



This policy applies to only those children in the EYFS classes

THE EARLY YEARS FOUNDATION STAGE POLICY INCORPORATING THE CURRICULUM POLICY

Ethos and Aims:

*We ensure that our children are kept **healthy** by providing good, nutritious food throughout the day, by following health and safety procedures and by providing plenty of opportunities for physical education and a comprehensive programme for personal, health, social and emotional education.*

*We ensure that our children **stay safe**. We have rigorous safe-guarding procedures, we have a policy for site security and we follow a positive behaviour policy. Corporal punishment is not permitted.*

*We ensure that we meet the **learning and development** needs of all our children through providing good quality and well differentiated learning activities, a broad range of interesting learning opportunities both in and outdoors, and plenty of opportunities for personal development. We recognise that every child is **unique** and so all children are given equal opportunities to learn and access the curriculum regardless of their abilities, race, gender or religious beliefs. We do not discriminate against any of our children or parents. The needs and requirements of any child with a statement of Special Educational Needs will be met and the child will be fully integrated into the life of the School.*

In order to meet the learning and development needs of all our children we monitor and assess learning and development in a variety of ways. We use both formative and summative methods of assessment.

In the long term, attitude is more important than any particular measure of attainment; a pupil with a positive attitude to learning will make small regular increments of progress, regardless of where they happen to be on the 'ladder' of attainment at particular points in time. Eventually they will find that the small steps lead to high levels of attainment, but this may require patience. The School is characterised by an understanding of this point and, above and beyond the details of the organisation of the curriculum, is dedicated to promoting a positive approach to learning along with the associated skills of perseverance, concentration and independent thinking and study skills.

*We ensure that all our children are provided with opportunities and experiences to make a **positive contribution** to their class, the School and the wider community beyond the School and across the world. We actively promote the spiritual, moral, social and cultural development of all our pupils. We work with parents as partners in the process of education and encourage their active involvement in the life of the School and their child's learning and progress.*

*We provide our children with the skills, knowledge, experiences and understanding to prepare them for the next stage in their education and for their **future independence** and **well being**.*

Organisation

Children aged 3-5 years follow the Foundation Stage curriculum.

- The Nursery class is for children aged 3-4 years and
- Reception classes are for children aged 4-5 years.

Each child belongs to a particular class and is assigned a **key person**. This key person has particular responsibility for a child's welfare and learning. The key person for each child is their class teacher. The class teachers work with the teaching assistants to plan and deliver the curriculum and to report to and liaise with parents.

We have one Nursery class and three Reception classes. Our Nursery class has one teacher and three teaching assistants to support the children's learning and development. Each Reception class has one teacher and one teaching assistant to work with the children.

We provide a rich range of diverse learning experiences both in and out doors and make full use of our Forest School resources .We also provide a good balance of both teacher-led and child initiated activities. Playful learning is actively promoted throughout the day and our children therefore develop positive attitudes to their learning.

Specialist teachers are used to teach swimming (once weekly) and music (twice weekly) and our Reception children attend assemblies and hymn practices held for all the Pre-Prep children. Each Reception class leads an assembly for the Pre-Prep on two occasions during the year. The Nursery class leads one Pre-Prep assembly during the summer term. Parents are invited to attend those assemblies that are led by their children.

In our Reception classes, literacy skills are usually taught with the children in groups according to their individual needs and levels of development. This means that we are better able to meet the learning needs of all the children and to progress their learning at a suitable pace.

Children's learning and development is mainly recorded in Learning Journals, in both the Reception and the Nursery classes. Parents are actively encouraged to contribute to these journals. Evidence of learning is primarily gathered through observation and assessment of the children engaged in their own child initiated activities. A small

proportion of the evidence is gathered through teacher led activities and can be found in the children's folders. The planning of lessons and activities always takes account of children's previous learning and builds appropriately on that learning. The next steps necessary for the learning of both groups and individuals are identified at weekly planning meetings.

