



SARUM HALL SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

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VISION

At Sarum Hall School, we value the important role that the Early Years Foundation Stage (EYFS) plays, in laying secure foundations for future learning and development. The EYFS is seen as preparation for life and learning, and not simply preparation for the next stage of education.

ETHOS, VALUES & AIMS

The school's mission is to identify and develop to the full the natural talents and potential of each individual pupil and to prepare them all for a full, happy, healthy, active and productive life. The school seeks to achieve this within the context of the culture, ethics and values of the Christian faith, emphasising those strong moral and spiritual tenets shared with other faiths.

We aim:

- To ensure the welfare and safety of our pupils.
- To provide our pupils with knowledge and experience appropriate to their age.
- To teach skills of literacy and numeracy to the highest possible standard.
- To teach those cultural skills, which enable pupils to develop knowledge and understanding of the world, its peoples and cultures, both past and present.
- To develop and enhance pupils' knowledge of the environment and thereby foster an awareness of the need to conserve and care for its resources.
- To develop the desire and ability to contribute to the community at large, respecting and appreciating others for their differences and beliefs, with reference to British values.
- To develop confidence in themselves to lead healthy, active and independent lives.
- To gain transferrable skills across a broad and relevant curriculum to develop independent thought and the ability to communicate effectively.
- To develop an appreciation of art, drama, music and sport by providing opportunities for participation.
- To provide opportunities for engaging in the democratic process and participating in community life.

How is this achieved?

- By having policies and procedures that produce a happy and safe environment, giving a sense of security with consistent expectations within an organised structure.
- By giving the pupils high yet realistic targets, within an ethos of individual excellence.
- By creating a caring atmosphere where pupils are confident that their individual needs will be respected and considered.
- By providing a broad and stimulating curriculum delivered by effective teaching.

How we know whether this has been achieved:

- Through pupil outcomes.
- Through pupil behaviour and attitudes.

- Through pupil demonstrating initiative, integrity and respect, appropriate to their age.
- Through regular assessment, monitoring and analysis of pupil achievement and personal development.
- Through regular internal assessment and appraisal of staff.

RATIONALE

This policy reflects the values and ethos of Sarum Hall School in relation to teaching and the teaching and learning goals of the children in the Nursery and Reception. As of October 2023, Sarum Hall School became exempt from the Early Years Foundation Stage (EYFS) teaching and learning requirements. We still follow and meet all the EYFS Safety and Welfare requirements. Our curriculum follows the principles of the EYFS but, allows the staff to tailor learning to the needs of the girls and extend and support where necessary. The policy is a framework, within which all staff work, and gives guidance on planning, teaching, and assessment. The policy should be read in conjunction with the Early Years Profile Handbook, which sets out what pupils should be taught in different areas of learning and all the curriculum policies for the whole school.

PHILOSOPHY

Sarum Hall believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is paramount. This applies to all staff and pupils at the school, including those in the Early Years Foundation Stage.

AIMS

- To promote good behaviour, self-discipline and respect by the whole school community which includes girls, parents, teachers, teaching & learning assistants, kitchen staff, facilities staff, office staff, governors and club leaders, based on a sense of community and shared values.
- To prevent bullying.
- To apply positive policies and incentives to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes, as well as knowledge and skills. These will promote responsible behaviour, encourage self-discipline and motivate girls to have respect for themselves, for other people and for property.
- To encourage good behaviour by providing a range of rewards for girls of all ages and abilities.

- To make clear to girls the distinction between minor and more serious misbehaviour and the range of next steps, that will follow.
- To treat problems when they occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour.
- To encourage consistency and fairness, in response to both positive and negative behaviour.

At Sarum Hall School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. They can grow in their sense of self, their unique potential and their understanding of their own strengths. We recognise that children develop in individual ways, at varying rates, developing the ability to appreciate and respond to a variety of aesthetic experiences in respect of their own culture and that of others. Children's attitudes and dispositions to learning are influenced by feedback from others; we use positive praise and encouragement, the sharing of cultural celebrations with families, the exploration of diversity through play, assemblies and rewards to encourage children to develop a positive attitude to learning. Girls develop an understanding of the difference between right and wrong, concern for others and begin to reflect on the consequences of their actions. Children learn, and are encouraged, to work as a community for the common good and can feel a sense of belonging and an increasing willingness to participate. We promote British values and children in the EYFS are involved in democratic processes within the school. They also learn about important people within the school and wider community.

