



## Early Years Foundation Stage Policy

<b>Person responsible</b>	EYFS Co-ordinator / Head of Lower School
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## 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, including both teaching and non-teaching adults.

## Admission

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

## Aims for the Early Years Foundation Stage

Our delightful Reception class provides a unique and safe setting to inspire children in their first year of school. Girls are prepared for life at Bute House Preparatory School through a balanced curriculum which includes learning through play, creativity and investigation. The classroom is bright, well equipped and welcoming and has its own outdoor learning area. There are 22 girls in the class.

The girls are taught by a dynamic team of well-qualified and approachable staff including an experienced teacher, a dedicated EYFS teaching assistant and other specialist staff.

Our aim is for all girls to reach their full potential through setting high expectations and providing quality learning experiences based around their interests, starting points and experiences. Our teachers have a well-developed knowledge of the children in the class and they use this to build on what the girls already know and extend their skills and knowledge. Through this diversity of experience girls develop their independence, a sense of excitement about as well as confidence in learning, and a real understanding of their place in the school community and also in the wider world.

## Principles of the Early Years Foundation Stage

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' (March 2012). 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.'

## Positive Relationships

We aim to foster positive relationships between staff, parents and children. Children are taught how to navigate their relationships through the SEAL curriculum (Social and Emotional Aspects of Learning) as well as through their daily interactions with adults and other children. We recognise the partnership the school has with parents is paramount and to this end we aim to include parents in their daughters' learning as much as possible. Each child is required to have a Key Person. At Bute House Preparatory School, the Key Person for the EYFS setting is the Class Teacher.

## Unique Child

At Bute House we recognise that all children are different and develop at different rates. The characteristics of effective learning support each child to become a motivated and effective learner.

## Enabling Environments

We acknowledge and firmly believe that quality play is a crucial part of learning; opportunities for play within our setting are many. Children's experiences are guided by their individual needs. High quality, enjoyable play is enabled through providing:

- A safe and secure environment, in which all children are able to take appropriate risks, have a go and develop their resilience.
- Indoor and outdoor areas including hall, music and dance studios.
- Extensive, safe outdoor areas, including grass and planted areas, giving children opportunities to explore and investigate their environment.
- Opportunities for a balance of child initiated and teacher led activities.
- Use of specialist staff in Music, Drama, Art, PE and Library sessions.

## Teaching and Learning in the Early Years Foundation Stage

We have a highly qualified, dedicated, professional and a caring Early Years team, consisting of a teacher and classroom assistant who work together to provide a high quality curriculum. 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.

We have small classes which ensures that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence. Small classes enable the teacher to provide an individual education planned around the needs and experiences of each child, so that true potential can be nurtured and realised.

The curriculum is centred on 3 prime areas of learning:

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development

Teachers must 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

Educational programs which are delivered in the setting must involve activities and experiences from one of the following seven areas. These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

In these ways and with close observation, assessment planning and provision, at the end of the EYFS, children should be equipped and prepared for the transition into Year 1.

We encourage the children to respect and be aware of the cultures of the world and provide opportunities for children to experience aspects of these cultures.

We provide a rich variety of academic, social, creative, musical and sporting experiences.

Whatever the objective, the teachers aim to make each session a rewarding and inspiring experience for the children through play, discussion and practical activities. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

## **Personal, Social and Emotional Education and Dispositions for Learning**

Each child has the opportunity to visit the school prior to starting in the September.

All children have regular contact with staff in the Lower School at break-times and lunch-times. We aim to help each child develop the confidence to progress smoothly to Year 1 at the end of the Early Years Foundation Stage.

All children are encouraged to explore and experience a wide range of resources and facilities, enabling them to enjoy varied, stimulating and challenging activities. Playing and sharing with others encourages good relationships.

Children experience regular routines with breaks and lunches and quickly learn about the different designated areas in their classroom.

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 PSHEE programmes, plans for assemblies and long term plans in relevant areas of learning.

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.

In PSHE through classroom discussions we give children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviours of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

Many of the areas of learning provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility e.g. class monitors
- Encouraging teamwork in games
- Showing appreciation of the performances of other children regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations
- Studying literature and art from different cultures
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Studying the contributions to society that certain famous people have made
- Encouraging walking or cycling to school through the travel plan

## 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.

## Behaviour Management

Behaviour management in the EYFS is covered in the whole school Behaviour policy. The named person in charge of behaviour in the EYFS is the Pastoral Deputy Head. Positive behaviour management ensures good discipline through the school. Praise, clear feedback, rewards and rules rather than punishment help to create a positive, secure environment where children are encouraged to become increasingly responsible for their own conduct. Numerous systems operate simultaneously to ensure pupils' good behaviour and

conduct, as detailed in the Behavior policy. The school's policies reflect the highest moral standards, and show in particular that Bute House will not tolerate bullying or other anti-social behaviour.

