

Milbourne Lodge School

Pre-Prep Department



Milbourne Lodge

Early Years Foundation Stage Policy (EYFS)

Review Date - September 2017

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Introduction

This policy outlines the provision Milbourne Lodge School Pre-Prep offers to all its children aged four to five. We follow the Early Years Foundation Stage Framework which sets standards for the learning, development and care of our Reception children. The Children enjoy a wide and varied curriculum based on the principles of the Framework to achieve specific learning goals in order to lay secure foundations for future learning. Early Learning Goals (ELGs) outline the level of learning and development that the children are expected to have reached by the end of Reception. We constantly evaluate our provision and strive for continuous improvement.

PURPOSE AND AIMS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

At Milbourne Lodge Pre-Prep we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating, enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within our setting:

- 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**

Principles into Practice

As part of our practice we:

- Identify children's starting points and ensure that children make progress in their learning through effective planning, observation and assessment
- Provide a broad, rich topic based curriculum both indoors and outdoors, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by on-going observation and assessment
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan a carefully structured, exciting and challenging curriculum based on our observation of the children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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 are the **prime** areas:

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

Children are also supported through the 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**

Children are provided with a range of rich and stimulating experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning in all seven areas. We promote the important characteristics of effective learning, which are key to the children becoming life-long and effective learners:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

Active learning – motivation

- Being involved in and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do thing

Children are encouraged to develop independence early on. They also benefit from whole class and small group opportunities.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform next steps and future plans. We record our observations in a variety of ways. These on-going observations are used to inform the EYFS Profile. The child's progress is reviewed every term and is discussed with parents at Parents' Evenings in the Autumn and Spring Terms and informally as necessary.

Termly reports are written. In addition to the final term report of, we provide the parents with an additional report sheet which comments on the characteristics of effective learning and the specific outcomes of the child's progress in relation to the End of Year Profile.

Safeguarding and Welfare

The children's safety and welfare is paramount. We aim to create a safe learning environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. Safeguarding is an important part of everyday life in our setting. We have stringent policies, procedures and documents in place to ensure children's safety. Appropriate arrangements are made with regards to health and safety to protect staff and the children from harm.

Our school policies and procedures for safeguarding children are in line with 'Keeping children safe in education' (September 2016) and are regularly updated. Staff members are aware of the safeguarding policies and procedures and these are well understood as well as having up to date knowledge of safeguarding issues to enable children to have the best outcomes.

Staff members receive appropriate training that is updated regularly to identify safeguarding issues including:

- Significant changes in children's behaviour
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting
- Inappropriate behaviour displayed by other members of staff

We promote a culture of vigilance for the children's welfare and appropriate safeguarding action is taken, as necessary. There is the Designated Safeguarding Lead, Mr Paul Angus, whose role is to effectively pursue concerns and protect children in the whole school. Ms Sarah Jones is the EYFS Designated Safeguarding Lead and Mrs Tiziana Jarvis is the EYFS Deputy Designated Safeguarding Lead.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, teaching healthy lifestyle, daily PE lessons, through science, assemblies and we follow set procedures when children become ill or have an accident.

Reception staff members and other Pre-Prep staff meet weekly to discuss any concerns, academic or pastoral, within the classes. This enables staff to openly raise any issues concerning children's development or well-being, identify solutions to address issues as they arise and the time to improve the team's effectiveness in supporting the child. Positive behaviour consistently is promoted.

All staff in the Pre-Prep are emergency First Aid Trained. The following members of staff hold a current Paediatric First Aid Certificate.

- Zena Mentiplay (valid until October 2016)
- Kathryn Hughes (Valid until March 2018)
- Megan Petzer (Valid until April 2019)
- Tiziana Jarvis (Valid until April 2019)
- Carolyn Dean (Valid until April 2019)

SMSC in Early Years

Within our vibrant, stimulating environment we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Therefore, through our planning we aim to ensure that we provide pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Other Related Policies

This policy should be read in conjunction with the Curriculum Policy, Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy, Safeguarding and Child Protection Policy, Health and Safety Policy, First Aid Policy, Supervision Policy, Equality and Diversity Policy, Behaviour Policy, Physical Restraint Policy, Anti-Bullying Policy, Admissions Policy, EYFS Mobile Phone and Camera Acceptable Use Policy.

Key person

Each child is assigned a key person. The key person is the child's class teacher who ensures that each child's individual needs are met. Each child is taught by the same teacher and teaching assistant throughout the year.

Special Educational Needs (SEN)

We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that many of our children achieve and even exceed the Early Learning Goals. Children identified with SEN are monitored and initial concerns are shared with the Special Needs Coordinator (SENCO) and discussed with parents. Advice may be sought from outside agencies e.g. Speech and Language Therapy Service, Occupational Therapists. We strongly believe that the early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

English as an additional language

For children whose home language is not English, staff take care to provide opportunities for children to use their home language in play and learning in addition to supporting their development and learning of English. Parents may be asked to come in to discuss the level of their child's English as well as assisting with the child's assessment in school where necessary.

Equal Opportunities

We value all our children as individuals at Milbourne Lodge Pre-Prep. All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity or ability.

Parents as Partners and the Wider Context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can make a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's learning and development.

Transitions

As part of the transition process into Reception children are invited for New Joiners Afternoon in the summer term before they begin. At the start of the academic year we carefully manage the children's transition from Nursery into Reception to ensure that they are happy and confident in their new environment.

In the week before the end of the Summer Term the Reception children have the opportunity to meet their next teacher, become acquainted with their new learning environment and new classmates. Reception teachers hold transition meetings with Year 1 teachers to ensure that each child's information is shared.

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