We give our children every opportunity to achieve their best and do this by taking account of our children's range of life experiences when planning for their learning. In planning and guiding children's activities we reflect on the different ways that children learn.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of children with a range of different abilities, of those with different social and cultural backgrounds, different ethnic groups, those with special education needs and those who have English as an additional language.

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.

At Sarum Hall School our aim is that all children in EYFS enjoy the process of learning and experience equality of opportunity in a caring, safe and communicative environment. Our pupils are valued as individuals and acquire self-confidence, independence, and self-help skills. Our curriculum encourages independent thought and allows children to gain knowledge, skills, and concepts in addition to developing enquiring minds and utilising higher order thinking skills. We strive to cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people's beliefs and cultures. We believe it is important that our school helps pupils to develop a positive self-image and an understanding of their value in society, together with developing respect and responsibility for themselves and others.

Our pupils learn in colourful, vibrant, and stimulating classrooms and communal areas where achievements are displayed and celebrated and where activities and resources are appropriate, varied,

and accessible. Our comprehensive planning process allows us to specify learning goals, encompassing and developing all areas of the children's learning and development. We are critical and responsive to our evaluations to ensure that our goals are challenging, yet achievable. Furthermore, through our planning and evaluation processes, we will continue to promote the sharing of ideas, practices, and outcomes to enrich the children's individual experiences and opportunities at school.

At Sarum Hall School, we regard the core EYFS principal of "learning through experience" as a true opportunity to promote individualised learning, within a class context. This is achieved not only through our own close interaction with the children, but also through a balance of well-planned child and adult-led activities. This enables us to observe and respond to the needs, interests, and achievements of our pupils. As such, the concept of a "unique child" is, at Sarum Hall School, intrinsically linked with the positive and nurturing relationships that staff aim to develop with the children. In this regard, we will continue to promote an open, informative, and supportive relationship with parents, starting from a parent's first contact with the school. Through both written contact, such as open days, practical information, reading records, half termly grade cards, end of year reports and daily face-to-face contact as well as introductory, curriculum and Parent Consultations, we recognise and encourage parents' roles as co-educators.

LEARNING AND DEVELOPMENT

Areas of Learning, we believe in the principles of the EYFS and will link to the seven areas of learning and development where we feel is appropriate.

The seven areas of Learning and Development are:

- **Communication and Language (CL)** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their 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.
- **Personal, Social and Emotional Development (PSED)** 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.
- **Literacy (L)** 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.
- **Mathematics (M)** 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.

- **Understanding the World (UW)** 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.
- **Expressive Arts and Design (EA&D)** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, roleplay, and design and technology.

The seven areas help our Early Years practitioners plan the learning environment, activities, experiences and framework for the EYFS curriculum. This does not mean that all young children's learning is divided into these areas; one experience could provide a child with opportunities to develop several competencies, skills and concepts across several areas of learning. A broad and balanced curriculum ensures that we offer enrichment for all pupils which goes beyond specific subjects being learnt. We are also mindful of the school's position as a preparatory school, preparing children for the transition to Year 1 and ultimately for the 11+ school entrance procedure. It is our aim that this preparation and development across all areas of learning are delivered through planned, purposeful play-based activities, with a balance of adult and child-led activities.

PLANNING

Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however, the teacher may alter and adapt these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

- **Long term planning**

We have developed a framework which gives structure and coherence to the curriculum.

- **Medium term planning**

Medium term planning incorporates more specific areas of the curriculum in greater detail for each half-term. We identify links between areas of learning and development and ICT opportunities.

- **Short term planning**

As part of the short-term planning process, we identify learning objectives, activities, differentiation and deployment of staff and resources where appropriate on a weekly basis.

