



Early Years Foundation Stage Policy

Person responsible	EYFS Coordinator / Head of Lower School
Last update	May 2019
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Date of next review by Governors	June 2019

Introduction

At Bute House Preparatory School, we believe that the Early Years are a crucial stage of development for every child. During this time, children develop rapidly physically, socially, intellectually and emotionally. Education in the Early Years Foundation Stage is about building on what children already know and learning key skills such as listening, speaking, concentration, persistence, creativity, and learning to work together and co-operate with other children. We also focus on developing early communication, literacy and numeracy skills that will prepare children for Key Stage 1. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Bute House Preparatory School. The implementation of this policy is the responsibility of practitioners working in the EYFS setting.

Aims for the Early Years Foundation Stage

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and academically to their full potential. At Bute House we:

- Give each child a happy, positive and fun start to their school life so that they establish solid foundations on which to expand and foster a deep love of learning.
- Offer each child a wide range of new and exciting experiences to enable choice and decision making.
- Enable each child, through encouragement and high expectations, to develop to the full, emotionally, socially, physically and academically.
- Use and value what each child can do and offer unlimited opportunities for development which are sensitive to the requirements of the individual child.
- Encourage children to develop independence within a caring, secure and inclusive environment.
- Plan challenging activities to meet all children's needs, including children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and of those from diverse linguistic backgrounds.

Rationale

The Early Years Foundation Stage at Bute House Preparatory School is delivered in accordance with the Government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (September 2017). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

The philosophy of our provision underpins a curriculum founded on play; it is supported by a high quality caring environment and provides a broad framework for all our work with young children.

Article 31 of the UN Convention of Rights of the Child is the right to play and play is at the heart of the Early Years Curriculum at Bute House. We embrace the fact that in their play, children can be inquisitive, creative, experimental, reflective and resilient and are therefore able to learn at their highest level. Through play, the children are able to embody our Learning Powers.

We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play and adult led activities is very important to us.

Using the children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning as well as helping them to make sense of the world.

Through their play, they have opportunities to think creatively and critically, both individually and with others. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate, ask questions and problem solve.

Admission

Admission takes place at 4+, with all children joining the school in the September following their 4th birthday. Girls are invited to come for a short visit before joining and are selected according to the Bute House Admissions Policy by ballot. Siblings are given automatic places.

Teaching and Learning in the Early Years Foundation Stage

We have a highly qualified, dedicated, professional and caring Early Years team. In the Reception classroom there is one teacher (who is the key person for all Reception children), one full-time and one part-time teaching assistant.

There is a member of staff in charge of the EYFS setting who works in partnership with the Head of Lower School and the Head.

The curriculum is centered on 3 prime areas of learning:

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

Teachers also provide learning opportunities that support the four specific areas which strengthen the prime areas. These are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

All activities are carefully planned to ensure they develop the Characteristics of Effective Learning in children, across all areas. These are:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

In addition to the Reception team, the children are also taught by specialist teachers for P.E Art, Drama, Dance and Music.

Learning Powers

All our academic learning will be linked to our school focus on a growth mind-set and developing habits of learning that encourage the girls to become active learners, with characteristics that support them when they face challenge.

Each half term, there is a Learning Power focus where the girls concentrate on developing skills of initiative and independence (Sapphire Power), resilience and risk-taking (Ruby Power), persistence and reflectiveness (Emerald Power), flexibility and collaboration (Topaz Power), curiosity and originality (Diamond Power) and empathy and integrity (Amethyst power). This will equip them with the character traits that will not only enable them to be successful learners, but prepare them for the world beyond school. Girls will receive gems when they exhibit a learning power in class and these will be added to a class total.

Equal Opportunities, Inclusion and EAL

The Early Years Foundation Stage will be taught in accordance with the present policies for Equal Opportunities and Inclusion policy, the policy for Learning Enrichment and the policy for English as an Additional Language and the Race Equality policy.

We value the diversity of individuals within the School and believe that every child matters. All children at Bute House Preparatory School are treated fairly regardless of race, religion or ability. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. In the Early Years Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage, with many exceeding them.

In accordance with the EAL policy, the EYFS will provide opportunities for children to develop and use their home language in play and learning and learn and reach a good standard in English language.

