



Warwick
Preparatory
School

Procedures:	<i>EYFS Policy</i>
Applies to:	WPS and anyone teaching EYFS
Authors:	G. Smeeton
Approved by:	<i>SLT Autumn 2023</i>
Reviewed:	Autumn Term 2023
Signed:	<i>G Smeeton</i>

Early Years Foundation Stage Policy

Introduction and Background

The Early Years department at Warwick Preparatory School comprises of Nursery (children aged 3-4) and Reception (children aged 4-5). The setting is unregistered as we do not provide an education for pupils who are below the age of three.

A copy of this policy is available to all current and prospective parents on the school website. It forms part of the induction pack for all staff who are new to the EYFS at Warwick Preparatory School, together with other documentation and policies, including information relating to child protection and safeguarding.

This policy has been drawn up with due regard for current Education (Independent School Standards) Regulations 2019, the *Statutory Framework for the Early Years Foundation Stage September 2023*, Early Years Foundation Stage Profile Handbook 2020 (Dec 19), Keeping Children Safe in Education 2023, Prevent duty guidance and Working Together to Safeguard Children. Development Matters Revised 2023 and Birth to Five Matters 2021.

The Early Years department of Warwick Preparatory School is a fully integrated part of Warwick Preparatory School and therefore, complies with other policies related to the rest of the school.

The Head has ultimate responsibility for the EYFS department at Warwick School, but day-to-day management is carried out by the Head of Nursery and Reception Co-ordinator and is assisted by the Head of Pre-Prep.

The Head of Pre-Prep line manages all staff within the Nursery and Reception.

Staffing Ratios, Supervision and Provision

Within the Nursery there are 3 classes, each headed by a Room Leader and overseen by the Head of Nursery, who is a qualified teacher. Class size is limited to 20 children.

Within the Reception there are 4 full time teachers who hold qualified teacher status, and lead classes of up to 20 children. Each teacher is assisted by a Teaching Assistant. (See Termly Supervision Guidelines)

The table below shows the current staffing level and qualifications of staff
September 2023

EYFS Staff	
Mrs G Smeeton BSC QTS EYPS, Head of Pre-Prep Deputy Safeguarding Lead	
Miss E Eastwood BSc Hons PGCE OCR SpLD Post Grad Cert SpLD SENCO Award	
Ms Williamson BEd Hons PG Dip,	
Mrs A Lees Level 5 Diploma, Forest School Leader	Pediatric 1st Aid
Nursery:	
Mrs K Smart BA Hons, PGCE Head of Nursery	Pediatric 1st Aid
Miss P Barlow - NVQ3, Room Leader	Pediatric 1st Aid
Mrs L Wolverson NVQ 2, Room Leader/ Nutkins Leader	Pediatric 1st Aid
Miss B Richardson NVQ Level 4	Pediatric 1st Aid
Miss H Turner NNEB, Room Leader	Pediatric 1st Aid
Mrs C Brain NNEB, Teaching Assistant	Pediatric 1st Aid
Mrs P Carter NVQ 2, Teaching Assistant	Pediatric 1st Aid
Miss S Pitt NVQ3, Teaching Assistant	Pediatric 1st Aid
Mrs M Majerowska NVQ3, Teaching Assistant	Pediatric 1st Aid
Miss M Bloise NVQ Level 3	Pediatric 1st Aid
Mrs H Ally	Pediatric 1st Aid
Mrs G Buswell NVQ3 Level 3	Pediatric 1st Aid
Reception	
Mrs H Earl B.Ed. Hons Class Teacher	Pediatric 1st Aid
Reception Coordinator	
Mrs S Jones BEd	Pediatric 1st Aid
Mrs E Burbidge B.Ed. Hons– Class Teacher	Pediatric 1st Aid
Mr C.Marks, BA (hons), PGCE	
Miss A. Day NVQ Level 6	Pediatric 1st Aid
Mrs J Clutton NNEB EYFS Lead Teaching Assistant	Pediatric 1st Aid
Mrs R Havard BEd Hons	Pediatric 1 st Aid
Miss C Davis BA	
Miss M Bloise NVQ Level 3	Pediatric 1st Aid
Mr T Gibson NVQ Level 3	