STAFFING AND ORGANISATION

There is one Nursery and one Reception class at Sarum Hall School, with a maximum intake of 24 children in each class. We maintain an adult to pupil ratio of 1:8 within the Early Years; there is one teacher and two teaching and learning assistants in each class throughout the school day. Specialist teachers are used to teach Music and PE in Nursery, and in Reception there is also a specialist teacher for Spanish and Computing.

The Nursery and Reception Classes are positioned next to each other with adjoining doors. Each classroom benefits from a conservatory area at the back through which the children can directly access the outdoor learning area and playground. The classrooms are close to the toilets and are equipped with appropriately sized sanitary ware.

Teachers and assistants all attend training courses throughout the year, with providers such as the Institute of Education and Camden Local Education Authority. Early Years staff meet once a week. These meetings are used to discuss next steps, to moderate assessment, to organise resources and to provide in-house training. All Teaching and Learning Assistants in the Early Years have Paediatric First Aid training.

ASSESSMENT, RECORDING AND MONITORING

At Sarum Hall School, we continuously undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. We use this information to ensure that future planning reflects identified needs.

Each pupil is observed and assessed against the Early Learning Goals using Tapestry. Photos or videos are taken, and observations are written using an app on the iPad, including 'next steps' to inform future learning. Observations are managed on a secure online website and formatted to produce a document. At the end of the academic year this is sent to parents and shared with the Year One teacher.

The EYFS Profile summarises all the formative assessment undertaken and makes statements about the child's achievements. It summarises children's progress towards the early learning goals. It is completed by the end of each term. Teachers undertake in-house and local cluster group moderation with other independent settings.

Moderation and discussion of children's progress also takes place during Early Years Foundation Stage meetings.

In the Summer term in Reception, the girls are assessed on their progress in English and Maths using PTE and PTM assessments. Phonics assessments are completed every 6-8 weeks where children are regrouped based on their ability. In the final half term in Reception, the EYFS profile must be completed for each child. The profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. At the end of June in the Reception year, children's profile scores are shared

with parents, allowing for time for them to meet with the Reception teacher, to discuss results should they want to.

The Year 1 teacher must be given a copy of the profile report together, with a short commentary on each child's skills and abilities in relation to the three key characteristics of learning.

INDUCTION TO SARUM HALL SCHOOL

At Sarum Hall School, we recognise that children learn to be independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Sarum Hall School EYFS aims to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn. Children should feel secure, confident and happy here.

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and rest. The classroom is set up with resources covering all curriculum areas, where children can find and locate equipment and resources independently.

Activities are planned for both the inside and outside; under supervision, children have the freedom to move between the indoor and outdoor classrooms during the day. The children have access to many different areas including role play, book corner, Literacy table, Maths area, iPad's, collage and 3D modelling, play dough, sand, water, construction, small world and puzzles - activities which focus on gross and fine motor skills.

Children are encouraged to become independent learners and to take responsibility for initiating their own lines of enquiry and investigation.

At Sarum Hall School, we do not distinguish between work and play. We support children's learning through planned play activities 'Explorers Time' and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play. Through play, children explore and develop learning experiences, which help them make sense of the world. They practise and build ideas, learning behavioural expectations and the need for rules. They can think creatively alongside other children, as well as on their own. They communicate with others as they investigate and solve problems.

TEACHING AND LEARNING STYLE

EYFS practitioners understand child development and learning, and how this affects their teaching. They provide opportunities for first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk. Teachers carefully plan the curriculum to support

children to work towards milestones throughout EYFS, they plan provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Children are encouraged to communicate and talk about their learning, and to develop independence and self-management.

HOME SCHOOL LINKS, PARTNERSHIP WITH PARENTS

We recognise that parents/carers are children's first and most lasting 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 embrace the sharing of information, knowledge and expertise.

