



# **Early Years Foundation Stage Policy (including Curriculum) September 2022**

# Early Years Foundation Stage Curriculum Policy

## **Mission Statement**

- To respect each child as an individual and to give each child the confidence and self-esteem to develop his or her talents to the full.
- To develop the whole child intellectually, morally, socially, spiritually and physically.
- To develop an effective three-way partnership between children, parents and school.
- As a Catholic school, to offer the experience of living in a Christian community and to encourage a personal relationship with God through prayer and participation in worship.

# INTRODUCTION

The period of transition from home to school is for most children a period of rapid physical, emotional and intellectual growth. It is a time when the need for a high level of care and high quality learning experiences are inextricably linked and when most children are learning in a group setting for the first time.

We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to promote “teaching and learning to ensure children's ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good progress through school and future life”. (Statutory Framework for the EYFS March 2021)

Children joining our school have already learned a great deal. Some have been a part of a range of settings that exist in our community. The Early Years education that we offer our children is based on the following principles:-

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning, both indoors and outdoors;
- It provides a rich and stimulating environment.

Childhood is a time of play and, through play; we discover the excitement of learning, the rewards of achievement and acquire our life skills. The early years setting, with its bright, colourful, well-planned and busy environment, encourages the children in the development of skills, attitude and understanding that will help them to become confident, active members of a diverse and constantly changing society. It is through this process that children will work towards, achieve and, in some cases, exceed the Early Learning Goals.

This policy outlines the provision the Oratory Prep School offers to all its pupils aged two to five years. Children within this age range are taught in

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The Early Years Foundation Stage (EYFS) that follows its own curriculum based on Development Matters and other non-statutory curriculum guidance.

Children develop quickly in the early years and a child's experiences between birth and five has a major impact on their future life chances. Good parenting and high quality learning together, provide the foundation children need to make the most of their abilities. The EYFS sets standards that promote teaching and learning to ensure children's school 'readiness' and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### **Legislation Reference**

- Section 46 of the Childcare Act 2006
- The Early Years Foundation Stage (Learning and Development Requirements) Order 2007
- The Early Years Foundation Stage (Welfare Requirement) Regulations 2012
- The learning and development requirements are given legal force by an Order 2 made under section 39(1)(a) of the Childcare Act 2006
- The safeguarding and welfare requirements are given legal force by Regulations 3 made under section 39(1)(b) of the Childcare Act 2006

### **Admissions**

All classes are led by fully qualified staff (QTS, EYPS, NVQ L3 or higher) and supported by nursery assistants and practitioners in Little Oaks and teaching assistants in Reception classes with relevant qualifications that meet the Early Years requirements for ratios.

There are three age groups in the Oratory Prep EYFS:

- **Nursery** – there is one Nursery class (aged 2yrs to 3yrs). The children enter on or after their second birthday. Those children who are 2 years after 1 September will remain in Nursery until they are eligible to move to the Kindergarten class (age 3yrs before 1 September). The children have the option to attend morning sessions, school day or full day.

- **Kindergarten** – there is one Kindergarten class made up of children aged 3yrs to 4yrs. The children spend one year in the class and teachers work closely with the Reception teachers to ensure children make their transition smoothly at the end of the academic year. The children have the option to attend morning sessions, school day or full days.
- There are two **Reception** classes. Children spend one year in the Reception class on a full time basis. The teachers work together very closely to ensure children in both classes have access to a broad and balanced curriculum while taking into consideration children's individual interests and needs.

### **Organisation of the EYFS classes**

- Class sizes are kept to a maximum of 16 children per class in the Reception class, 32 in Kindergarten and 12 in the Nursery class.
- Both Reception classes have the support of a teaching assistant when focused learning is taking place. Within Little Oaks nursery the teaching staff support the children's learning whilst maintaining appropriate ratios in the setting.
- Throughout the day, both Reception classes may join together for outdoor learning, swimming, music, dancing or physical development.
- The seven areas of learning are planned for by teachers and take into account the needs of individual children in their care. Specialist teachers teach weekly sessions of Forest School, Dance, Music and Swimming.
- The school has a strong family atmosphere which helps the children to feel safe and secure. They therefore happily accept specialist teaching and usually join in confidently with whole-class activities.

