



# POLICY COVER SHEET

## EYFS POLICY

**Last Reviewed** – March 2023

**Next Review** – September 2023

**Review Information** – Annually or following a change in legislation

Read and signed by

**Richard White, Chair of Managing Council**

**Date:**

# POLICY REVIEW

## REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
V7	HM	March 2023	Mid-year review	HM/LTE/AW
V6	HM	September 2022	Annual review - in development with new EYFS Lead	HM/LTE/AW
V5	HM	September 2021	Reviewed against the Statutory Framework for the Early Years Foundation Stage, 2021	HM/ LTE/SG

## DOCUMENTS & GUIDANCE REFERED TO IN REVIEW

Document/Guidance	Date
Statutory Framework for the Early Years Foundation Stage, 2021	September 2021
DfE Character Education	September 2021
ISI Commentary 2021- 2022	September 2021
ISI Commentary 2022 – 2023	March 2023

## APPENDIX INFORMATION

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# EYFS POLICY

***“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage, 2021)***

## **Introduction and Aims**

At Polwhele House we are committed to providing the highest quality Early Years Education for children by offering a bespoke curriculum which fosters an enthusiasm to learn, that is challenging and progressive, all whilst providing a stimulating environment, which is cohesive to learning. Pupil's are able to feel safe, cared for, happy, are willing to take risks and enjoy their learning.

A high emphasis is placed on the children developing a strong sense of identity while promoting warm, respectful and secure relationships within the school community. Children are provided with an inspirational curriculum moulded around their interests and inspired by our beautiful Cornish surroundings and the wider world. Through a balance of adult-led and child-initiated activities children can explore and develop the skills, knowledge and attitudes to help them make sense of the world around them and help them to become lifelong, independent learners.

This policy has been developed to reflect the themes and commitments as set out in the Early Years Foundation Stage (EYFS) statutory framework.

The Early Years Foundation Stage (EYFS) at Polwhele House consists of The Nursery School, from two years old to Reception, age 4+. We follow the statutory ratios for EYFS pupils which are:

- 1:4 Two-year olds
- 1:8 Three-year olds
- 1:13 Reception pupils

## **Inclusive Practice**

As stated in the Equality Act of 2010: We value the diversity of individuals within the EYFS and all children are treated fairly, regardless of their race, gender, qualities, unique attributes, religion or abilities. All children and their families are valued within our School.

As per the information in the DfE Character Education document we consider how our provision can support all pupils' aspirations and personal development.

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 and styles.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Promoting 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 of appropriate learning opportunities and experiences which meets the needs of each individual at their point of need.
- Monitoring children's progress against the outcomes stated in the Early Years Framework and the characteristics of effective teaching and learning and taking action to provide support and challenge as necessary.
- Encouraging parents to become involved in sharing observations of their children at home and use them alongside observations within the setting.
- Reflecting on the different rates at which children are developing and adjust our practice and provision appropriately.


## **SEND**

We support children with SEN or disabilities on an individual basis and involve the school SENDCO as needed for advice and further guidance. We consider how the provision can be provided to ensure that all children, whatever their needs and abilities, are included and supported to make their full potential in their learning across and beyond the EYFS curriculum. Our SEND Policy and SEND Offer to Parent is shared on the school website.

Extending individual pupils is also a part of our provision so that it is tailored to challenge those who are more able and interested where appropriate.

## **Keeping Safe**

It is important to us that all children in the EYFS and within Pre-Prep are 'safe'. We have a secure Pre-Prep site that is surrounded by fences with controlled doors into the building. Pre-Prep has different door codes to the rest of the school and these are only shared with school staff. We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. This applies in particular when the children are outside of the Pre-Prep site and accessing the wonderful facilities on the rest of the main campus. 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. An EYFS Risk Assessment Overview is in place and is referred to and edited as per need. Staff complete a weekly review of the Risk Assessment, in addition to an annual review and both refer to the statutory EYFS ratios. Educational Visits are planned carefully with Risk Assessments completed prior to any journey or excursion off-site. These are completed following the school's Educational Visits Policy. All risk assessments are also sent to the Head for their approval and are stored centrally.

We follow the school's Safeguarding Policy. Mrs Hilary Mann (Head) is the DSL, including DSL for the EYFS and Mrs Lynne Topsey-Eaton (Deputy Head) and Ms Tara Brown are the DDSLs.

All pupils are assigned a key person who is their class teacher/form tutor. This information is shared with parents in the EYFS Handbook. The key person will seek to engage and support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support, if appropriate.