Within the EYFS each pupil is allocated a 'Key Person'. In Reception, the Key Person is the child's Form Teacher and in Nursery, the Key Person is the Room Leader. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, build a relationship with the parents and have overall responsibility for them, their learning, welfare and day-to-day needs. The Key Person also seeks to engage and support parents in guiding their child's development at home, and where appropriate, help families engage with more specialist support.

In addition, the Nursery children are allocated a 'Key Worker' to help support the work of the Room Leader and so provide the best possible care for the youngest children in our setting.

A very large number of Warwick Preparatory School staff hold Pediatric first aid qualifications that is approved by the local authority and is consistent with guidance set out in the *Statutory Framework for Early Years Foundation Stage*. During school hours from 7.45am until 5.45pm each day, there is a trained Pediatric first aider on the premises. In addition, a highly qualified trained school nurse is available on site during peak hours every day of the school term. A list of staff who hold current first aid qualifications is located by key telephone points and at various other locations around the school.

At all times, staffing arrangements meet the needs of all the children and ensure their safety. Children within our setting are adequately supervised and are usually within the sight *and* hearing of staff, but always within either sight *or* hearing. Parents are made aware of staffing arrangements through our introductory evenings for both Nursery and Reception. (Further details can be found in the Warwick Prep Supervision Guidance for staff)

The governors are committed to ensuring appropriate provision for children to ensure their maximum wellbeing and safety at all times. The school has many Lunchtime Supervisors, some of whom are specifically allocated to classes within the EYFS. During lunchtimes and break times, teachers and other qualified staff are always within the vicinity. The school has risk assessments in place for playtimes and all areas where EYFS children play. These are revised annually or more frequently when the need arises. The school reviews all areas of supervision, including those linked with EYFS termly.

The named governor with EYFS responsibility is Mrs Anne Wilson.

Staff Training and Continuous Professional Development

Warwick Preparatory School is committed to providing CPD opportunities for all its staff, including those who work within the EYFS.

All staff receive induction training to help them understand their roles and responsibilities. This training covers information about supervision and appropriate/legally required ratios, emergency evacuation procedures, safeguarding, the Prevent Duty, child protection, the equal opportunities policy and health and safety issues. It is normally delivered by a senior member of staff within

the Foundation who has key responsibility for these areas.

All new members of staff are required to undertake a Probationary Review meeting, which forms the first part of the school's appraisal system. The school has a programme for staff appraisal in place.

Opportunities for staff to discuss any issues – particularly those concerning children's development or well-being and identify solutions to address issues as they arise, are frequent. Staff meet outside the company of the children in their care - daily, and more formally, at regular staff meetings.

For all staff who work within our early years, training and development needs are regularly considered. Identification and response to such needs ensure they can offer a quality learning experience for children, as well as receive training that improves their personal effectiveness within the setting.

The Early Years Framework

Children within the EYFS at Warwick Preparatory School are taught in line with the Statutory Framework for the **Early Years Foundation Stage 2023**.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers.
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)
- The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Areas of Learning and Development

As stated in the Statutory Framework, the EYFS is based on four guiding principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable and self-assured.
- Children learn to be strong and independent through **positive relationships**
- 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 their parents and/ or carers
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

When planning and guiding children's activities, staff reflect on the different ways that children learn and reflect these in their practice, taking into account the characteristics of effective teaching and learning:

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

The curriculum is carefully planned in line with the Early Years Foundation Stage requirements which include seven areas of learning and development. All areas are important and interconnected. There are 3 prime areas which are most essential for children's healthy development and future learning. These are:

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

The prime areas will help children develop skills in 4 specific areas. These are:

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

In partnership with parents, we enable the children to begin the process of becoming active learners for life. We consider the individual needs, interests and stage of development of each child in our care and use the information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The EYFS department has a detailed scheme of work in place that tracks pupils' learning and details coverage through thematic-based teaching. In Reception, the

themes build on and extend the experiences and skills learnt in Nursery. Parents are provided with a termly Learning Journey which provides an overview of the planned curriculum for the term.