### **Structure of the week**

- **Nursery** children attend a minimum of three sessions
- **Kindergarten** children attend a minimum of five sessions.
- There are a range of sessions available. These sessions run from 7:30am-6:00pm for full day, 8:20am-3:30pm school day or 8:20am-12:00pm morning session.
- As far as possible, parents' preferences for which days children attend is taken into account. Children, in Kindergarten, who stay for the full day have the option to eat lunch with the rest of the Junior Prep children.
- **Reception** children attend five days per week from 8:30am to 3.30pm.

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- If children tire easily attending full days the teachers will speak with the Head of Junior Prep and a decision for the child to have an afternoon or two off school will be decided for their health and well being.
- All children are electronically registered in Nursery, Kindergarten and Reception classes. However, upon arrival in the classroom, children are encouraged to self-register.
- Reception class children have breaks from 10.00am to 10.30am and 12.30pm to 1.05pm every day. Free flow outdoor learning is every afternoon from 1.05 pm to 3.30 pm (unless specialist lessons are timetabled) but the outdoor learning environment is accessible throughout the day.
- Nursery and Kindergarten maintain a free flow learning environment providing children with outdoor access and learning opportunities continually throughout the day.
- We urge parents to be punctual so that children receive their full entitlement and other children are not disturbed by latecomers.
- All children must be accompanied to and from school by a known adult. If a different person is collecting the child at pick up time, the class teacher must be informed and the name of the person written on the specified form in the classroom. No child will be allowed to leave the setting with a 'known' adult unless permission is given in writing. A password procedure is in place to ensure heightened safety of the children.
- A snack is provided during each session in the form of a piece of fruit, bread or biscuit. This is prepared in the school kitchen and delivered to the classrooms daily. Milk and water are on offer at snack time and water is available throughout the day. All dietary requirements are noted and suitable snacks provided separately.

The Foundation Stage is led by the Head of Early Years. Day to day management is undertaken by the Head of Junior Prep and the Headmaster.

## **LUNCH**

### **Nursery**

Lunch is served between 11.45 am and 12.15 pm in their classroom by the class teachers/key persons. The food is prepared by the catering staff and kept in a hot trolley and delivered to the Little Oaks kitchen prior to serving. The children may rest/sleep after lunch in either their classrooms or the quiet room.

### **Kindergarten and Reception**

Lunch is served between 11.45am and 12.15 pm for Kindergarten and 11.55 am to 12.25 pm for Reception in the Old Hall.

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## **Early Years Foundation Stage Curriculum Overview**

At the Oratory Prep we follow the national Statutory EYFS Framework. The EYFS Curriculum includes four guiding principles and seven areas of learning and seeks to provide:

- **Quality and consistency** so that all children make good progress and no child gets left behind
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

## **Four Guiding Principles**

### **A Unique Child**

At the Oratory Prep we recognise that each child is an individual and competent learner. We encourage children to become capable, resilient, confident and self-assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage. We believe that every area of children's development is equally important and provides an environment where children's needs and interests are central. We take into account children's range of life experiences when planning for their learning. By working closely with parents, we aim to provide a safe environment where children feel secure and are able to trust that an adult is available to meet their needs and support their development, whether at home or school. Children's health impacts enormously on their emotional, mental, social, environmental and spiritual well-being. We encourage children to develop healthy practices and support their independence.

partnership between staff and parents and carers. We are committed to supporting children to progress towards the outcomes of the national children's agenda, 'Every Child Matters' (Helping Children to Achieve): i.e. being healthy, staying safe, enjoying and achieving, making a positive contribution and becoming prepared for future work and economic well being.

### **Positive Relationships**

Each child in the EYFS at the Oratory Prep School has a Key Person (in Reception this is the class teacher), who respectfully acknowledges and supports their learning, needs and feelings, and those of their family. This system helps us provide an environment so that children learn to be strong and independent through the formation of secure, warm and trusting relationships with each unique child and their family.

### **Enabling Environments**

At the Oratory Prep School we believe that stimulating and safe indoor and outdoor environments which encourage children's independence are central to their learning and development. We observe children in order to tune-into their interests, needs and abilities and use these to underpin our planning. A rich and varied environment is carefully planned to ensure all children learn and develop well, are engaged and making progress at their own pace. Children develop the confidence to explore in the safe, yet challenging environment that the Oratory Prep School offers. We believe that working as a team with external agencies and professionals (when appropriate) is essential and benefits the children significantly.