## **Health and Well-being**

We understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage and the Safeguarding Vulnerable Groups Act 2006.

We are committed to:

- Promoting the welfare of children.
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill.
- Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensuring all adults who look after the children or who have unsupervised access to them have had all appropriate checks completed.
- Reporting any member of staff who has been disqualified or has left before they have been made to do so.
- Ensuring that the premises, furniture and equipment are safe and suitable for purpose.
- Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their individual needs.
- Maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **First Aid Policy**

Please refer to the whole school First Aid and Medical Appointments Policy. All EYFS practitioners have current Paediatric First Aid qualifications and will always accompany children on outings.

## Health Care

EYFS staff promote the good health, including the oral health, of children attending the setting. They follow procedures in the First Aid and Medical Appointments Policy, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Parents are given advice and supported as needed. Medicine (both prescription and non-prescription) is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable. Please see the First Aid and Medical Appointments Policy for more information about where medicines are kept and how they are administered.

The school is a non-smoking/vaping premises.

## Food and drinks

All meals, snacks and drinks provided by the school are healthy, balanced and nutritious. Before a child is admitted to the setting, the school obtains information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible to children at all times. We record and act on information from parents and carers about a child's dietary needs and all information is shared with the catering team. All staff involved in preparing and handling food receive training in food hygiene, including the EYFS and Pre-prep staff for curriculum cooking and baking tasks.

## Missing/Lost Child Procedure

The welfare of all of our children at Polwhele House is our paramount responsibility. Every adult who works at the school has been trained to appreciate that he or she has a key responsibility for helping to keep all of the children safe at all times. Our staffing ratios are generous and deliberately designed to ensure that every child is supervised the whole time that he or she is in our care.

Missing Child:

If the child is still missing the following steps would be taken:

- Ring the child's parents and explain what has happened and steps that have been set in motion, and ask them to come to the school at once;
- The Head will notify the police, the Local Children Safeguarding Board, and the Proprietors
- The school would co-operate fully with any police or safeguarding investigation;
- Ofsted and the insurers would be informed;
- When the child is found a full record of all actions taken up to that point would be made for the incident report. If appropriate, procedures would be adjusted;
- The child will be taken care of and, if necessary comforted;

- The other children would be spoken to, to ensure that they understand why they should not leave the premises or separate from a group;
- The Head will speak to the parents to discuss events and give an account of the incident. She will promise a full investigation involving all concerned providing written statements. If appropriate, Social Services and or the Local Children Safeguarding Board will be involved. This policy would be reviewed in light of the incident reports.

#### Late Collection:

- If the parent/carer has an emergency whereby they are unable to collect their child at the end of the school day, the school must be informed immediately (School Office 01872 273011). If a parent/carer is incapacitated, e.g. serious illness, car accident etc, we accept that parents may be unable to inform the school of the situation immediately.
- If a child is unexpectedly not collected from school by 17:30, the procedure we will follow is set out below:
- The member of staff on duty will bring the child down to the Boarders' Sitting Room to be under the supervision of the Head of Boarding;
- We will check for any information about changes to the normal collection routines;
- If no information is available, attempts to contact the parents/carers will be made at home/work/mobile phone;
- If this is unsuccessful, the adults that are authorised by the parents to collect their child from the setting and whose telephone numbers are recorded on the registration form will be contacted;
- All reasonable attempts will be made to contact the parents or nominated carers;
- The child will not leave the premises with anyone other than those named on the registration form and/or with written permission from the parents/carers;
- If no-one collects the child, and there is no-one who can be contacted to collect the child, we will apply the procedure for uncollected children, as set out below.

#### Procedure for Uncollected Children

- If there is no response from emergency contacts, then the school will report the situation to Social Services, who will decide on the best course of action.
- We will contact the Social Care Duty Officer: Children's Services Department, Cornwall County Council, Telephone Number 0300 1234 100;
- Members of staff will wait until the child is safely collected either by the parents or by a social worker;
- Social Services will aim to find the parent or relative. If they are unable to do so, the child will be admitted into the care of the local authority;
- Under no circumstances will staff go to look for the parent, nor take the child home with them;
- A full written report of the incident will be recorded as an incident report and this policy will be reviewed.