Our Learning Support Department provides support and guidance for individual pupils and their parents. We also provide extension activities for those children who show special aptitudes in certain curriculum areas.

The Early Years Foundation Stage curriculum is made up of six areas of learning which are all important and underpin all future learning:

- **Personal, social and emotional development**

The outcomes for this aspect of the curriculum focus on a child's ability to play, co-operate, empathise, and work with others and function effectively in a group beyond the family. There is also a focus on nurturing children's spiritual and moral development, promoting respect for others and tolerance of each other's differences and on establishing effective relationships with other children and adults. Children learn to be independent in selecting an activity or resources and in attending to their own personal needs. They learn how to initiate ideas and activities, solve simple practical problems, take turns and share resources with others. They learn to express their feelings in appropriate ways, show respect for another's feelings and develop an understanding of what is right and what is wrong. They learn to treat living things and their environment with care and concern.

- **Communication, language and literacy**

These outcomes cover important aspects of language development and provide the foundations for literacy. There is a strong focus on developing competence in speaking and listening skills both in small and in large groups such as assemblies. Children learn to respond to stories, songs, rhymes and poems. They make up their own stories, confidently take part in role play activities, and learn to appreciate books and how they are organised. Once children are in our Reception classes, we group them for their literacy lessons, according to their readiness to read and write and according to the speed of progress that they are making. This enables us to meet the needs of both the older and the younger children, in a more effective way. The children gradually learn the various phonemes and graphemes that can be used to decode or encode the written word and they begin to write letters and words to communicate meaning. They show awareness of the different purposes of writing and begin to write in simple punctuated sentences.

- **Problem solving, reasoning and numeracy**

The focus is on achievement through practical activities, developing mathematical language and mathematical ideas. Children learn to recognise and name various shapes, they learn to recognise and create patterns, and they

learn to compare, sort, match, sequence and count. Children begin to use their understanding of number to solve practical problems, share accurately, and engage in basic computations and calculations. Gradually children learn to record their mathematical thinking and show basic operations such as addition and subtraction.

- **Knowledge and understanding of the world**

The outcomes of this aspect of the curriculum focus on children's understanding of their environment, other people and the features of the natural and man-made world .It provides a foundation for historical, geographical, scientific and technological learning. Children learn to talk about where they live, their families and past and present events in their lives. They learn to explore and to recognise features of living things, objects and events in the natural and man-made world and to identify similarities, differences, patterns and change. They learn to ask questions, talk about their observations and investigate why things happen and how things work .They select materials and equipment and use their developing skills for a variety of purposes. They learn to use technology to support their learning, as appropriate.

- **Physical development**

The focus is on children's growing awareness of space, their ability to use controlled movements (both fine and gross skills), their growing stamina and agility and their understanding of healthy and active life styles. Children learn to move confidently and imaginatively with increasing control and awareness of space and of others. They use a range of small and large apparatus and equipment to balance and climb with increasing skill. They handle tools, objects, construction and malleable materials safely and with increasing control. They learn how to play simple games, how to compete with each other and they learn basic swimming techniques and how to feel confident and safe in a swimming pool.

- **Creative development**

This area of the curriculum focuses on the development of children's imagination and their ability to communicate and express ideas and feelings in creative ways. Children explore sound, texture, shape, form and space in two and three dimensions. Children learn to respond in a variety of ways to what they see, hear touch and feel. Through art, mime, dance stories and imaginative play, they show an increasing ability to use their imagination to listen and to observe. They learn to use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings. They learn to listen and respond to music and rhythms and to participate in the singing of songs.

Outline plans for the delivery of this curriculum are made available for parents to see on the notice boards in the Reception and Nursery class room areas. They are also provided for parents on request.

The progress each child makes towards achieving the Early Learning Goals across the six areas of learning is recorded in an 'eye-profile'.