## Contexts for Learning

Our curriculum aims to provide a starting point which supports children's learning but also allows them the freedom to experiment, investigate and pursue personal interests through:

- Being appropriate to children's stages of development.
- Covering all aspects of the areas of learning, which are all connected to each other and equally important
- Helping all children progress towards and beyond the early learning outcomes by the end of the Foundation Stage
- Build on what children are interested in and want to practice, explore and find out more about
- Support children with learning difficulties or for those whose home language is not English
- Promote children's safety and well-being
- Let other people, e.g. parents, visitors etc., know about and contribute to the work of the setting

## Teaching and Learning Styles

We aim for teaching which engages and involves children. In the EYFS we build on the children's prior experiences and their skills and knowledge. We recognise that children have different learning styles and that:

- Teachers need to observe and recognise that opportunities must be created to establish children's preferred styles of learning
- Diverse methods of teaching are therefore needed
- Activities may need to be adapted to extend/support individual children
- Some children will need skills/ information presented and consolidated in several ways before they are secure

To this end, we aim to 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

## Independence

We give a high priority to fostering a sense of self-worth, well-being, confidence and positive learning dispositions in all children. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. We encourage self-esteem, making success possible, through:

- Child friendly indoor and outdoor areas
- Manageable doors, taps etc.
- Labelled pegs to find shoes, coats, etc.
- Clear labelling and signposting of resources
- Establishing routines so that children begin to anticipate and take the next step, feeling secure that they will be supported in their independence
- Encouraging parents to help children achieve independence at home with dressing

## Assessment, Recording and Reporting

The role of observation is crucial to learning. At Bute House in the Early Years we assess, record and report through:

- Regular communication between all teachers, classroom assistants and parents regarding progress of children in different areas
- Gathering information from observations and evidence, which is then collected and collated using the 2Build a Profile Software from 2Simple
- Holding twice yearly parent evenings giving opportunities to share information about the girls' achievements and their targets for future learning
- Formal written reports which are given to parents in July. This report forms the end of EYFS profile and states the outcomes of the ELGs, divided into the specific and prime areas of learning, as stated in the Development Matters document. The Early Learning Goals can be either met, exceeded or emerging.

Information regarding each child is passed on to her next teacher and transition meetings ensure that the process is well executed and managed effectively.

## 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, parent's 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
- Half termly letters which are sent home to inform the parents about the learning that will be taking place
- Parents' evenings which are held in the Autumn and Spring terms
- Daily reading records and homework diaries which are used to communicate with parents

- Wow vouchers 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 and the 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.

## Late collection

In the event of a parent and/or carer failing to collect a child at the appointed time, Bute House Preparatory School puts into practice agreed procedures. These ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child. Please see the policy for Late Collection and the Uncollected Child Policy.

## Missing child

In the event of a child going missing at Bute House or whilst away from the setting, a whole school procedure is followed (see Procedure When a Child Goes Missing).

## Equal Opportunities, Inclusion, EAL and Special Needs

The Early Years Foundation Stage will be taught in accordance with the present policies for Equal Opportunities and Race Relations, the policy for Learning Enrichment and the policy for English as an Additional Language. Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, belief, gender and ability, using resources which reflect diversity and are free from discrimination and stereotyping. 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 curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time, and assemblies.

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

The Special Needs Coordinator is the Acting Head of Learning Enrichment, Miss Annie Green. The EAL Coordinator is Rafaella Valle

## First Aid

There are a number of people on site with the 2 day Paediatric First Aid (PFA) qualification required for EYFS – Christine Adams, Diana Nortey, Taranjit Gill, Mikaela Krenzer, Debbie Lofts and Kim Gregory. 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 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.

First Aid in the EYFS is covered in the whole school policy for First Aid.

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 the *Guidance on Infection Control in Schools and other Childcare Settings*, Public Health England, May 2016. Where necessary, guidance will also be sought from Dr. Mark Sweeney, the Medical Governor. Once this consultation has taken place and the exclusion period has been agreed, other parents will be informed.

## Administration of medication

The Governors and staff recognise that many pupils will at some time need to take medication at school. While parents retain responsibility for their child's medication, the school has a duty of care to the pupils while at school, and the staff and Governors wish to do all that is reasonably practicable to safeguard and promote children's welfare. Administration of medication in the EYFS is covered in the whole school Policy for the Administration of Prescribed Medications in School.

## Staff taking medication

If staff are taking medication which might affect their ability to care for children they should seek medical advice and inform their line manager. Staff medication on the premises must be securely stored, and out of reach of children at all times. Please see the policies for the Administration of Medicines and First Aid and the Staff Handbook

## Safeguarding (according to the Bute House Safeguarding Policy)

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

The school recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We aim to create a positive culture, where safeguarding is an important part of everyday life and is backed up by staff training at every level. We are alert to the signs of abuse and neglect, and follow our procedures to ensure that children receive effective support, protection and justice.

The Children Act 1989 and 2004, Section 157 of the Education Act 2002 and the Independent Schools' Standards Regulations (April 2014) require the governing body to have arrangements and act on any guidance issued by the Secretary of State to safeguard and promote the welfare of the pupils at the school. The latest statutory guidance covering this policy is contained in the documents 'Keeping Children Safe in Education' (KCSIE, September 2016) and 'Working Together to Safeguard Children' (WT, 2015). The London Local and Regional Safeguarding Children Boards also publish guidance and information for schools in our area. We also have regard to advice contained in DfE's 'What to do if you're worried a child is being abused' (March 2015) and 'Information Sharing – Advice for practitioners' (March 2015).

Staff should not use personal mobile phones or personal cameras to take images of children in the school setting. Mobile phone calls (and texting) should be kept to a minimum and be made at break or lunch times (out of normal working hours) in the staff room. 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.

THE PASTORAL DEPUTY HEAD IS THE NAMED DESIGNATED TEACHER (for the EYFS setting and the rest of the school) AND IN HER ABSENCE THE HEAD OF MIDDLE SCHOOL

**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.