



HEYWOOD PREP  
CORSHAM

# EARLY YEARS FOUNDATION STAGE POLICY

**Updated  
March 2019**

This Policy applies to:

- the EYFS, including before and after school and holiday clubs;
- all staff, volunteers, pupils and visitors to Heywood Prep.

## INTRODUCTION

During the Early Years phase, children's physical, emotional and intellectual growth is rapid. It is a time when a high level of care and high quality learning experiences are inextricably linked. We recognise the importance of this phase of education and pride ourselves on providing a homely and stimulating environment in which a child can take their first steps into the world of formal education. Our dedicated team of experienced staff place great importance on making children feel secure and valued enabling them to naturally develop and learn through a carefully planned curriculum, exploration and hands on experience. We feel that the relationship between parents and the staff who care for their children is a crucial one and at Heywood Prep we place great emphasis on building up strong home/ nursery and reception class links so that we can work together to achieve the best outcome for each child.

Our Early Years education is based on the following principles:

- Building on what children already know and can do;
- Ensuring no child is excluded or disadvantaged;
- Offering a stimulating curriculum with a range of starting points with content that match the needs of young children and activities that provide opportunities for learning indoors and outdoors; and
- Providing a stimulating learning environment.

Childhood is a time of play; through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. Our Early Years setting, with bright, engaging classrooms, encourages children to develop the skills required to become active members of a rapidly changing society. It is through a well structured curriculum and play in a nurturing and stimulating environment that our children will work towards, and in some cases exceed, the Early Learning Goals.

This policy outlines the provision Heywood Prep School offers to pupils aged two to five years. The EYFS aims and objectives are linked to those of the whole school. Please see 'Heywood Prep Aims and Objectives'.

## STRUCTURE OF THE DEPARTMENT

The Foundation Stage Department (Nursery and Reception) is based in a self-contained unit in the grounds of Heywood Prep which was previously the town's Fire Station. The Reception classrooms are based in the barn, alongside the Head's office and the main school office.

The Nursery comprises four classrooms, each with their own teacher and two teaching assistants.

Sapling Class	Miss Carly	Children join the Sapling class once they have turned two, and are introduced to the routines of Nursery.
Acorn Class	Mrs Fleur	Children join the Acorn class once they have turned two, and are introduced to the routines of Nursery.
Beech Class	Miss Katie	Children enter Ash, Beech or Oak in the September before they are due to start school (the September after they turn 3).
Oak Class	Mrs Jones	

The Reception year comprises two classrooms, each with their own teacher and a teaching assistant.

The child's class teacher will oversee their learning, development records, Learning Journey, assessment, and will be the point of contact for parents and outside agencies to discuss any issues relating to a child.

The Early Years Foundation Stage is led by the Head of Pre-Prep. Day-to-day running of the Nursery is undertaken by the Head of Nursery, who works closely with the Head of Pre-Prep.

## INDUCTION

Once registered, an induction visit will be arranged, during which the child will be able to get to know their teacher, explore the Early Years setting and meet their new friends. Parents attend a visit with their child in nursery prior to the child's induction visit. This session will take place towards the end of the term preceding their entry to the setting.

At their 'Parent and child' visit, children are given a 'Transition 'All About Me' book and a 'Welcome Book', which they can share with parents/carers at home, containing photographs and information about the Early Years setting. The Reception children receive a 'Reception Handbook' containing valuable information about day to day life during a child's year in Reception. These are sent to the families once they have registered. This is a useful tool to familiarise the child with the setting and staff.

Should further induction be necessary, these are arranged on an individual basis.

## CURRICULUM

There are seven areas of learning that must shape educational provision in Early Years settings. None of these areas can be delivered in isolation from the others; they are equally important and depend on each other. All areas are delivered through a balance of adult-led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The EYFS curriculum is incorporated by reference to the Statutory Framework for the Early Years Foundation Stage.

The EYFS curriculum is based upon four principles:

- A Unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

### 1. A Unique Child

At Heywood Prep we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learn are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

#### *Inclusion*

We value the diversity of individuals within our community and do not discriminate against children because of 'differences'. All children at Heywood Prep are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school and nursery.

In our school and nursery we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's 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 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;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; and
- monitoring children's progress and taking action to provide support as necessary.

#### *Special Educational Needs*

The Early Years Foundation Stage has its own dedicated Special Educational Needs Coordinator who oversees provision for individual children's learning needs. Particular care is taken to plan lessons so that activities cater for all pupils in the spirit of inclusion.

## **2. Positive Relationships**

#### *Partnership with Parents*

We believe that children benefit most from Early Years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We do this by:

- Providing opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, both in the setting and at home. In the setting we hold meetings with the class teacher at the beginning of every year, update parents weekly through the school newsletter and on notices on classroom doors about the learning for the week and offer parent information evenings throughout the year covering topics such as early phonic skills and transition. We support learning at home in a variety of ways, including 'shared books', home/school books, wow moments completed by parents to share children's accomplishments and resources. Information is sent home every week in the Heads newsletter.
- Ensuring ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Informing all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Informing all parents on a regular basis about their children's progress through their child's Learning Journey, parents' evenings, target setting and end of year progress reports.
- Involving parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- Providing opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- Informing all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

#### *Key Person*

We believe that children settle best when they have a key person (class teacher) to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

### 3. Enabling Environments

At Heywood Prep we recognise that the environment plays a key role in supporting and extending our children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning including a balance of child-orientated and adult-led activities. We encourage learning through outdoor play and activities, school trips and walks off the premises.