We endeavour to provide opportunities that enable children to be articulate and use rich vocabulary, provide learning that stimulates their interests and capitalises on their areas of strength. We want children to enjoy their work, show determination, co-operation and curiosity. We aim to support the children in areas where they show less confidence and foster a 'can do' attitude that they are able to take through into the next stage of their development. Through encouraging a positive learning environment, we reward and praise pupils in their achievements regularly, working in line with the school's Behaviour Policy. We endeavour to provide an environment whereby the individual needs of all the children are met.

We integrate outdoor learning within our curriculum and embrace the opportunities and challenges that this provides. Children have access to the outdoor play areas daily, unless circumstances make this inappropriate (for example unsafe weather conditions).

Children are encouraged to explore, use their senses and be physically active in the Nursery garden and Reception playground. Some of the opportunities children enjoy include:

- clipboards to support observational drawing and emergent writing;
- story telling area/quiet area for looking at books;
- circle games/parachute games;
- maths trails;
- autumn/ winter walks;
- growing plants, investigating mini-beasts, observing the weather;
- sand and water play;
- large construction;
- large scale art work;
- small world toys;
- wheeled toys, climbing/balancing equipment;
- mud kitchens;
- water play;
- small apparatus such as bean bags, hoops, skittles.

We are very lucky to have our very own Forest School on the Foundation site. We have a fully trained Forest School leader who teaches weekly sessions to Reception and Nursery children throughout the year. As the children explore the Forest School site they engage in motivating and achievable tasks and activities, giving them opportunity to grow in confidence, self- esteem and motivation whilst developing an understanding and respect for the natural world. At Forest school, we use natural resources where possible to stimulate the children's imagination, creativity and investigation. Most activities are curriculum based spanning the EYFS areas of learning.

Forest School activities include:

- den building
- natural art
- fire lighting
- bug hunts/investigation
- creating bug homes and bird feeders
- woodwork using tools
- collecting and identifying natural materials
- tree investigation
- pond dipping
- digging
- planting

Through our teaching in EYFS each area of learning and development is implemented through planned purposeful play and through a balance and mix of adult-led and child-initiated activity. This balance may be adjusted according to the age, ability, stages of development and individual needs of the children within our care. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Within the seven areas of learning, we believe that we meet the requirements through a rich tapestry of activities and in a range of ways:

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment and underpins all seven areas of learning and development. Communication and Language develops children's confidence and skills in expressing themselves and to speak and listen in a range of situations.

How we meet the requirement: We aim to give all children the best opportunities for effective development in communication and language through daily activities. Assemblies, Show and Tell, interactive stories, rhymes and songs focus on developing listening skills, promoting understanding and communication. Open-ended questions stimulate thinking and encourage the children to express themselves. Role play, small world activities, sharing books and practical activities allow children to extend their vocabulary and use language for a range of purposes. Support is provided for children learning English as a second language and for children with speech and language difficulties.

- **Physical Development** involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement and is vital in the children's all-round development. Games lessons are centered around the idea of 'Fundamental Movements'. 'Physical Development is broken down into fine and gross motor skills.

How we meet the requirement: We plan activities that offer physical challenges and plenty of opportunities to develop co-ordination and control. All the children can visit the Sports Hall. They are provided with climbing

and balancing equipment, bats, balls, hoops and wheeled toys to develop their gross motor skills. These skills are demonstrated in Reception and Nursery Sports Days. Reception children benefit from working with specialist PE teachers. The children also enjoy sessions such as dough disco, flipper flappers, body poetry, yoga, mini karate, 'Wake and Shake' activities to develop core strength, crossing the mid-line.