### **Development and Learning**

The EYFS curriculum is made up of seven areas of learning and development. At the Oratory Prep we plan for each of the seven areas and are committed to supporting each individual child, including children with special educational needs and disabilities, to learn through play and exploration as well as by setting appropriate tasks to challenge each child in their learning journey. We encourage creative and critical thinking by making sure a wide range of resources are available to the children and that links are made between the areas of learning so children are able to transfer and assimilate their knowledge and skills.



## **The Seven Areas of Learning and Development**

There are seven areas of learning and development that shape educational programmes in the Early Years. All areas of learning and development are important and inter-connected.

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
- Personal, Social and Emotional Development

Staff must also support children in **four specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

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

We welcome parents' involvement in their children's education, for example through frequent discussions (formal and informal), their contribution to the EYFS Profile, and by providing photographs and information about their children's home life, which we can build upon at school.

The personal development of each child is very important to us and opportunities to help our children in this are threaded through our entire school programme, ethos and our everyday work. Examples include familiarization days, Christmas and Harvest celebrations, community fundraising, school plays and concerts, and the involvement of parents and the local community in the school.

The curriculum is reviewed annually to ensure that it remains fresh and up-to-date.

## **Curriculum Planning: An Overview**

The seven areas of learning support, foster, promote and develop children's learning and development. At the Oratory Prep School we plan for the seven

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areas taking into account the children's interests, needs, abilities and diversity as well as current events and broad topics. These are delivered through topics and themes, as outlined in the topic cycle.

1. **Communication and language** development involves giving children opportunities to experience a language-rich environment in which to develop their confidence and skill in expressing themselves; and to speak and listen in a range of situations.
2. **Physical development** involves providing opportunities for young children to be active and interactive; and to develop co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
3. **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
4. **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials to ignite their interest.
5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
6. **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## **Inclusion**

We value the diversity of individuals within the school. All children at the Oratory Prep School are treated fairly whatever their race, gender, religion or ability. All children and their families are valued within our school.

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 Foundation Stage 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;
- monitoring children's progress and taking action to provide support as necessary.
- The Nursery staff focus strongly on the three prime areas which reflect the key skills and capacities all children need to develop and learn effectively.
- If a child's progress in any prime area gives cause for concern, the teacher/key person must discuss this with the child's parents and/or carers and agree how to support the child. The teacher/key person must consider whether a child may have a special educational need or disability that requires specialist support. The Pre-Prep Learning Support teacher will be available for Early Intervention and support. Links with relevant services from other agencies will be forged in order to help families and meet their child's needs.
- For children whose home language is not English, the teacher/key person must take reasonable steps to provide opportunities within their planning to develop and use their home language in play and learning. The teacher/ key person must also ensure that children have sufficient opportunities to learn and reach a good standard of English language

during the EYFS. This will ensure the children are ready to benefit from the opportunities available to them when they begin Year 1.

- Each area of learning and development must be implemented by the class teacher/ key person through planned, purposeful play and through a mix of adult-led and child-initiated activity. Teachers/ key persons judge the balance between activities led by the children, and activities led or guided by adults. However, the teachers and key persons must respond to each child's emerging needs and interests and guide their development through warm, positive interaction. As the children grow older there will be a gradual shift towards more activities led by adults, to help the children prepare for more formal learning.
- In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty such as dyslexia.

In planning and guiding children's activities, the teachers at the OPS must reflect on the *different* ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The children are given opportunities to explore, learn, and make sense of the world through structured play. They practice and build up ideas, and learn how to control themselves and understand the need for rules. Children 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.

Activities to promote play, learning and development are planned for both indoors and outside which encourages children to be active, enthusiastic learners. The children make their own selection of the activities on offer as this encourages independent learning.

We expect our children to reach standards above or equal to those expected for their age in relation to the age-related criteria of the EYFS framework, and so we provide work/activities that challenge and inspire them when appropriate. During the Reception year, where all EYFS Early Learning Goals have been achieved, children are provided with differentiated work that further develops their skills, knowledge and understanding and prepares them for achieving well in Key Stage 1. Staff work with the KS1 teachers for guidance in the core subjects of Mathematics and Literacy.

