



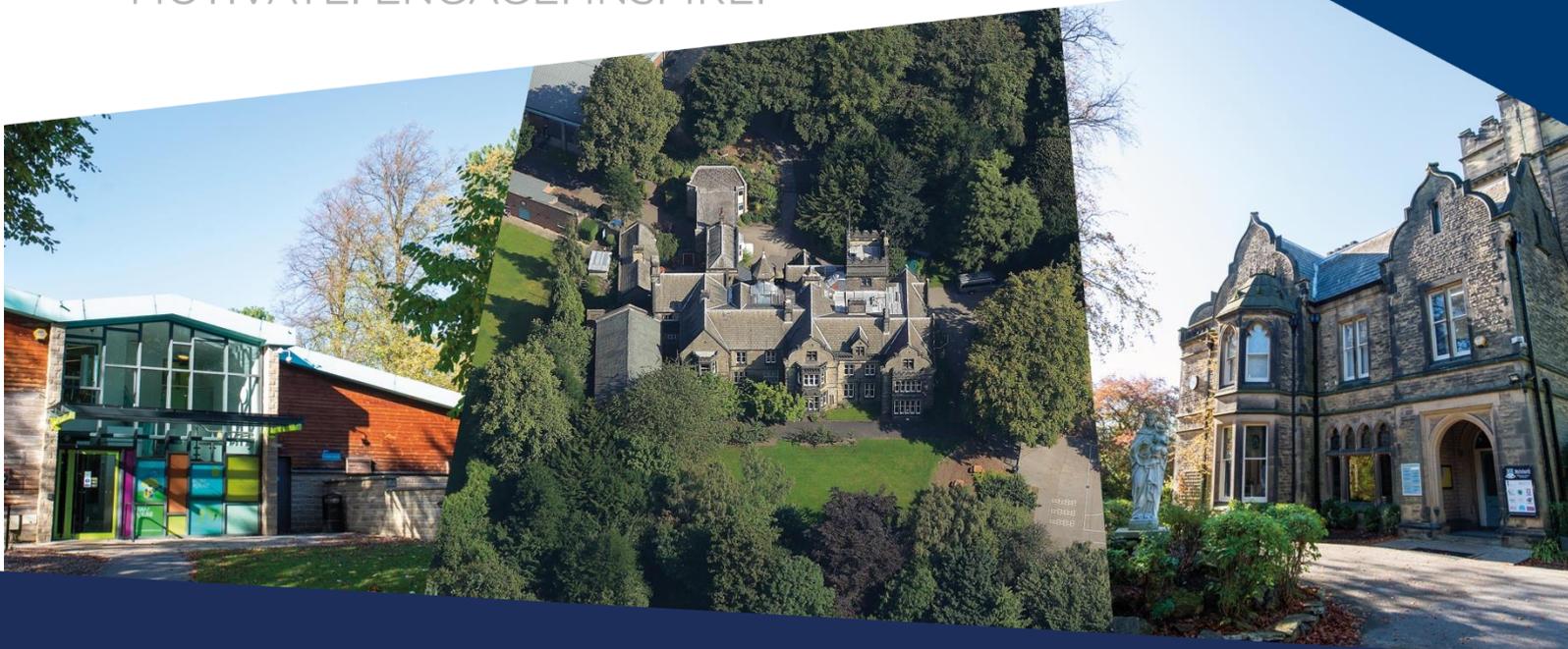
# Mylnhurst

Preparatory School and Nursery



Mylnhurst  
Campus Group

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Policy Document  
Mylnhurst School & EYFS

# Early Years Foundation Stage

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## 1. Rationale

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

Early childhood is the foundation on which children build the rest of their lives. It is essential that the practitioners working in the Nursery and Reception build up on that prior learning and experience. This is done through ensuring that parents/carers, support staff and the early years practitioners work together effectively to support children's learning and development. This is achieved by the sharing of information from previous settings and parents/carers and ensuring that each child's learning is a continuous journey.

The term 'Foundation Stage' is used to describe children in Nursery and children in the Reception classes only.

## 2. Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieve economic well-being. At Mylnhurst, these 5 entitlements are underpinned by the EYFS principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

At Mylnhurst, we aim to:

- Develop a carefully structured curriculum delivered by teachers who understand and are able to implement the EYFS requirements that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- Build on the early experiences of each child – valuing what children already know and can do
- Work with parents/carers in an atmosphere of mutual respect
- Plan opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves, enabling choice and decision-making, fostering independence and self-confidence
- Plan purposeful activities for children to have rich and stimulating experiences, in a learning environment that is well organised and motivating
- Ensure that effective learning and development takes place by observing and responding appropriately to children informed by knowledge of how children develop and learn
- Recognise that each child is different and ensure that no child is excluded or disadvantaged
- Ensure that all experiences during the Foundation Stage are underpinned by PSED where each child learns how to work and play, co-operate and function in a group, develop personal and moral values and understand themselves and others

### 3. The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

At Mylnhurst, we believe these areas are equally important and interconnected, depending on each other to support a rounded approach to child development. We deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities. We aim to challenge the more able children to achieve 'expected' level of attainment at the end of Reception.