Fine motor control is developed through purposeful activities such as playing with playdough, clay, sand, water, operating the computer, cutting and sticking, tweezers, garlic press, whisk, threading and building with Lego or completing puzzles. Children need well developed fine motor skills to control a pen/pencil when writing. Children in Reception practise letter formation.

- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities. PSED also involves the children learning about how to look after their bodies, including healthy eating and hygiene, oral health and self-care. It is crucial for the children to lead happy and healthy lives.

How we meet the requirement: We aim to create an environment that values and nurtures each child. Children are encouraged to develop their confidence, sense of independence and self-respect. In self-chosen activities, they are supported to extend and explore their ideas, persevere, tidy up and care for equipment. They are encouraged to engage in activities independently and also to take part in groups. Sharing and co-operating, forming relationships with other children and adults are part of the everyday curriculum. Through stories, puppets, conversation and practical example, children learn acceptable ways to express their own feelings and have respect for the feelings of others. Through celebrating religious festivals and cultural experiences, role play, music and movement and games children are helped to understand that people have different needs, views and beliefs. They are supported in developing a positive self-image and being comfortable with differences between themselves and others through multicultural resources and the use of resources promoting positive images of differences. Children are allowed time to focus on activities and develop their own interests and their achievements celebrated with praise, stickers and certificates. Parents are encouraged to contribute by writing 'Wow' Awards (via Seesaw) praising the children's achievements at home. The school also follows the 'Protective Behaviours' and 'Jigsaw' schemes which encourages the children to think about their personal safety and the network of people they could talk to if they are not feeling safe.

Children learn about the importance of exercise and healthy eating through group discussions, mealtimes, and topic work. This includes guest speakers such as dentists and doctors, as well as visiting a local supermarket.

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. It is split into two areas, language comprehension and word reading.

How we meet the requirement: We provide the children with opportunities to develop a love of books and stories along with the knowledge that print carries meaning. Fiction and non-fiction books are readily available for children to enjoy and there is always an adult on hand to read a favourite story. Children are encouraged to join in with repeated refrains, anticipate key events in familiar stories and make up their own stories. Reading material reflects a range of cultural and gender diversity. Children are taught to hear, recognise and say the initial sounds in words, linking these sounds to the letters of the alphabet. In the Nursery children enjoy activities from the phonics-based activities. In Reception Read Write Inc and other phonics schemes are used. We encourage handwriting skills, adopting an effective pencil grip and beginning to form letters correctly, by supporting fine motor control and hand eye co-ordination such as threading, peg boards, finger paints and drawing in sand. Children are encouraged to make marks and are supported in recognising and writing their own names. They have many opportunities to experience writing for different purposes about things that interest them, for example, making a shopping list. Children's emergent writing is promoted through inviting writing opportunities linked to role play and the writing area, for example, postcards and letters. In Reception there are daily handwriting activities, in the form of letter formation and reading activities. We also have regular visits from a local book company where children and parents are able to share their interest in books by choosing new reading materials together and make regular visits to the school library.

- **Mathematics** is an important part of learning for all children in the early years and receiving a good grounding in maths is an essential life skill. As well as numeracy, it helps skills such as problem solving, understanding and using shapes and measure and developing their own spatial awareness.

How we meet the requirement: We aim to develop mathematical understanding through practical activities and first-hand experiences. Mathematical resources are available both indoors and outdoors. There are opportunities to investigate number, shape, space and measure through everyday routines, songs and stories. Children are encouraged to problem solve in practical play situations and develop mathematical concepts and vocabulary. Beads, pegs and mosaics develop children's understanding of sequence and pattern. When handing out drinks and fruit at snack time, children learn to apply maths skills with real objects.

Number games are readily available as well as collections of interesting objects for children to sort, match, order, count and label in their play.

