one
- Ensuring that there are handover meetings between EYFS and year one teachers
- Role play and small world play planned for in year one classroom, with support from EYFS teacher as required
- Story time sessions with the year one teacher during summer term so the children get to know the teacher
- Curriculum planning for autumn term in year one to provide the appropriate balance of child led and adult led activities
- Some more formal teaching in Reception during summer term so children are prepared for year one.
- Whole school orientation day in June so all children meet new teachers

SEND

Early detection of SEN is key for children in the Early Years. Our teachers, teaching assistants and subject specialist teachers will work closely with our learning support department to identify children with any SEN requirements. When a child is found to have a special need an individual pupil plan (IPP) will be written with specific targets. This will then be shared and agreed with parents and updated termly.

The Head of Pre-prep oversees all SEN provision in the Pre-prep and liaises with the Head of Learning Support (SM) on specific issues. Where appropriate, external SALT or OT specialists may work with children to address any issues that have been identified. The Pre-prep uses The Owl

Centre (<https://theowltherapycentre.co.uk/>) to source and recommend specialists to work with EYFS children.

Enrichment

All children benefit from enrichment activities as they maintain and extend their interest levels. In EYFS we will support our creative curriculum through;

- Trips
- Visitors to the school
- Topic 'launch' days and subject specific days with teachers and children in other years within the school
- Forest school
- Outdoor learning and outdoor learning spaces
- Collective acts of worship, assemblies and chapel
- Whole-school assemblies
- Whole-school observance of remembrance
- Dramatic performances (Christmas show, concerts, etc.)

Monitoring

The monitoring of provision is done primarily by the Head of Pre Prep through observation, work scrutiny and discussion as part of the Pre-prep monitoring schedule. This will then be supported, where necessary, by the Deputy Head and Deputy Directors of Study

Staff will also be supported by the Head of the Pre-prep and the Deputy Head and information will be shared about current developments in teaching and learning in specific subject areas and providing a strategic lead and direction for all subjects in the school.