#### 4. Teaching and Learning

The 7 Areas of Learning provide a framework for planning, teaching and assessing the Nursery and Reception curriculum at Mylnhurst. Our medium-term planning identifies the intended learning, with outcomes.

The curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas and ICT. This gives structure and coherence to the curriculum. Topics are planned for each of the six half terms. In Reception, all areas of learning and development are given equal importance, to determine broad and balanced coverage and ensure the progression of each child, however, in the Nursery the 3 prime Areas are central when planning. Both the medium- and short-term planning allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

In the EYFS, teaching and learning is designed to make use of the school's facilities and expertise, with the pool, Chapel, sports hall, games field, outdoor classroom and grounds being made use of from Nursery onwards. Our specialist teachers for languages and music visit Nursery regularly and formal lessons in these subjects start in Reception.

Teachers plan together to provide continuous provision and focussed activities linking all areas of learning over each term. Curriculum jigsaws for each of the half-terms are made available to parents at the beginning of the school year. These provide an overview of the areas of

learning, skills, activities, experiences and events that have been planned for that particular half-term topic.

Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not necessarily experience them each day.

As they approach transfer to Key Stage 1, they are prepared for a more formal approach and different learning styles.

Training needs of all adults working within the Foundation Stage are identified through the Appraisal and Professional Development system.

## 5. Differentiation and Special Needs

Currently the person with responsibility for SEND in the EYFS is Catherine Madin.

Work is planned according to the needs and abilities of the pupils, challenging individual children to achieve their full potential. All children are given the same opportunities, however activities will be differentiated by task, outcome or support.

## 6. Managing Behaviour

The Behaviour Policy covers the EYFS. Ms Clare Kenny is responsible for the implementation of the Behaviour Policy in the Foundation Stage. Corporal punishment is not allowed; it is not permitted to threaten physical punishment. Physical intervention is only allowed in order to prevent a child from immediate danger of injuring themselves or another child. Should physical intervention be necessary, this must be reported to the Headmistress as soon as practically possible; who will record the incident in writing. The child's parents should be informed that day. All such incidents will be recorded on CPOMS.

## 7. Assessment, Recording and Reporting

Prior to entry into Mylnhurst Nursery, children attend settling in sessions and an informal chat about the child is encouraged between the Nursery teacher and parent. Prior to entry into Reception, transition documents are forwarded from the child's previous setting.

Throughout the Foundation Stage, as part of the learning and teaching process, the teaching staff assess each child's development. These assessments are made on the basis of the staff accumulating observations and knowledge of the whole child. This is recorded in the child's Tracking and Assessment file and in the Reception children's workbooks. By the end of the final

year of the foundation stage, the Foundation Stage Profile will provide a way of summing up that knowledge.

Assessments and on-going observations, linked to the learning objectives, are made by the EYFS staff and discussed when planning. Evidence of achievement and pieces of work can be found in the children's books, online learning journey platform (ReallySchool in Nursery and Google Classroom in Reception) folders of work and on displays.

In Nursery, formal parental consultations take place once a year. However, staff are always available to discuss any aspect of their development throughout the year. Nursery parents/carers are also invited to discuss their child's progress with their key person and the Nursery Manager, towards the end of the child's first half term. A written report is provided for parents during the Summer Term.

At the end of Reception, the EYFS Profile summarises all of the formative assessment undertaken, and the class teachers make a 'best fit' judgement for each child against the 17 Early Learning Goals. The Profile is updated termly for each child and at the end of the year this generates a final outcome of 'emerging' or 'expected' in each of the Learning Goals.

Formal parental consultations take place twice a year in Reception and a written report is sent home during the Summer Term.

At the time of transfer to Prep 1, there is a planned programme and class teachers discuss each child in detail at the Summer Pupil Progress Meeting and pass on FS Profile.

## 8. Transition into Nursery

Parents are welcome to come and visit Nursery at any time and can book an appointment through the School Office. Once a place has been, children are encouraged to attend a number of settling in sessions in the term prior to them starting to ease transition. Staff are very happy to discuss the children's need on an individual basis with parents to ensure a smooth start to Nursery life.

## 9. Liaison with Pre-School settings and Induction for Reception

During the Summer term, the children who will be starting school in September make visits to the Reception classes in small groups to play and stay for introductory sessions.

At Mylnhurst we have developed close links between several local nurseries and settings. The Reception teachers make contact with preschool providers and will visit prospective children

in their settings (or at the child's home if they do not attend a nursery setting). Prospective parents can visit the school at any time and the school holds Open Mornings throughout the year prior to a new academic year.