### **Curriculum Planning - Schemes of Work**

Schemes of work for the EYFS:

- follow and enrich the national EYFS curriculum and take full account of the four guided principles and the seven areas of learning.
- refer closely to 'Development Matters' which outlines children's expected development in stages from birth to five years and ties in with foci for learning within the activity planning. These are also used to track breadth of planning and children's learning.
- are expanded into medium term plans for each term which incorporate all seven areas of learning. These are broadly topic-based and include current events which are relevant to the cohort of children.
- weekly plans including learning objectives in all seven areas of learning, taking account of Development Matters and the EYFS Profile points (Early Learning Goals) as appropriate, as well as children's current interests and needs. These are completed daily or weekly as appropriate to meet the ever changing needs of the children. ICT, Independent Learning and Evaluation notes and comments are coloured coded for easy guidance and reference.
- The phonics scheme SUPERSONIC PHONICS is used in Nursery, Kindergarten and Reception classes. It then follows through to KS1 for ease of transition and continuity.
- At the start of each term parents receive a curriculum overview (Long term planning sheet), outlining areas of development to be focused on and what children will be working towards at school for the coming term.
- Parents of children in Nursery and Kindergarten, will then receive a weekly planning sheet on Tapestry which indicates the types of activities the children will be experiencing to develop their skills in the seven areas of learning.

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## **The Early Learning Goals**

### **The Prime Areas**

#### **Communication and language:**

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### **Physical development:**

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep safe and healthy both physically and orally. manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### **Personal, social and emotional development:**

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in

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familiar group, will talk about their ideas, and will choose the resources they need for

their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know

that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and

take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take

account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and

other children.

### **The Specific Areas**

#### **Literacy:**

**Reading:** children read and understand simple sentences. They use phonic knowledge

to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others

about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their

spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### **Mathematics:**

**Numerical patterns:** children count reliably with numbers from 1 to 20, place them in order and

say which number is one more or one less than a given number. Using quantities and

objects, they add and subtract two single-digit numbers and count on or back to find the

answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size,

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weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding the world:**

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Past and Present:** to further clarify the expectation of children understanding the concept of 'past'.

### **Expressive arts and design:**

**Creating with materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



## **OBSERVATION, PLANNING AND ASSESSMENT**

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum and the Early Years Outcomes (DfE – September 2021). These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning through evaluation comments and next steps. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journal'. This is produced using an electronic programme called Tapestry. Evidence of a child's progress and development is updated on a regular basis by the class teacher, teaching assistants and nursery practitioners. Parents may also contribute to the Online Learning Journal using safe and secure access. Photographs and videos uploaded by staff are linked to the developmental steps and are recorded as 'emerging', 'expected' or 'exceeding' in a specific age band.

At the end of the reception year in school, a child's progress is recorded onto the Early Years Foundation Stage Profile. This shows each child's level of development against the 17 Early Learning Goals.

Upon entry to the Early Years every child has a baseline assessment and their development in months is recorded on the EYFS profile. They are then assessed at the end of the Michaelmas, Lent and Summer terms to track their progress and inform the teacher/key person of their development.

Assessment arrangements are vital for measuring progress throughout the year and this is done in the following way:

- Monitoring the learning and development of each child takes place through regular formal and informal observations, discussion, photographs, record keeping, videos and planned assessments.
- Baseline assessments occur within the first few weeks of the children joining the setting.
- Informal assessments to gauge individual children's abilities will take place at the start of the year.
- Evidence towards the completion of the EYFS Profile is compiled on an ongoing basis and is passed on to the next teacher at the end of each year. This is provided in the form of a 'Tracker'.

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- Recorded evidence of children's learning and development is kept in each child's individual assessment file and supports teachers in planning the next steps throughout the year. The information is also used to report on the child's progress in each of the seven areas of learning to parents.
- A Two Year Progress Development Check is carried out for children between the ages of 24 months and 36 months. Children joining the Oratory Prep School throughout the academic year will have their check carried out by the Nursery staff between at the end of their first term of joining. The written summary will be shared with parents in scheduled Parent Meetings depending on date of entry.
- Class teachers complete the EYFS profile for each child who will be 5 years of age on or before 31 August each year. Profile judgements are made on the basis of cumulative observational evidence recorded over the course of the year.