A lift and disabled toilet facilities are available within the school to cater for children with physical disabilities.

Our Reception teacher works and communicates frequently with our Learning Enrichment Department and the EAL Coordinator. We identify and support children with learning difficulties, those who may be ready for more challenge and those for whom English is their second or additional language.

The Special Needs Coordinator is the Head of Learning Enrichment. The EAL Coordinator is Head of MFL.

Assessment, Recording and Reporting

Ongoing assessment is an integral part of the learning and development process in the EYFS. Observing and responding appropriately to pupils ensures they make progress from their starting points towards the Early Learning Goals, preparing them well for Year 1.

Assessments are based on practitioners' observation of what pupils are doing in their day-to-day activities. As judgments are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all adults who interact with the pupils will contribute to the process. This is not limited to school staff and also includes regular contributions from parents. An essential feature of parental involvement is an ongoing dialogue which is done through regular parent meetings, wow cards, informal open mornings and curriculum evenings. '2Build a Profile' software is used alongside each child's individual 'Learning Journey' which is regularly updated and shared with parents. This feeds into the attainment and progress data relating to EYFS which is recorded and tracked on SIMS. Judgements are regularly moderated internally.

Formal written reports which are given to parents in July. This report forms the end of EYFS profile and states the outcomes of the Early Learning Goals.

Parental Involvement and Community Links

We provide a happy and supportive environment, forging strong partnerships between home and school. Parents are encouraged to get involved in their daughters' education. They have the opportunity to talk to staff at the beginning and end of the school day, at open mornings, parents' evenings and our supper party at the beginning of the year. Each year begins with a parent meeting to inform parents of what goes on throughout the year. Other communication includes:

- Bute House Parents' Guide to the Early Years Foundation Stage which is given to parents before their children start in Reception.

- Weekly letters which are sent home to inform the parents about the learning that will be taking place.
- Parents' meetings which are held in the Autumn and Spring terms.
- Daily reading records and homework diaries which are used to communicate with parents.
- Wow cards which are sent home to be filled in by parents to record and share their daughter's achievements at home.
- Calendars, which are issued termly, to inform parents of all forthcoming events
- Interactive notice boards in our foyer give information about the day.
- The Bute Bulletin, which is used to inform parents of what is going on in the school and what activities have taken place. This is emailed to parents weekly.
- The School House Committee, which consists of a parent body who work together to enhance the life of the school.

Transition

We acknowledge that an effective transition between Nursery and Reception underpins a successful start to school. To this end we:

- Hold a Getting Ready for School Talk (Spring 1)
- Informally meet all children in their Nursery settings (Summer 1 and 2)
- Hold a Teddy Bears' Picnic (Summer 2)
- Hold a Starting School parent meeting (Summer 2)
- Hold a new parents' barbecue (Summer 2)
- Hold a welcome meeting (Autumn 1)

We build on this good practice and believe that transition is a process and not an event. The Reception children are well prepared for the move into Key Stage 1 by:

- Sending home transition cards (Summer 1).
- Creating a transition board in the Reception classroom (Summer 2).
- Creating an information booklet for parents answering questions asked on transition cards (Summer 2).
- Planning from a book series that continues from the end of Reception into the start of Year 1.
- Going on a joint Reception and Year 1 trip (Summer 2).
- Year 1 teacher and teaching assistant regularly work in the Reception classroom with the Reception girls (Summer 2).
- Holding a move up day (Summer 2).
- Involving Y1 teacher in the moderation of ELGs.
- Year 1 teacher receives a report for each child on the Characteristics of Effective Learning.

Behaviour Management

In the EYFS setting, the Reception teacher will be responsible for behaviour management. Corporal punishment is not used or threatened. Behaviour management in the EYFS is covered in the whole school policy for Behaviour, Discipline and Exclusion and the policy for Physical Restraint.

First Aid

First Aid in the EYFS is covered in the whole School policy for Health and Safety and the First Aid policy.

There are a number of people on site with the 2 day Paediatric First Aid (PFA) qualification required for EYFS. One of these people must be on the premises and on any outings the Reception class undertake. The PFA certificate must be for a full course consistent with the criteria set out in Annex A of the Statutory Framework for the Early Years Foundation Stage. The Reception Teaching Assistant's PFA certificate will be displayed in the EYFS classroom, along with a list of staff who have a current PFA certificate.