This record of achievement is shared with parents throughout their child's year in Reception. A copy can always be made available on request and is given to parents, together with a written report from the class teacher, just before the end of the academic year.

Our EYFS curriculum is delivered in the classrooms as well as outside, in one of our many outdoor learning areas. The children are given plenty of opportunities to engage in child-initiated, playful learning activities outside their classrooms. We also encourage teachers to take their more formal teacher-led lessons outside when ever practical.

The Daily timetable

8.55 a.m.	-	Assembly (Except on Wednesdays)
9.15 – 10.10 a.m.	-	Activities and lessons
10.10 - 10.30 a.m.	-	Morning playtime
10.30 - 10.50 a.m.	-	A mid-morning snack is provided
10.50 – 11.45 a.m.	-	Activities and lessons
11.45 - 12.30 p.m.	-	Lunch is served.
12.10 - 12.30 a.m.	-	Short phonics lesson for all Reception children
12.30 - 1.30 p.m.	-	Lunch playtime – (with optional story or music session from 1.00 p.m.)
1.30 - 1.50 p.m.	-	An afternoon snack is made available
1.50 p.m.	-	Registration
2.00 p.m.	-	Afternoon activities and lessons begin
3.20 – 3.30 p.m.	-	School day ends

The school day ends at 3.20 p.m. for Nursery children and 3.30 p.m. for the Reception children.

Children who are not collected at the end of the school day are cared for in our After School Facility. Parents are contacted and our children are cared for until collected. (Further details are available in our After School Care Policy.)

Written permission must be given if you wish your child to go home with anyone other than the child's parent/carer.

Assemblies

Assembly is held every Monday and Friday and hymn practices are held on a Tuesday and Thursday. The Nursery children attend a few assemblies only at the start of the year, and gradually build up their attendance as the year proceeds.

Each Reception class leads an assembly twice a year, while the Nursery class leads one assembly in the summer term. Parents are invited to share in these assemblies. Assemblies are occasions which foster the development of a collective spirit and self-restraint. We have a basically Christian and are respectful of other faiths. Different staff members take turns to lead assemblies through the year.

Assemblies provide an excellent public setting in which to commend children for special work, acts of kindness or helpfulness, and to reward them with special certificates. It is also a time in which children might share an extra-curricular achievement of theirs with the rest of the School.

We invite our local vicar to lead a few assemblies for us all, so that when the time comes to attend our Carol Service at the local church, she/he is already known to the children and staff.

Educational Visits

We organise various trips out of school to augment the curriculum. We will keep parents fully informed about such excursions, and always ask for signed permission slips to be completed before any child is allowed on such a trip. Copies of our policy for EYFS children on school trips are available on request or can be seen on the School's website.

Working with Parents

We actively encourage frequent communication between home and school.

Parents are encouraged to deliver their children to the class rooms each day and to keep in touch with the teacher. Email communication is sometimes easier for working parents and staff will respond to messages and queries sent in this way.

Parents are invited in to school each term to discuss their child's progress. They are also encouraged to visit the classrooms throughout the year so that they can contribute to their child's Learning Journal and see some of the information, photographs and 'work' on display.

Information Evenings for parents are provided at the start of the year, when the Early Years Foundation Stage curriculum and the use of 'eye-profiles' to record a child's progress are explained to parents. We also provide a special evening to explain to parents how we teach reading skills.

There is an Early Year Foundation Stage parent's forum that meets two or three times a year. The purpose of this is to give parents an opportunity to talk to staff and to discuss issues that need clarification.

Reading record books are sent between home and school throughout the year so that parents can keep in touch with their child's teacher and help to reinforce their child's learning of the various complex skills needed for reading.

Parents are invited in to school to tell the children about their place of work, the work they do or to share the skills and knowledge that they have acquired. These visits often provide important links with the EYFS curriculum and give our parents a valuable opportunity to work in partnership with the staff.