## The Early Years Foundation Stage

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### A Unique Child

*“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” (Statutory Framework for the Early Years Foundation Stage).*

At Polwhele House School we aim to:

- recognise that children develop in individual ways and at varying rates.
- give equal weighting to all areas of development with an understanding of the factors that may affect an individual child's progress.
- treat children as individuals and ensure each has equality of opportunity irrespective of gender, disability, race, religion or culture.
- provide a safe and secure learning environment appropriate to all children.
- teach children how to make choices, assess risks and keep themselves safe.
- promote an environment in which every child feels able to make a positive contribution and enjoy personal success.
- enable children to start to make healthy choices in relation to diet and exercise.
- support children's emotional and social development.
- be vigilant towards safeguarding issues.

### Positive Relationships

*“Children learn to be strong and independent through positive relationships” (Statutory Framework for the Early Years Foundation Stage)*

At Polwhele House School we aim to:

- provide a friendly, helpful and highly informative program of induction for all children/families new to the class/school.
- interact with children and their families in a caring and professional manner in order to build meaningful relationships.
- help parents/carers in supporting their children in any way possible i.e. academically, emotionally, socially e.g. through parent-teacher meetings, informal discussions, open afternoon, sharing books and school celebrations and events.
- show respect in all our interactions so that children learn what it means and to develop it themselves.
- work closely with the families of all pupils to ensure children achieve their full potential.
- build warm, trusting relationships in order to support children's learning effectively.
- communicate with parents regularly about their children's progress and development.



## Enabling Environments

*“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (Statutory Framework for the Early Years Foundation Stage).”*

At Polwhele House School we aim to:

- plan a learning environment both inside and outside that encourages a positive attitude to learning.
- put a strong emphasis on being outdoors to explore, use their senses and be physically active.
- provide a well-resourced environment that is safe, secure and accessible to all children.
- carry out regular observations which inform the next steps for development and allow us to plan according to individual children's needs, interests and abilities.
- record observations of children's learning in a variety of ways including photographs which are uploaded to the web based assessment tool, Tapestry.
- assess children formally according to the Foundation Stage Profile throughout the academic year in order to build a full picture of their learning.
- encourage children's natural exploratory nature through a wide range of activities and learn about risks.
- provide challenging yet achievable activities.
- foster good links with the local and wider community to provide a varied selection of experiences and environments for the children to engage with.
- Ensure that activities that provide this level of interaction are on offer at all times and include regular Outdoor Learning sessions.

## **INTENT:**

### Learning and Development

*“Importance of learning and development. Children develop and learn at different rates.” (Statutory Framework for the Early Years Foundation Stage).*

We recognise that play underpins all learning and development for young children. Most children play spontaneously, although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside, we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems and develop reasoning and questioning skills.

At Polwhele House School we aim to:

- show recognition of the crucial role that play has in every area of a child's development, supporting and extending it where appropriate.
- provide the children with the time and space they need in order to experiment, solve problems and be creative.

- offer a wide range of physical and mental challenges with an emphasis on active learning in order to engage children for sustained periods of time.
- provide a balance of teaching and learning strategies to cater for the different learning styles of all children.
- support children in making connections between things they have learned and experiences at home, at school and within the wider community.
- keep parents/ carers informed about their children's development through the online assessment tool, parent/teacher meetings, written reports and informal conversations at the beginning or end of the school day.
- provide information on topics being explored to parents. These will be reviewed regularly with communications with the children to ensure their interests and development is at the core of the planning process.
- make contributions to the school communications to parents which supports what is happening in the classroom in conjunction with the Pre-Prep department and the rest of the school.

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning, thus enabling our children to achieve the early learning goals. Each of these 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.

PRIME AREAS:

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


Children are also supported through the four Specific areas, through which the Prime areas are strengthened and applied.

The four Specific areas are:

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

Weaving through all areas of learning are The Characteristics of Effective Learning:

- Playing and exploring
- Active Learning
- Creating and thinking critically



The ways in which the child engages with others and with their environment underpins learning and development across all areas and support the child to remain an effective and motivated learner.

### Personal, Social and Emotional Development

PSED is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and independence and a positive disposition to learning. It encompasses health and self-care promoting independence and an awareness of healthy lifestyle. PSED feeds into all subjects of the national curriculum.