1 – Indicates a pupil who is at the 'emerging' level end of the EYFS

2 - Indicates a pupil who is at the 'expected' level end of the EYFS

3 - Indicates a pupil who is at the 'exceeding' level end of the EYFS

A - Indicates a pupil who has not been assessed due to long periods of absence

- The Reception classes are visited regularly as part of a cycle of moderation visits following completion of the EYFS profile.
- EYFS staff attend EYFS profile training at least once a year.

### **Summative Assessment in Communication and Language, Literacy, and Mathematics**

At the end of each term, and on an ongoing basis as appropriate teachers complete a profile for each child. This shows how each child is learning, developing and making progress on a termly basis. The documents are kept at the front of children's learning journey folders. They are used for sharing and demonstrating progress with parents and as an additional tool for planning children's next steps - both for their current teacher and at the start of the year in their new class.

Parents are given a clear indication of their children's progress in the Michaelmas and Summer end of year report and the twice-yearly parents' consultation meetings. The Summer term reports include details of the child's Characteristics of Learning and a written summary of the child's attainment against the ELGs; stating whether the child is:

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- Meeting expected levels of development
- Exceeding expected levels or
- Not yet reaching expected levels (emerging)

Our assessment and record-keeping system makes it easy for all to see children's progress, their strengths, and any slower developmental areas which can then be carefully addressed. We anticipate that most Oratory Prep children will reach standards above those expected for their age.

Year 1 teachers use the EYFS profile assessment data to understand each pupil's development and learning needs. This is provided in the form of a 'Tracker' for individual children and includes relevant information to assist with the child's continued progress when they make the transition to the KS1 curriculum.

At the end of Year 1, parents are given the evidence collected during the children's time in the EYFS to take home. However, it is shared during parent consultation meetings twice a year and is available at any time for parents to view throughout the Nursery, Kindergarten and Reception year.

Sometimes, children may experience particular on-going difficulties. The school always discusses these difficulties with parents, and extra support can be offered in the form of resources, additional ideas of how to support children's learning and development at home or referral to external agencies.

Class teachers are responsible for seeking support from the Senco if they believe that a child under their care needs additional support. A discussion with the Head of Pre-Prep is a matter of course should any further support be required before the Senco is involved. A 'Learning and Development' form is completed which identifies any SEND issues in the form of:

- Area of need
- Plan, Do, Review

Pupils who transfer to a new school will have their educational record and common transfer file securely passed on. If a pupil transfers before the Summer half term holiday, the new school/setting will be responsible for reporting the child's profile results to the local authority. The information is sent within 15 school days of any request from the child's new school.

## **POSITIVE RELATIONSHIPS**

At the Oratory Prep School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **PARENTS AND PARTNERS**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school through an informal meeting and show around of the Pre-Prep;
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school. Children are invited for an informal baseline assessment prior to entry;
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' on Tapestry and valuing the on-going contributions to these from parents;
- Inviting all parents to an induction meeting during the term before their child starts school and a Parents Evening during the first term of the child's Kindergarten or Reception year, in order to detail how we aim to work with their child, particularly in relation to reading and phonics;
- Providing parents with an EYFS handbook which details the seven areas of learning, reporting, communication, transition and medical information;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year (Michaelmas and Lent terms) at which the teacher and the parent discuss the child's progress in private with the teacher.
- Parents receive a report on their child's attainment and progress at the end of the Michaelmas and Summer terms;
- Written contact through individual communication books and/or Reading Record as well as the acknowledgement that parents can ring school to contact key workers;
- Parents are given a log on to their child's Tapestry account where they can make positive contributions to their child's learning and development;
- Ensuring all Reception parents know that their child's teacher and teaching assistant are their key workers
- Ensuring that Nursery and Kindergarten parents know who their child's key worker is and

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- By providing a quiet and confidential area where parents are able to discuss any concerns with the class teacher or the Head of Early Years

### **KEY PERSON** (this is the class teacher at the OPS)

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At the Oratory Prep School each child's allocated key person. In Reception this is the class teacher and they are supported by qualified teaching assistants. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

The Foundation Stage staff and Head of Early Years meet with pre-school providers when possible to discuss each individual child and their transition process into school. Parents and/or previous settings are required to complete a transition document prior to entry.