Children and their parents are sometimes set special challenges. These are optional and are designed to encourage parents to work with their child in a particular way over the weekend. The aim is that their children share the results with their teachers at school in the following week.

Our Behaviour Policy

Corporal punishment is not allowed.

The Head of the Pre-Prep Department is the named person responsible for the behaviour management of all EYFS children.

We recognise that learning potential is increased through providing a structured and orderly environment, with equal opportunity and self-discipline as priorities.

A positive behaviour policy is adopted throughout the School i.e. we reward and reinforce the behaviour we wish to encourage.

Teaching staff reward a child's good/desirable behaviour with praise or by rewarding them with a sticker or special stamp mark.

School rules are kept to a minimum and are designed for the safety and well being of the children.

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth
Do forgive	Do not bear a grudge
Do share	Do not be selfish

A full version of the School's behaviour policy can be made available on request or can be found on the School website.

Complaints

We will make ourselves available to hear about any concerns that you may have and we very much hope that these can be sensitively and efficiently dealt with before they become a complaint. A full version of our complaints policy is available on request or can be read on the school website.

Other useful contacts are:

OFSTED

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

Independent Schools Inspectorate

CAP House
9-12 Long Lane
London
EC1A 9HA

Reporting to Parents

Written reports are sent home at the end of each child's year in our Nursery class.

A written report is also sent home at the end of each child's year in our Reception classes. This is a summary of a child's achievements over their two years following the EYFS curriculum. The report is sent home before the end of term so that our parents have an opportunity to read it and then discuss it with their child's teacher.

We also complete an 'eye-profile' on each child completing their year in our Reception classes. This 'eye –profile' summarises each child's learning and development against 13 assessment scales and 69 learning goals (which are statutory and have been determined by the Government). **The children's profiles are made available to parents, as requested, throughout the year.**

Over the year we also collect photographs of children engaged in many of the learning activities provided. These are stored onto a CD and sent home for parents to see at the end of the school year.

Learning Support

Our Learning Support Department helps pupils who need additional support to make progress in one or more areas of the curriculum.

Following concerns from staff about a pupil who appears not to be working at the expected level, the Learning Support Department will make observations of the child, discuss the concern with the member(s) of staff and analyse examples of differentiated class work. Parents are informed, as appropriate, and then formal assessment is carried out by our qualified staff in the Learning Support Department. It may be deemed necessary to refer to professionals such as the Speech and Language Therapist or Educational Psychologist, for example. Having discussed these results with parents and staff, we then put together an individualised programme of support enabling each child to reach their potential. This could include in-class support, a

learning support group, individual tuition (at extra cost), the Lexia programme (on computer), or participation in one of our groups for social and communication skills.

English as an additional language

We welcome children from a diverse range of backgrounds and are an inclusive community where everyone is valued. This means that children for whom English is not their first language are not discriminated against. We integrate such children into the life of the School and differentiate activities and tasks appropriately so that they can fully access the curriculum.

Child Protection

The School's child protection policy, including its policy for the safer recruitment of staff, is enforced rigorously in the EYFS department. Copies of the policy, which apply throughout the School, are available on request or can be found on our website.

Maintaining a safe and secure environment.

The safety of your child is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- Only allow your child to go home with you unless we have received your advance permission (in writing) that he or she may be collected by another adult.
- Never allow a child to leave the premises unsupervised.
- Ask all visitors to identify themselves before giving them access to the premises (they are required to sign in and out and to wear visitor's badges).
- Register all pupils at the start and at the end of the day.
- Check all children out of school as they are collected by their parents.

We have a full site security risk assessment in place and clear procedures to ensure your child's safety.

Menus and snacks

Drinking water is available throughout the day in all classrooms.

Children are offered a piece of fruit and a drink of either water or milk at both morning and afternoon break. At afternoon break they are also provided with a carbohydrate based, energy giving snack.