In our EYFS we promote PSED through:

- Praising achievement
- Circle time and sharing sessions
- Resources promoting positive images of differences (games, books, puzzles)
- Assemblies and collective worship following the school's values and Life Skills themes
- Multicultural resources, including picture books
- Providing positive role models
- Secure routines and a safe environment
- Labelling resources clearly and making them accessible to children.
- Ensuring there is time and space for children to focus on activities and experiences that develop their own interests.
- Planning for children to work independently and also in collaborative groups where they need to share and co-operate.
- Positive behaviour management systems.
- House system across the school
- Supporting pupils in managing their own feelings and behaviours.
- Model and support pupils to resolve conflicts and disagreements with their peers.
- Promoting a sense of belonging to our community and school family.
- Being part of the Pre-Prep department and learning from each other.
- Giving Polwhele House School Commendations and class rewards for a range of outcomes, including PSED (Reception).
- Promoting independence throughout all areas of hygiene.
- Encouraging an awareness of healthy lifestyles, through a range of visitors and activities linked to exercise, healthy food choices and oral health and the reasons behind these choices.

### Communication and Language

This area of learning includes speaking and listening, involving the sustained ability to hold lengthy conversations, encompassing a range of questioning skills to develop and enhance knowledge. The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

We promote Communication and Language by:

- Valuing children's talk.

- Providing the children with opportunities to communicate their own thoughts, ideas and feelings and to develop conversation with children and adults
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
- Encouraging careful listening through games, stories, circle time and music.
- Using open-ended questioning to stimulate thought and encourage the children to express their own thoughts and ideas.
- Encouraging children to value, share and enjoy books together.
- Linking language with physical movement e.g. action songs and rhymes.
- Opportunities to perform through storytelling with actions and inclusion in Pre-prep performances e.g. Nativity

### Physical Development – Gross Motor and Fine Motor Skills

This area of learning includes moving and handling through large and small scale physical activity which develops an awareness and increased control of children's own bodies.

We promote PD by:

- Developing and improving co-ordination, control, manipulation and movement.
- Offering appropriate physical challenges, enough space and time and a range of resources both inside and outside to develop skills such as climbing, balancing, throwing, catching and manoeuvring wheeled toys.
- Encouraging a variety of movement through dance and drama.
- Developing fine motor skills and hand-eye co-ordination, through drawing, cutting, painting manipulating clay and dough, pouring sand and water, threading beads, construction toys, tools and messy play opportunities.
- Encouraging handwriting skills by supporting fine motor control and hand-eye co-ordination through activities such as malleable play, jigsaws, pegs and peg boards, finger painting, drawing in sand trays, shaving foam, gloop etc.

### Literacy

In this area of learning we begin linking sounds to letters and reading and writing simple words. We foster and promote a passion for storytelling, sharing books and developing early reading and writing skills.

We do this through:

- Providing an environment which promotes written language e.g. signs, labels, environmental print, book corner.
- Promoting children's emergent writing through role play and in the mark marking area using a variety of writing materials and responding to stimuli such as post cards, greetings cards, envelopes, letters etc.
- Providing opportunities for children to see adults writing for a purpose e.g. writing a shopping list for cookery ingredients the class needs.
- Encouraging children to retell stories using puppets, props, small world toys, story sacks and story maps.

- Encouraging children's imaginative story telling through role play, small world play, sand and water play.
- Starting the school's chosen SPP, Read, Write Inc.
- Talking about the features of books especially in shared time.
- Encouraging children to use a variety of cues when reading- manual, contextual, phonological.
- Promoting a robust knowledge of phonics through a using a multi-sensory approach
- Encouraging children to value, share and enjoy books together.

## Mathematics

This area includes number, number patterns and mastery of number. We promote Mathematical skills, concepts and strategies by:

- Giving children a variety of experiences to count, sort, match and order real objects.
- Developing mathematical understanding through practical activities and first-hand experiences.
- Providing a meaningful context for maths e.g. stories, role play, and real problems such as planning a party and cooking.
- Making regular use of number rhymes and songs.
- Developing children's use and understanding of mathematical language.
- Providing opportunities to explore volume and capacity e.g. in sand and water play
- Providing opportunities to investigate shape, space and size e.g. in building and construction.
- Looking for numbers, patterns and shapes in the environment.
- Using and experimenting with numbers including numbers larger than 20.
- Talking about numbers and using open-ended questions to encourage children's mathematical thinking.
- Developing a sense of time through daily routines.
- Developing positional language through small world play e.g. positioning furniture in the dolls' house or animals on the farm.
- Appropriate implementation of the school's chosen Maths curriculum 'White Rose Maths' and exploring NCTEM provision, supported by creative mathematical opportunities and hands-on practical exploration as part of opportunities to think critically.

## Understanding of the World

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This provides the foundation for later work in Science, History, Geography, Design and Technology, Computing, Life Skills, Religious Studies and Cultural Diversity.

We promote UW by:

- Providing first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think, use all of their senses.