#### *Observation, Assessment and Planning*

Plans are used by the EYFS Teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and this involves the teacher and other adults as appropriate. These observations are recorded in the children's individual 'Learning Journey' books. They also contain information provided by parents and other settings. Each child's level of development is recorded against Development Matters statements and Early Learning Goals.

Within the final term of the EYFS we provide a written summary to parents, reporting their child's progress against the Early Learning Goals.

#### *Two-Year-Old Progress Check*

When a child is aged between two and three, we review their progress, and provide parents with a short written summary of their child's development in the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the Early Years SENCO is available for support and guidance.

#### *The Learning Environment*

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas where children are able to find and locate equipment and resources independently. The EYFS has its own outside area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in a different way and on different scales than when indoors. It offers the children chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help them develop in all Prime and Specific areas of learning.

### 4. Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

#### *Teaching and Learning Style*

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS as much as they do in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have about how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

- the carefully planned curriculum that helps children work towards the Early Years Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations which are shared with parents; and
- the good relationships between our school and the settings that our children experience prior to joining our school.

#### *Play*

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

#### *Active Learning*

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

#### *Creativity and Critical Thinking*

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

### WELFARE

It is important to us that all children in the school and nursery are 'safe'. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children 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. We aim to protect the physical and psychological well-being of all children (see whole school 'Safeguarding Policy').

We understand that we are legally required to comply with certain welfare requirements as stated in the 'EYFS Framework 2017'. We understand that we are required to:

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

We endeavour to meet all these requirements.

## HEALTH AND SAFETY

At Heywood Prep, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the Staff Handbook, and Safeguarding Policy, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessments must be read in conjunction with other relevant whole school policies.

In line with the EYFS Statutory Framework 2017, we undertake;

- A whole school medicines policy within our Health and Safety Policy, ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. A written record is kept each time a medicine is administered in the 'Medicines Book' and the child's parents and/or carers sign the book on the same day. Training is provided for staff where the administration of medicine requires medical or technical knowledge.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required through communication with the catering staff.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see whole school First Aid Policy). There are at least 3 staff members of the Pre-Prep department who are paediatric first aid trained, two in Nursery and one in Reception.
- A whole-school Health and Safety Policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment, fire and emergency evacuation procedure, lock down procedure and policy.
- A Safeguarding Policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.
- In order to meet the welfare requirements of a child that may need urgent medical attention there is a phone in the Nursery which links directly to internal or external lines.

## BEHAVIOUR

We have realistic expectations of the children's behaviour, related to their age and stage of development; children are given clear boundaries of acceptable behaviour. The children are introduced to our 'Golden Rules' which are displayed in the classrooms and we follow a 'traffic light behaviour system', in line with the whole-school 'Rewards, Sanctions and Exclusions Policy'.

## TRANSITION FROM NURSERY TO RECEPTION

To aid transition into Reception, the following procedures are in place:

- In the Summer term preceding school entry, we hold a transition evening during which parents meet with Nursery staff and Reception staff. Reception staff explain to parents how we prepare their children for the transition to Reception during the Summer term. Reception staff explain the structure of the school day and advise parents on the similarities and differences between Nursery and Reception. A meet the teacher tea party is held at the end of the Summer term to aid transition.
- During the Summer Term, children attend three transition sessions, accompanied initially by Nursery staff, during which they can explore their new classroom and build relationships with Reception teachers. Reception teachers visit the nursery children within the nursery setting to get to know the children moving into reception, developing an understanding of the children's interests, abilities, ensuring a smooth transition into school.
- A transition meeting is held in the Summer Term for Reception teachers from other schools our Nursery children are due to attend the following September to visit Heywood Prep to view the children's Learning Journeys and to talk to the children's Nursery teachers about each child's interests, needs and stage of development.
- Each child receives a transition book containing information about Reception and photographs to familiarise them with their new classroom.
- For children entering Reception from another setting Reception teachers visit the child in their own setting discussing the child's needs, abilities and interests with their keyworker.

## TRANSITION FROM EYFS TO KEY STAGE ONE

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff 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 includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

## MONITORING AND REVIEW

It is the responsibility of the EYFS Teacher to follow the principles stated in this policy. The Head of Pre-Prep has overall responsibility for the EYFS. The Head of Pre-Prep, assessment co-ordinator and Head Teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This policy was reviewed in March 2019 and approved by the Board of Directors of Heywood Prep Limited. It will be reviewed on an annual basis. The next policy review will take place in February 2020.



Signed: Sam Antrobus  
Chairman, Heywood Prep Limited