Bricks, blocks, construction toys, train tracks, sand and water, playdough, junk modelling and PE activities help children explore shape, space, capacity, position and direction. Role play areas provide many opportunities for children to develop their mathematical skills for example, in the builder's yard, children make towers with bricks, compare sizes, measure and record numbers. Children learn to use and develop mathematical language, for example, using positional language to locate teddy in the room. A sense of time is developed through daily routines.

Online games are also used to help promote number skills.

- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

How we meet the requirement: We plan a learning environment both indoors and outdoors with a wide range of resources and activities to stimulate children's interests and curiosity and help them to develop their enquiring minds. Walks, visits and school trips enable children to experience the world around them. Children are encouraged to investigate the natural environment, observing things closely. They use magnifying glasses, dig and plant, explore sand, mud kitchen play, pour water through funnels and guttering and make dens. Play maps, small world equipment and natural resources allow children to create their own environments. Cooking activities enable children to experience tastes and foods from different countries as well as exploring the properties of liquids and solids, for example, cooking chocolate! In water play children investigate floating and sinking and ice.

Children are supported in using a range of IT equipment such as computers, iPads, programmable toys, cameras and the interactive whiteboard. We celebrate festivals and special events and invite visitors to talk to the children to widen their knowledge, for example: police officer, Guide Dogs, vet. We have half termly themes to base some of our work around but are also led by children's interests and ideas.

- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

How we meet the requirement: We encourage the children to express their ideas, thoughts and feelings through a stimulating environment with multi-sensory experiences. Children are encouraged to develop confidence in their ideas and abilities as they make choices, select equipment and evaluate their own work. There are many opportunities to develop imaginative role play both indoors and outdoors with small world toys, puppets, stories and our role play areas such as a space station and a car wash. They also enjoy building dens. Equipment that includes paint, glue,

crayons, pencils, scissors, string and tape as well as natural and junk materials provide for the open-ended exploration of colour, shape, texture and the development of skills in painting, drawing, collage making and modelling. Children are encouraged to join in with and respond to stories and music, for example, telling the story of 'The Rainbow Fish' with instruments with the support of specialist music staff.

When working with the youngest children, we focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. In doing so, we prepare the children for their more formal schooling.

As children grow in confidence and ability within the three prime areas, there is a shift of balance towards a more equal focus on all areas of learning.

Special Educational Needs, English as an Additional Language and Inclusion

The school SENCo is Miss E Eastwood. Ms Williamson supports her in carrying out her role, working specifically with the children in EYFS.

Special Educational Needs

For children with specific learning difficulties or disability we have regard to the SEND Code of Practice and can draw not only on the skills and expertise of our own staff, but also a number of external agencies. More detail can be found in the SEND and Inclusion Policy, which applies to and covers the EYFS. We may also help families to access relevant services from other agencies as appropriate. Ms Williamson is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

English as an additional language

For children within our setting whose home language is not English, we may draw on support from our learning support team and where appropriate, outside agencies. We take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. It is important to us that children within our EYFS reach a good standard in English to enable them to be ready and benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, practitioners must assess the children's skills in English. If a child does not have a strong grasp of English language, we aim, where possible, to explore the child's skills in the home language with parents, to establish whether there is cause for concern about language delay.

For more details, please refer to the school's EAL Policy, which applies to and covers the EYFS.

Inclusion

We aim to ensure our provision is fully inclusive and make reasonable adjustments where necessary.

Children who are thought to have special needs are identified and assessed as early as possible and will be given support as appropriate to enable them to benefit from the curriculum and so be included within our provision, where reasonable. This includes children that are more able and those with SEND. Adult support is provided for children with SEND. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's SEND and Inclusion Policy. The EYFS form teachers discuss these targets with the child's parents and progress is monitored and reviewed regularly.