This is promoted by:

- Children and parents/carers can spend time with the EYFS staff before starting school during an induction session.
- Parents/carers receive a guide for their daughter's new class during the summer, and in September are invited to an informal meeting with the class teacher for a 'question and answer' session. At this juncture, the curriculum is explained, and parents are encouraged to understand the value of supporting their child's learning at home.
- We offer a staggered start to school life for Nursery girls with them coming into school in smaller groups for shorter days initially, before beginning full days in school with the whole class.
- Parents/carers can come and discuss concerns and developments in an informal manner, offering opportunities to talk about their child's progress in our EYFS classes. Teachers are visible at collection each day to help answer any queries.
- EYFS class teachers offer email communications with parents/carers.
- Parents/carers can make appointments for formal meetings at any time during the school year.
- Parents/carers are actively encouraged to share skills they might have with children in the classroom, on Tapestry or welcome to join the class and read a story to the class at the end of the selected day as part of our Mystery Reader sessions.
- Parents/carers in Reception, receive a grade card every half term and one written report at the end of the academic year. This explains their child's attainment and targets for future learning. In Nursery, parents/carers receive an end of year report, explaining their child's attainment and targets for future learning.
- Parents/carers are invited to attend parent consultation evenings twice a year.
- Parents/carers and children are invited into school regularly for events such as open day, performances, family bulb planting in Reception, and sports days.
- Tapestry is used to create a digital portfolio to record the children's learning and development. This provides a link between school and home and allows parents to have instant access to feedback and evidence in school, as well as the opportunity to contribute from home.

TRANSITION INTO YEAR 1

The Nursery, Reception and Year 1 teachers work closely together to make the transition through the EYFS to Key Stage 1 as smooth as possible.

Nursery and Reception staff organise their time so that children get to know all staff well. Nursery and Reception rooms are interjoined and children in the EYFS can move freely between the two classrooms at designated times. When children move into the Reception class, they are familiar with the room and staff and the transition is smoother.

During the Reception year, children are prepared for the transition to Year 1 primarily through developing their independence in routines and learning. Children are encouraged to be independent when dressing and undressing and when organising their personal belongings. Reception practitioners plan for more structured activities to be gradually introduced throughout the school year, encouraging less dependence on adult support when completing tasks. Reception children should already be familiar with the Year 1 teacher and teaching and learning assistant as they support children at lunchtimes and playtimes, attend assemblies and other whole school activities. During the summer term, children visit their Year 1 classroom and teacher.

The Reception and Year 1 teachers meet to discuss EYFS profiles provided with information about each child's characteristics of learning, and individual needs. EYFS Profiles are passed on for the Year 1 teacher's use.

EQUAL OPPORTUNITIES

We provide all pupils, regardless of ethnicity, culture, religion, belief, 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. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

INCLUSION

At Sarum Hall School we value and acknowledge children's individuality and ensure that we provide for the individual needs of all children, promoting and valuing diversity and differences. We believe it is important that children learn to feel good about themselves and value and respect others. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all pupils, 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.

IDENTIFICATION OF CHILDREN WITH DISABILITIES/ADDITIONAL NEEDS AND SUPPORT

The Early Years have access to the Head of Learning Support, who promotes, co-ordinates and monitors equality of opportunity for children and families accessing the setting and helps to provide provision for children with disabilities/additional needs, supporting EAL pupils and identifying pupils who may be More Able and Exceptionally Able.

All staff are responsible for identifying children's needs and supporting their learning. Any concerns will be discussed with the Head of Learning Support in consultation with the parent/carers.

All members of staff will also be expected to assist the Head of Learning Support in caring for children with disabilities/additional needs. The child's key person and Form Teacher are responsible for maintaining detailed and accurate observations, record keeping and assessments of a child's progress in all areas of learning and development. It is also their responsibility to identify any areas of additional needs and inform the Head of Learning Support.

Children with special educational needs will be given support as appropriate, to enable them to access the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. Teachers discuss these targets with the child and her parents/carers. The Head of Learning Support is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where it is necessary.

BEHAVIOURAL EXPECTATIONS

It is important that all children in the school are 'safe'. We provide a framework of behavioural expectations to educate children about boundaries and rules. 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.

BULLYING

At Sarum Hall School, we use separate proformas for recording incidents. We classify incidents based on the following areas:

- Physical intervention
- Prejudice based incidents
- Bullying log
- Serious incident log

All incidents are recorded through these logs and on CPOMS which notifies the DSL team. Parents are contacted via email or through face-to-face meetings.