- Providing a wide range of activities, indoors and outside that stimulate children's interests and curiosity.
- Promoting children's thought and investigation by asking open-ended questions.
- Encouraging the children to explore the immediate environment.
- Developing geographical concepts, features and language through small world play e.g. model farm, road mats, making landscapes in the sand tray.
- Recreating and exploring different aspects of the environment and the wider world through role play e.g. shops, post office, travel agent, hospital, vet, rocket.
- Discussing their own family traditions and experiences.
- Using water play to investigate floating and sinking, absorption, water power, bubbles ice etc.
- Using sand play to compare the qualities of dry and wet sand.
- Using paints, malleable materials and cooking to explore materials and observe changes.
- Using construction toys, blocks and recyclable resources to develop Design Technology skills.
- Using tape recorders, CD players, programmable toys and computers to develop IT.
- Discussing the weather and seasonal changes.
- Developing an understanding of a sense of time through daily routines.
- Developing a sense of the past, present and future through discussion about events e.g. today we are doing this...yesterday we...tomorrow we will...
- Using photographs to compare, contrast, notice changes and sequence in chronological order e.g. photographs of the children now, as toddlers and as babies
- Using stories and role play to recreate life in a different time e.g. Cinderella's Castle.
- Using artefacts e.g. traditional toys, their baby toys, their parents' toys to get a sense of the past to compare and contrast.
- Using the natural outdoor environment to make observations and explore their senses.
- Assemblies and collective worship following the school's values and Life Skills themes.
- Whole school events and celebrations.
- Exploring diversity, inclusion and developing multi-cultural awareness.

## Expressive Arts and Design

This area of learning includes art, music, dance, role-play and imaginative play.

We promote Expressive Arts & Design by:

- Providing a stimulating environment.
- Valuing children's creativity and original ideas.
- Encouraging children to express themselves through art, music, dance, role play, drama, and imaginative play.
- Encouraging imaginative play in a range of contexts e.g. role play, small world play, malleable materials, construction, sand and water play, puppets, storytelling.
- Providing a balance of adult-initiated and child-initiated activities.
- Providing multi-sensory experiences.
- Providing opportunities for children to explore colour, shape, texture and space.
- Using the outdoor environment as an enhanced learning opportunity through the use of natural materials.

- Providing opportunities for children to enjoy and respond to music.
- Providing a wide range of good quality materials with which children can explore and experiment.
- Allowing sufficient time for children to explore and experiment, develop and refine ideas.
- Helping children develop confidence in their own ideas and abilities
- Helping children become more independent in making choices, selecting resources and techniques, responding to stimuli.
- Giving all children opportunities to perform, present and watch a range of productions and performances both in and outside of school.

## Characteristics of Effective Learning

We promote and support the characteristics of effective learning by:

- Giving pupils the opportunity to investigate and explore.
- Allowing them to use resources that they know and those that are unknown to them safely.
- Modelling a 'have a go' attitude towards all new learning experiences.
- Providing opportunities and activities that promote concentration and thinking time.
- Modelling perseverance and the importance of not giving up.
- Praising achievements set by the child themselves
- Giving pupils time to plan their own learning opportunities, and plan how they will complete tasks, supporting them when necessary
- Supporting pupils to make links with prior experiences and learning.

## Planning

Long term planning is based on a cycle of loose topics.


EYFS teaching and learning expectations are stated in whole school curriculum overview documents showing progression through each subject starting with the early years.

Medium term planning relates to one loose topic, is based on all 7 Areas of Learning and includes the learning objectives to be covered and examples of activities that may be provided over a half term. Children's ideas, feelings and interests are also taken into account from discussion with the class at the end of the week, through teacher to child talk and observations. Medium term plans may be added to or changed throughout the half term to follow children's interests or incorporate special activities that arise (e.g. lambs coming to the field next to the school.)

Short term planning consists of a weekly overview of continuous provision with provision enhancements.

Observations on the children will also provide additional information for assessment purposes and the plan, do, review cycle, informing next steps. The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning and provide 'free-flow'





opportunities. The children make their own selection of the activities and open-ended resources on offer as this encourages independent learning.

## **Assessment**

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is ongoing and is an integral part of the learning and development process. Baseline assessments will be completed on entry, within the child's first 6 weeks of starting at Nursery or 4 weeks of starting in Reception and this will stand as a starting point for planning. Monitoring of each child will take place through regular observations, discussion, photographs, record keeping and planned assessments of each child's achievements, interests and learning styles. These are used to identify learning priorities and plan the next stages in the learning experiences for the child. Teachers will use and reference the document Development Matters to support assessment throughout the year as this includes principles for good practice within the Early Years. We complete the statutory two-year old check.