Early Learning Goals and Assessment Requirements

The level of progress children are expected to attain by the end of the EYFS is defined by the Early Learning Goals. Assessment of each individual's progress is recorded, which supports the teachers' holistic judgements as to how a child has performed in relation to each child's level of development against the ELG's.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of

conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids)

number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Assessment within the Early Years is carried out in a number of ways:

- To understand a child's level of achievement, interests and learning styles, ongoing formative assessments are made in both child-initiated activities and planned activities. This information is used to ensure that future planning matches identified needs. Assessments take the form of observations, things a child has said, made or drawn, the process of learning, written records, annotated samples of work, taped interactions and photographic evidence. However, multiple sources of written or photographic evidence are not required and teachers should not record unnecessary evidence.
- In addition, information given by parents about the things their child can do at home is incorporated into the evidence base. When a child starts Nursery or Reception, staff take account of records provided by previous settings. On entry, staff make systematic observations and assessments of each child. In Reception, pupils take part in Baseline Assessment. This information is used to identify the needs of individual children and plan accordingly.
- Information is shared with parents at stages throughout the year, both verbally and in written format (Autumn and Summer Terms). Throughout the Reception year, children are assessed against the Early Learning Goals and at the end of the year, a record of achievement is completed in the form of the EYFS Profile.

Within Warwick Preparatory School sensitive, observational assessments take place in order to plan and meet young children's individual needs. To do this:

- Staff recognise that children learn in individual ways and at varying rates. They value the play of all children, joining in when needed. They respond to children's needs and interests through warm, positive interaction. Staff build up trusting relationships, know the children well, offer encouragement and elicit their views. Staff extend and develop children's language and communication through sensitive and appropriate intervention, clarifying ideas and asking open ended questions. Staff make ongoing judgements about the balance between activities led by children and activities led or guided by adults. As children's development progresses, the balance gradually shifts towards more activities led by adults to help children prepare for more formal learning, ready for Year 1.

Within the setting, experiences are provided which are appropriate to each child's stage of development towards the early learning goals. This is enabled in a number of ways:

- The learning environment is organised to allow children to explore and learn securely and safely. Children are able to access well-resourced learning areas independently. A carefully planned curriculum throughout the Foundation Stage helps children work towards the Early Learning Goals. We work in partnership with parents, valuing parent contributions and planning opportunities to build on children's experiences and extend their learning. We provide opportunities to motivate, challenge and support children, helping them learn effectively. Staff use a wide range of teaching strategies based on children's learning needs. Regular assessment of children's learning is used to ensure that future planning reflects identified needs. Progress is monitored and action taken to extend or support as necessary. Training needs for all adults working in the EYFS are regularly identified.

EYFS Profile

The EYFS requires that all children are assessed in the final term of the year in which they reach the age of 5 (Summer Term of Reception) and no later than 30 June. This assessment is called the EYFS Profile.

At Warwick Prep, this is completed by the required date and passed to parents together with an end of year Report. Throughout a child's time in the EYFS, the profile is completed in stages. At the end of the Reception year, the Reception teachers complete the EYFS profile based on what they, and other staff caring for the child, have observed over a period of time. Each child's level of attainment is assessed against the Early Learning Goals.

The result of the profile indicates whether children are meeting the expected levels of development, or if they are not yet reaching levels. This is indicated as having an 'emerging' development.

This Profile is passed to Year 1 teachers who then plan an effective and appropriate curriculum for each child, taking into account their previous learning and current attainment level.

Our EYFS profile results are reported to Warwickshire Local Authority upon request.

Information for Parents

We endeavour to involve parents openly in our school and communicate with them regarding assessment and their child's progress in a number of ways, including: daily contact at drop off and pick up; regular invitations into school to observe work and be part of special events (Sports Day, Christmas productions, Open Classrooms, Open Mornings etc.); by indicating to parents that we are happy to see them at any stage, should they, or we, have any concerns or worries; through regular Parents' Evenings; report writing; sharing and sending work home; 'Wow cards' and 'House Cards' recording special achievements at home, 'Special Praise' certificates and at the end of the Foundation Stage, through sharing the EYFS profile. Much of this information sharing is carried out via Seesaw.