SAFEGUARDING AND WELFARE

At Sarum Hall School we follow the welfare requirements and the Framework for Early Years Foundation Stage:

- To promote the welfare of children.
- To promote good health, including good oral health practices, preventing the spread of infection by taking appropriate action when children are ill.
- To manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- To ensure that the premises, furniture and equipment is safe and suitable for purpose
- To ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- To maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

The nature of early childcare means that there will likely be times when staff are required to supervise and support the changing of children's clothes, underclothes and the use of toilets. Guidelines are set out in the school's policy for intimate care:

SUPERVISION IN THE EARLY YEARS

Weekly meetings (curriculum, staff, supervision and Early Years team) provide opportunities for staff to raise and discuss any concerns about the progress, behaviour or welfare of any pupils. This is also the opportunity for staff to raise any other school or work-related issues. Solutions will be discussed, implemented and reviewed. The Early Years team meet regularly to discuss their key children's learning and development in more detail and these supervision meetings are part of the ongoing supervision and monitoring process.

At Sarum Hall School the supervision meetings will:

- Provide support to members of staff.
- Give opportunity for practitioners to discuss concerns/sensitive issues.
- Identify strengths and areas for development.
- Identify coaching and mentoring needs.
- Highlight training needs.

The supervision meetings allow the Senior Leadership Team to have an opportunity to:

- Support staff members with their development needs.
- Provide mentoring and coaching options.

- Share successes.
- Identify any children who need support.
- Discuss any safeguarding concerns.
- Support staff members with their own self-reflection.
- Ensure issues/problems are solved.
- Build trusting relationships that provide a culture of information sharing.

The Senior Leadership Team and The Head of Early Years will share opportunities for CPD with the Early Years team to encourage and motivate staff in finding suitable training courses. It is recommended staff attend one course every term and are then expected to feed back to the rest of their team on their learning and experiences.

HEALTH AND SAFETY

We regularly update and review our risk assessments on classrooms and outdoor areas used by children in Nursery and Reception to identify and minimise potential hazards. Serious accident, illness or injury to, or death of, and the action taken must be reported by the Head, within 14 days.

FIRST AID AND ADMINISTRATION OF MEDICINE

At Sarum Hall School we aim to achieve paediatric First Aid training for as many staff as possible, in particular Early Years staff. There is always a paediatric trained First Aider on the school site and the welfare requirements of the EYFS framework mean that a qualified paediatric First Aider should accompany all EYFS off site visits.

Parents will be contacted immediately if their child suffers anything more than a trivial injury, or if we have any concerns about a child's health. They will be informed at the end of the school day if their child has a minor accident, bump or graze at school during the day. In certain circumstances when it is necessary for a child to take medication during the school day, staff will undertake to administer the medicine only if the following procedure is followed:

Parents must complete the Administration of Medicines Request Form. These forms are kept in the medical office and must be completed on the day the medicine is brought to school.

- All prescription medicines must be in the original container and labelled by the pharmacy or physician.
- Non-prescription (over the counter) medication should be in the original container and with recommended safe dosage clearly indicated.
- If a child must be administered a medicine, it must be recorded on The Administration of Medicines Record Sheet. *Please refer to the school First Aid policy

COMPLAINTS PROCEDURE

Please refer to our complaints policy

MONITORING AND REVIEW

It is the responsibility of the EYFS teachers and teaching assistants to follow the principles stated in this policy. The Senior Leadership Team will carry out monitoring of the EYFS.

The Head of Early Years has weekly meetings with the EYFS class teachers to discuss concerns about children's development and well-being, address issues and receive advice to improve their personal effectiveness. The meetings also look ahead to development opportunities and events throughout the calendar year.

Staff also have an appraisal with a member of the Senior Leadership Team and meet three times over the academic year to evaluate workloads, performance and training undertaken. Personal targets are set for the forthcoming academic year.

Staff members may seek support from the Senior Leadership Team at any time. The Health and Wellbeing Coordinator is also available for one-to-one support if required. If necessary, a meeting will be held to organise appropriate support and coaching, relating to any aspect of work. A written record of the meeting will be kept.