### **ENABLING ENVIRONMENTS**

At the Oratory Prep School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

### **REPORTING TO PARENTS**

Three school reports are written each year, and there are 3 formal parent/teacher meetings per year. Teachers/key workers report on the seven areas of learning and the three characteristics of learning. Parent evenings are held in the Michaelmas and Lent terms for progress updates.

### **PROGRESS CHECK AT TWO**

Where children are aged between 24 and 36 months parents and/or carers will be supplied with a written summary of their child's development in the three prime areas of learning and development of the EYFS and the four specific areas of learning and development of the EYFS.

This will be based on the Early Years Outcomes, the EYFS Principles and Helping Children to Achieve.

Parents are encouraged to contribute to their child's Progress Check at Two and their progress and development upon entry into the setting.

Information from the Progress Check at Two will be shared with other relevant professionals such as health visitors and staff of other provisions of any new setting children may transfer to. This will allow professionals to identify strengths as well as any developmental delay and provide support from which they feel the child/family might benefit. Consent from parents/carers to share the information is required.

### **SEND Code of Practice in the Early Years**

In assessing progress of children in the early years, practitioners use the non-statutory 'Early Years Outcomes' guidance to assess the extent to which a young child is developing at expected levels for their age. The school Learning Support department works closely with the EYFS and provides support to children with SEN or disabilities. See whole school Learning Support Policy and Additional Needs, for further information.

## **HEALTH AND SAFETY**

### **Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and 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.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding and Welfare Children Protection Policy). At the Oratory Prep School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage (*September 2021 and the Childcare Act 2006*).

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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 meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

**We endeavour to meet all these requirements.**

## **DISCIPLINE**

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of the school. We operate a reward system and praise good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school approach to discourage disruptive behaviours. The children are encouraged and praised for following the school rules. More detailed information can be found on the schools website ' EYFS Behaviour Management Policy'.

## **OUTDOOR PLAY**

In the Foundation Stage the independent outdoor play spaces are securely fenced and provide safe play spaces where children can develop their physical skills and learn to share with others in structured and informal play. Children from the Reception classes may play independently in the courtyard space, as they are within sight and sound of the class teacher. Children in Nursery and Kindergarten have free flow play at any time of the day in their secure setting of Little Oaks.

Outdoor play is a very important part of children's development. Across the Foundation stage we try to encourage free flow in the classrooms and outdoor resources are provided to support the seven areas of learning.

All the children have access to the main school grounds (both field and hard areas) under the supervision of adults and at scheduled times for Kindergarten and Reception.

## **WHOLE SCHOOL ACTIVITIES**

The children in the Foundation Stage join with children in Key Stage One for morning assemblies throughout the week. Children in Kindergarten attend assembly once they are settled into our setting.

The children in the Foundation Stage have lunch with Key Stage One children with the exception of Nursery children who eat in their classroom. Kindergarten begin their lunch fifteen minutes prior to the arrival of the older children.

The children in the Foundation Stage perform plays and assemblies during the Michaelmas and Summer terms and parents, grandparents, siblings and carers are invited.

They participate in whole school events such as Art Focus Day, History Focus Day etc. and join with Key Stage One for Sports Day in the summer term.

Children in Reception have a designated time in the week for Computing, use of the Sports Hall and access to the school library and dance studio.

Children in Nursery and Kindergarten have a designated time in the Sports Hall for Physical Development and the school Library and dance studio.

## **RISK ASSESSMENTS**

At the Oratory Prep School, there are clear procedures for assessing risk (see whole school risk assessment policy) 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. An annual risk assessment is conducted of the Pre-Prep (including Little Oaks) and all reasonable steps are taken to ensure staff and children in the setting are not exposed to risks. All risk assessments are carried out by the school Health and Safety Officer with the Head of Early Years.