A range of homework tasks are shared with parents via 'Seesaw', an educational online platform. This allows the children to record work digitally in the form of videos, photographs and uploaded worksheets and share them with their class teacher. The parents and child are then able to view the teacher's feedback.

Written communication on progress and attainment.

Parents are provided with four written reports on their child's progress within the EYFS (assuming the child starts in the Autumn Term of Nursery and continues through until the Summer Term of Reception). In the Summer Term this report is separated into the seven areas of learning. Where appropriate pupils are set targets, many of which directly correlate to the early learning goals.

The written report is a summary of the child's progress and attainment in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. These are completed in June and sent to parents in early July each year. Following the issue of these documents, parents are invited (if they wish) to discuss the report / profile with their child's class teacher. Shorter reports are also written in December.

Verbal communication on progress and attainment

Regular parents' meetings are scheduled throughout the academic year. At such meetings, parents are given individual feedback on their child's attitude, progress and attainment. These are normally held early in the Autumn Term, during the Spring Term and then for Reception parents. A meeting may also be held after the End of Year Report and EYFS Profile have been issued towards the end of the Summer Term, if more discussion is required. Where a child is under the watch of the SENCO, or has an identified learning difficulty, additional meetings will be held, as required.

In addition, observations are shared weekly with parents.

If, at any time, progress in any area gives cause for concern, parents of the child will be involved with discussions about how best to support their child.

Other communication

Prospective parents are able to request a copy of the school's Admissions Policy, Complaints Policy, EYFS Policy, Equal Opportunities Policy and a number of other named policies. The Foundation Child Protection & Safeguarding Policy is available for immediate download, as is the SEND Policy and SEND Information Report Statement.

Detailed information is gathered from parents prior to their child starting at the school. This includes information about who has legal contact with the child and who has parental responsibility. Home details, emergency contact numbers, dietary requirements, preferences or food allergies that a child may have, special health requirements, confidential information to support learning, any history of learning difficulties and details of any additional languages spoken are also gained prior to a pupil being admitted to the school.

All parents provided with an online link to the Parent Handbook prior to their child's start date and then directed to annual updates which are downloadable from the school website.

The following information is also made available to parents of children in EYFS:

- how parents and carers can access more information about the EYFS;
- the range and type of activities and experiences provided for children;
- the daily routines of the setting;
- parents and carers can share learning at home;
- how the setting supports children with SEN or disabilities;
- food and drinks provided for children;
- details of policies and procedures, including
- the procedure in the event that a parent/carer fails to collect a child;
- the procedure for dealing with the circumstance of a child going missing at, or away from, the setting;
- staffing in the setting;
- the name and role of the child's key person and their role;
- an emergency contact number for parents to use.

Before starting the school, the parents are issued with parent secure log in for the website, which gives them access to other information relevant to their child's forthcoming education at the school, such as the range and type of activities and experiences provided for the children (termly Learning Journeys posted on the website), the daily routine (listed in the Parent Handbook), staffing (listed in the EYFS Policy) and drinks (listed in the Parent Handbook, with school lunchtime menus provided also downloadable from the website). This policy is also downloadable from the website.

A staff list is accessible to parents on the school website, as well as all contact information relating to the school (although the latter is also detailed in the Parent Handbook).

For September starters, parents are invited to 'New Entrants Morning' where they are able to gather more information directly relating to their child's imminent start as well as organise uniform and purchase essential items etc. Pupils are invited into the school as detailed within the school's Admissions Policy.

Prior to the start of each academic year, parents are invited to attend 'Welcome to Nursery' and 'Welcome to Reception' meetings. The purpose of these meetings is to give parents a flavour of the year ahead; types of activities the children are to experience, daily routines, staffing, arrangements for food and drink etc. For parents who have children coming into Nursery, this meeting is positioned prior to taster sessions, so that parents have an opportunity to hear about these, and ask questions before their child attends this short, informal session.

Prior to a child starting in Nursery and Reception, a leaflet detailing ways parents can help prepare their child along with photos of key staff is provided.