At lunch times the teachers eat with their class of children, encouraging them to try the food on offer, eat with their knife and fork, and to behave courteously at the meal table.

All our food is prepared on the school premises. Menus are circulated to parents, put on display in the hall and are made available to parents on our website. A hot vegetarian option is made available so that children have a choice of at least two main hot dishes.

A variety of puddings are offered and there is always plenty of fruit available.

We try to cater for a variety of tastes and preferences and so parents are asked not to send food or drink into school.

Special diets can be catered for on request, and after consultation with the Domestic Bursar. All food that might contain nuts or traces of nuts is clearly labelled. Parents of children who have allergies to food or any food product are asked to make this clear in a medical questionnaire issued when their child joins the School. Parents should also inform the School at once should their child develop any intolerance to any food subsequent to joining us. The Domestic Bursar is happy to see any parent who has concerns about their child's medical condition and will devise special menus if this is practically possible.

Equal opportunities

We welcome children from a diverse range of backgrounds and pride ourselves on being an inclusive community where there is complete equality of opportunity and everyone is valued for being him or herself.

Our Equal Opportunities Policy is available for parents to read, on request or on the parents section of the School website.

We also welcome children with disabilities and special educational needs, and adhere to the Government SEN Code of Practice.

Admissions policy

Children who have turned 3 on or before 31st August of the previous academic year may join our **Nursery class**, while children who have turned 4 on or before 31st August of the previous academic year may join one of our **three Reception classes**. All our places are for full time provision but we find that sometimes our parents opt for a part-time place until their child is fully settled and confident in their new class. Younger children, in particular, are sometimes not ready for the full time provision of our Nursery class, and so parents may opt to bring them in 'part-time' until the beginning of their second term at the School.

Further details of our admissions procedures are given in the School's admission policy. This can be obtained on request or can be viewed on the School website.

Medical matters

We keep records of all medical treatment that your child receives during his or her time at school. We also record all accidents and injuries to your child. We let you know about any accident that your child is involved in at school and any medical treatment or medicine he/she receives.

All medical records will be stored until your son/daughter's 25th birthday, when they will be securely destroyed.

In accepting a place at the School, we require all parents to authorise the Head (or a member of staff acting on his/her behalf) to agree to emergency medical treatment for

their child if this ever becomes necessary. This will include parents giving authorisation for their child to have a general anaesthetic or surgical procedures, should we be unable to contact them at the time.

We ask parents to please advise us of any medication that is brought to school for your child. If your son or daughter needs regular access to medication then you must inform us so that we can make the necessary arrangements. The relevant staff will be informed, in confidence, of any condition that is likely to affect him/her in any area of school life. We will work with you in making arrangements that work best for your child.

Copies of our policy for administering medicines can be sent to you on request or are available on our website.

Please remember that we need to have your written consent for every medicine before we are allowed to give it to your child.

Safety in the sun

Our children spend at least an hour outside every day. This means that, in the summer months in particular, they will need to be protected from the sun. We have a policy for keeping our children safe from the sun's harm and this includes the wearing of school sun hats, the application of sun screening ointments and keeping children in the shade whenever possible. A copy of our full policy is available on the School website.

Exclusion from School for medical reasons

Parents are asked to notify the school and keep children at home if they have the following infections:

Sickness and Diarrhoea: Exclusion for 24hours after the last bout of **vomiting or diarrhoea** unless there is widespread epidemic when **three days** would be advised.

Exclusion for five days in the following circumstances:

from the rash onset – **rubella, measles;**

from starting antibiotics for **whooping cough or scarlet fever;**

from the onset of swollen glands or **mumps;**

from the onset of jaundice or stools turning pale in under fives or **hepatitis A;**

Exclusion until condition has settled for 24 hours:

giardiasis: salmonella; shigella – (all rarer forms of gastroenteritis)

Exclusion from school until lesions are crusted or healed;

Impetigo; chickenpox;