If a child in Reception is ill or injured during the day, she should be taken to the Senior First Aider in the school office. If no adult is there, another first aider (from the list displayed in the office) will be found. The Medical Events Spreadsheet is updated by the Senior First Aider or Duty First Aider immediately after an incident and an EYFS accident form is completed. One copy is filed in the school office, one copy is given to the Reception class teacher and filed in the Reception classroom and one copy is given to the child to take home to inform the parents.

Parents should notify the school if their child has an infectious disease. In cases of diarrhoea and vomiting, children should be kept away from school for 48 hours from the last episode. In cases of other infections, the Head of Lower School will consult with the child's parents with reference to *Health Protection in Schools and other Childcare Facilities*, Public Health England, May 2018. Where necessary, guidance will also be sought from the Medical Governor. Once this consultation has taken place and the exclusion period has been agreed, other parents will be informed.

Break Times and Lunchtime

Pupils in Reception class have a morning break at 10:00am until 10:30am. During this time there is always a qualified teacher on duty, in accordance with ISI requirements.

At lunchtime, the girls go onto the playground once they have been dismissed from the lunch hall at 12:30pm. During this time (from 12:30pm until 1:00pm), there is always a named, qualified member of staff on duty. This duty rota can be found within the Reception classroom.

In the event of the named member of staff that day being absent, the Head of Lower School will be informed and alternative arrangements will be made and all relevant staff will be informed.

During the afternoon break from 2:00pm until 2:30pm, the same procedure as that of lunchtime will apply.

In the unlikely event of the named member of staff being called onto the playground to aid with the EYFS child, a message will be sent to the main Reception and appropriate cover will be found.

British Values and SMSC

We understand that we must actively promote respect for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We ensure children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. This will be implemented in our classroom teaching and circle times as well as in assemblies.

In line with the policy for SMSC, children are given opportunities to develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Safeguarding (according to the Bute House Safeguarding Policy)

Safeguarding in the EYFS is covered in the whole school Policy for Safeguarding.

At Bute House Preparatory School, we want every pupil to feel safe and protected from neglect and abuse and to know there is someone they can turn to if they are being neglected or abused. All staff (whether employed, contracted, peripatetic, volunteer or student) have a duty to protect our children from harm and this duty applies to everyone working in this school. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Bute House School will safeguard and promote the welfare of children who are pupils at the School, having regard to the DfE guidance: Working Together to Safeguard Children (March 2015); Keeping Children Safe in Education (September 2016) (KCSIE); The Prevent Duty Guidance: for England and Wales (March 2015) (Prevent); The Education (Independent School Standards) Regulations (as most recently amended); the Statutory Framework for the Early Years Foundation Stage; Disqualification under the Childcare Act 2006 (2016); Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015); Multi-agency statutory guidance on FGM (2016); What to do if you're worried a child is being abused: advice for practitioners (2015) and Information sharing: advice for practitioners providing safeguarding services (2015).

All staff, including those in EYFS, must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students). Staff working in the EYFS are required to leave their mobile phones turned off and locked away in a safe place out of the reach of children.

Mobile phones must not be used in any teaching area in school or within changing areas. Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.

During school outings, nominated staff will have access to a school mobile which can be used for emergency or contact purposes. All telephone contact with parents or carers must be made on the School phone.

Parents or carers are permitted to take photographs of their own children during a school production or event. School policy require that photographs of other people's children are not published on social networking sites such as Facebook.

THE PASTORAL ASSISTANT HEAD IS THE NAMED DESIGNATED SAFEGUARDING PERSON (for the EYFS setting and the rest of the school) AND IN HER ABSENCE THE YEAR 2 TEACHER is the deputy SAFEGUARDING LEAD.

These senior staff are considered to have the appropriate status and authority to undertake and take responsibility for Child Protection matters

The Governors and the School comply fully with Safe Recruitment systems and procedures.

The Head is responsible for the implementation of the policy in the Early Years Setting and the rest of the School (Key Stages 1 and 2) and for ensuring that the outcomes are monitored.

The Head will report annually to the governors on the working of the policy.