In EYFS a wide range of evidence including photographs, examples of work or observations, in all seven areas of learning is collected and forms the basis of a child's Early Years Foundation Stage Profile. This is logged via our Tapestry system and learning journey books. Tapestry is updated weekly which allows parents to receive up to date information regarding their child's learning and other evidence is shared during parents meetings throughout the year.

All of this evidence informs our judgments in the end of year Early Years Foundation Stage results that are sent to the LA in June. The Early Years Foundation Stage Profile folders of compiled evidence are moderated internally within the EYFS team, Pre-Prep team, at a local level with other EYFS practitioners and by LA advisors and inspectors if requested.

The Profile provides parents and carers, practitioners 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. It reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The Year 1 teacher spends time with the EYFS pupils during the school day and has knowledge of the children before they enter KS1. Professional dialogue and discussion of the EYFS pupils is part of daily practice within the Pre-prep team and any achievements and concerns are shared. The Year 1 teacher is given a copy of the Profile together with access to their end of year reports and books/evidence to inform the next steps for each child as they enter their next stage of learning and the National Curriculum.

Parents receive three reports a year. An initial target setting report in Michaelmas, a pastoral based report with review of targets and achievements in Lent and a full report at the end of the academic year. This includes the results of their child's EYFS Profile.

Results from the EYFS judgements are shared with the Year 1 teacher, staff, SMT and the Managing Council. This includes information and comparison between the School standards, County and National standards, where possible.



## The role of parents

We strongly believe that all parents have a crucial role to play in the education of their child. Parents are made to feel welcome and valued in their dealings with all members of staff.


We do this through:

- Inviting all parents to bring their child to the Toddlers session on Wednesday afternoons which takes place in our Nursery Class.
- Giving children and parents/carers tours of the EYFS and Pre-Prep building including taster mornings or days where the children can become familiar with new environments and meet their peers and the EYFS team.
- Providing new parents/ carers with written information about the school class via the School Prospectus and EYFS Handbook.
- Offering parents regular opportunities to talk about their child's progress.
- Encouraging parents to talk to the child's teacher if there are any concerns. If needed a meeting will be set up between the staff and parent/carer so that any issues can be resolved quickly. There are formal meetings for parents in the Michaelmas and Lent terms at which the teacher and the parent discuss the child's progress.
- Opportunities for parents to attend open afternoon sessions when they can view their children's work and evidence folders.
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances.
- Offering a range of activities that support the involvement of parents: topic information, Reading Record diary and daily reading at home, Teams, Tapestry. School Newsletters are also sent (electronically) so that Parent/Carers are informed of whole school issues. These are also available on the school's website.
- Encouraging parents to access the online assessment tool (Tapestry) and add observations of the child's learning / activities at home.
- We also work closely with professionals and outside agencies to meet the needs of individual children. For example, we have links with Kernow Young Carers and information which can be found on the staff website.
- We ensure that staff are accessible and can speak to parents directly and in a timely manner about problems, concerns or questions at drop-off and collection time at the end of the day. Parents have teacher emails as well as contact opportunities through Tapestry and the school communication system, WEDUC.

Children with English as an additional or second language will be supported as much as possible. We will arrange for advice through our school SENDCo and will source a range of books in the home language. We will encourage an understanding of cultural differences and support the child to share their home language with their peers. Please see our SEND and EAL policies.

## Reporting to Parents

The Nursery School staff complete a two-year old check as per statutory expectations and parents are invited to discuss these with the Nursery Lead.



At the end of the Nursery Year each child receives a short report which summaries their achievements and attitudes towards their learning, focusing mainly on the Prime Areas; Communication and Language; Physical Development; Personal, Social and Emotional Development.

At the end of the Reception year, we produce a detailed written summary of the children's attainment against the Early Learning Goals (ELGs).

For each ELG it will state if the child is:

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

The written report will also:

- State the child's attainment against the ELGs.
- Summarise attainments in all areas of learning.
- Comment on general progress, including the characteristics of effective learning.

The reports will:

- Be specific to the child.
- Be concise, positive and informative.
- Help to identify appropriate next steps.

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**Created:** September 2018

**Reviewed:** September 2019; October 2019; December 2019; September 2021; September 2022; March 2023

**Review date:** Annually, according to the school's policy review cycle or following a change in legislation in the statutory expectations for the EYFS.