## 10.Reception to Prep 1 Transition

Reception and Prep 1 teachers work together to make the transition from the EYFS to Key Stage 1 as smooth as possible.

Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year. Reception practitioners plan for some more structured activities to be undertaken during the Summer Term, encouraging less dependence on adult support.

Where possible, the Prep 1 children continue to enjoy practical learning experiences which gradually become more formalised. Reception children meet the Prep 1 teacher during whole school activities during the Reception year and at some planned sessions in the Summer Term. An EYFS Profile end of year class summary sheet and assessment records are passed on to the Prep 1 teacher. Reception and the Prep 1 teacher meet to discuss individual needs of children in July.

## 11.Home/School and Pre-School Links

We recognise that parents/carers are the child's first and most enduring educators and we value the contribution they make. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the Reception curriculum to parents/carers during the 'Meet the Teacher' parents meeting in September, and with a curriculum letter sent to all Snowdrops parents, to enable them to understand the value of supporting their child's learning at home
- Organising a "Teddy Bears Picnic" as a starting school informal meeting in early September with the children, parents and the teachers
- Regularly updating a parents' notice board with half term outline, notices about forthcoming events, photographs of their children at school, sharing 'Reception News' etc.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner
- Inviting parents/carers to help in school and Pre-School and to accompany children on outdoor visits
- Holding child/parent workshops to enable parents to work alongside their children.

- Encouraging parents/carers to listen to their child read/undertake a reading/phonics activity and to comment on progress in a home/school reading record book
- Encouraging relevant learning activities to be continued at home e.g. maths games and borrowing library books, ensuring that experiences at home are used to develop learning in school and sharing story sacks
- Sharing progress at school through annotated photographs/examples of work and encouraging parents to comment on/add to their child's on-line learning journey
- Discussing individual targets with parents/carers at Parents' Evenings
- Providing an annual written report to parents/guardians in July summarising the child's progress against the Early Learning Goals and EYFS assessment scales in Reception, providing a transition summary report for Nursery children who leave in the Summer term before school entry and providing a written report detailing progress against the 3 prime areas of learning for Nursery children returning to the setting after the Summer break.

## 12. Equal Opportunities

At Mylnhurst we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Other cultures are celebrated through aspects of the EYFS curriculum.

Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes. Inappropriate attitudes and behaviour will be challenged sensitively by staff and the school's values reinforced positively.

For children with specific difficulties, either permanent or temporary, the SENDCo will liaise with other staff to ensure that wherever possible the needs of the individual are met.

## 13. English as an Additional Language

Please refer to the SEND policy. In addition, in the EYFS children will be allowed to use their home language, should they wish, in play and learning situations, whilst still encouraging their development of English. For example, if an older pupil speaks a child's home language, arrangements may be made for them to have time in school to talk. If required, additional support to develop fluency in English will be provided and this will be arranged by the SENDCo. Assessments for children with a home language other than English, will be made in English in order to identify specific need. If there are concerns about a child's language development, then this will be discussed with parents.

## 14. Inclusion



It is important that all children are safe. We aim to protect the physical and psychological wellbeing of all the children within the EYFS (see Safeguarding Policy).

We endeavour to challenge inappropriate attitudes and practices through positive modelling and reinforcement by staff. Any such behaviour is dealt with immediately. Staff will speak to the individual and, if necessary, all children. Attitudes and practices will be monitored. Staff will refer to the Behaviour Policy, the teacher in charge of Early Years and ultimately Headmistress for guidance as necessary. Children with SEND will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Learning Support plans identify targets in specific areas of learning for those children who require additional support, in line with the school's SEND Policy. The SENCo is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. These needs will be regularly reviewed and provision amended by staff in the EYFS and the SENCo. For further information see SEND Policy.

## 15. Safeguarding and Welfare Procedures

We promote good oral health, as well as good health in general, in the early years by:

- Encouraging parents to opt for our homecooked, nutritionally balanced lunch
- Discussing oral hygiene with pupils
- Inviting health visitors into the EYFS to enable pupils to have first-hand experience with brushing their teeth and health and hygiene
- Ensuring that the environment encourages and facilitates play around good health
- Taking pupils swimming
- Organising FitTots activities on a regular basis

We all have a statutory duty to 'safeguard and promote the welfare of children'. All Safeguarding routines, policies and procedures directly relate to the children in our Nursery and Reception classes (as detailed in the whole school's 'Safeguarding and Child Protection Policy'). In the event of a child in the EYFS going missing, please refer to the separate 'Missing Child Policy'. In the event of a parent failing to collect a child at the appointed time, please refer to the 'Failure to Collect Policy' document.

**The EYFS area is a non-smoking area and the use of mobile phones and cameras are not permitted.**

## 16. Monitoring Arrangements

This policy will be reviewed and approved by the Headteacher, Head of EYFS and SLT every two years. At every review, the policy will be shared with the Board of Directors.