In line with the EYFS statutory framework 2021, at the Oratory Prep School we undertake/provide;

- A whole school medicines 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. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist and are labelled correctly. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) 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 to a child and

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- informs the child's parents and/or carers on the same day or as soon as reasonably practicable" (Statutory framework for EYFS 2021).
- 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
  - Each classroom has a snack and sink area that can provide healthy snacks and drinks. At least two members of the EYFS staff have received level 2 food hygiene training.
  - A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). All EYFS and KS1 staff are Paediatric First Aid trained.
  - The inclusion manager is the named behaviour manager for the whole school with the EYFS leader/Assistant Head as the lead behaviour manager for the Early Years. (refer to Inclusions policy, behaviour policy, physical restraint policy).
  - A Health and Safety Policy and procedures which covers identifying, reporting and dealing with accidents, hazards and faulty equipment.
  - A fire and emergency evacuation 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 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 Head of Early Years' office, the Barn and a Year 2 classroom which links directly to internal or external lines. Further telephone lines are in the office and Kindergarten and Nursery classrooms of Little Oaks.
  - Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
  - There is a No Smoking policy for the setting.
  - The premises meet the needs of the children.
  - Access to outdoor areas is provided.
  - Sleeping children are regularly checked using a tv monitor and a secure sleeping room.
  - All reasonable steps are in place to prevent unauthorised persons entering the premises and there is an agreed procedure for checking the identity of visitors.
  - Public liability insurance is carried for the setting.
  - Procedure for written complaints/concerns from parents and/or carers is in place.
  - Electronic registration takes place morning and afternoon.
  - Parents are made aware of how they can contact ISI if they believe the setting is not meeting the EYFS requirements.

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## **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;
- 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;

## **PLAY**

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practice and build up ideas, and 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 have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas, through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

## **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 an 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

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access resources freely and are allowed to move them around the classroom to extend their learning.

## **LINKS WITH THE COMMUNITY**

The OPS uses opportunities offered by the local community, e.g. visits to local parks, museums and farms which help the children gain knowledge of the world. People within the community are invited into school to talk to the children and these include, nurses, dentists, opticians, actors, authors, the police and musicians etc.

All visitors hold the relevant documentation and clearance to work in school and are always signed in at the school reception and supervised by a member of staff.

## **TRANSITION**

### **From Pre-school /Feeder settings**

During the summer term prior to a child's entry into the Reception year, the following procedures are in place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- Prior to entry, parents are encouraged to complete an "About Me" document on Tapestry. This is used during the Autumn term to support transition and to inform planning.
- Parents/Carers/Key persons of children entering the OPS from another setting will be asked to complete the 'Transition to/from another setting document'.
- The children are invited to two separate visits to their Nursery, Kindergarten and Reception class.
- When appropriate, the Head of Early Years will visit the feeder setting to speak to the children's key person. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children already at the OPS in the Kindergarten class will visit their new class and teacher (key worker) in school, during the summer term,
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process. Through informal assessments and discussions with parents

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a final decision as to whether the OPS is the right setting for the child will be determined.

## **ROLES AND RESPONSIBILITIES**

- The Head of Junior Prep (HofJP) is responsible for the leadership, management and development of the curriculum in partnership with staff.
- The Nursery Manager is responsible for ensuring an EYFS profile is completed for all eligible children and data is quality assured.
- The Nursery Manager ensures provision is made to meet the requirements of all pupils with special educational needs.
- The Nursery Manager will ensure each member of the EYFS staff has a copy of the EYFS curriculum, Development Matters plan and electronic copies of the EYFS long term, medium term and weekly planning formats.
- A copy of the Two Year Progress Development Check is available to parents and is completed for each child in the Nursery class between 24 and 36 months.
- Teachers must adapt weekly plans to ensure provision properly matches the needs and interests of children in their class. This is done through daily evaluation.
- All planning is kept electronically by class teachers and emailed to the Head of Early Years and stored electronically upon request. Teachers are responsible for keeping these files up to date with current planning throughout the academic year.
- Class teachers provide specialist teachers with copies of their medium term planning so that their plans can complement the current topic as well as needs and interests of the children. Specialist teachers' overviews/planning are available on request from the Head of Junior Prep e.g. Music.
- It is the class teacher(s)' responsibility to ensure that the curriculum is taught as planned, appropriately differentiated to meet individuals' needs as necessary, and that records of children's skills and progress are kept as required.

## **MONITORING**

The Headmaster, Head of Junior Prep and Nursery Manager carry out monitoring of the EYFS through observation, work scrutiny and discussion as part of the whole school monitoring schedule.

Future plans and changes are included in the Junior Prep Development Plan which is shared with SMT and the staff in Junior Prep.