Where ISI notifies providers in advance of the period in which an inspection will take place, this information is passed on to parents. Any inspection reports are provided to all parents. Most recent reports are downloadable from the school website.

Health and Safety

Risk Assessments

There are a number of written risk assessments in place specifically relating to the EYFS. The school recognises that although not all risk assessments need to be recorded in writing, this is the best way to ensure all staff who need to know about measures in place to minimise risks have access to such information. Written risk assessments are reviewed annually or earlier, if deemed necessary or if an accident occurs and so lessons are learned. The Foundation Head of Health and Safety works alongside the Deputy Head who liaises with the Head of Pre-Prep, Head of Nursery and Reception Coordinator to ensure the school's risk assessments are appropriately managed where specifically related to EYFS children.

Daily checks of the EYFS play areas are made. A record of these is kept. It is the responsibility of the Head of Pre-Prep to monitor that checks are being carried out. Other areas used by EYFS pupils are checked regularly.

The Foundation Health and Safety team will carry out audits and draw up risk assessments regularly. Every effort is made to ensure hazards to children, both indoors and outdoors, are kept to a minimum. The Head of Pre-Prep and Head of Nursery attend termly Health and Safety Committee meetings.

The School Site

Nutrition

Regular food hygiene and allergen training is provided for staff who are involved with the preparation and handling of food. Food that is prepared is healthy, balanced and nutritious. Parents are asked to support healthy eating by providing appropriate, nut free, and break time snacks for their child, although fruit is provided by the school, daily. Further detail is included in the Parent Handbook. Allergen training is provided for a number of staff.

Information relating to any special dietary requirements, preferences and food allergies that a child has (and any special health requirements) are sought from parents prior to their child starting at the school. We record and act on such information.

Warwick Prep School is a 'Nut Aware School'.

All EYFS pupils have access to fresh drinking water throughout the school day.

Educational Visits within the EYFS

Educational visits planned within the EYFS are subject to the Warwick Independent Schools Foundation Policy for Educational Visits and the Prep School Procedures. These policies and procedures should be read in conjunction with this policy. The Deputy Head is the Educational Visits Co-ordinator and oversees all trips, including those involving EYFS children.

Full risk assessments for all EYFS visits are carried out, (including an assessment of the required adult: child ratios). Ratios are carefully considered to meet the specific needs of the cohort and the nature of the trip. Even when trips are repeated annually, risk assessments are fully reviewed to ensure relevance to the particular cohort of pupils who will be attending.

Parental consent for each and every educational visit for EYFS children that takes them off the Foundation's site, is sought. This is managed through an electronic system.

There is always at least one Pediatric first aid trained member of staff on every EYFS trip, but often more.

Missing Children

The school has a policy and procedures in place in the unlikely event that a child might go missing either during the school day or on a school trip (Missing / Uncollected Child Policy). This document can be downloaded from the school's website.

Collection of pupils

At the end of the school day children in the EYFS are not allowed to leave the premises unsupervised and are only dismissed to their parents or another named adult for whom permission has been granted by a parent. If in any doubt about collection arrangements practitioners will always contact a parent to confirm.

The school has a policy and procedures in place in the event of a pupil not being collected from school at the expected time (Missing / Uncollected Child Policy). This document can be downloaded from the school's website.

At all times that there are pupils on site a member of the school's SLT is on site.

Safeguarding and Pupil Welfare

Warwick Independent Schools Foundation has a Child Protection & Safeguarding Policy which details information relating to EYFS as well as the rest of Warwick Preparatory School and the other Foundation Schools. All staff are aware of this policy and where to find it (on the website). They are required to indicate to the school on an annual basis, that they have read the policy.

The EYFS follows guidance for safeguarding as detailed by statutory and ISI requirements and works within the guidance of the Independent Safeguarding Authority. All staff linked with EYFS are listed on the school's central register and appropriate checks made and records kept.

The Head of Prep is the schools Designated Safeguarding Lead (DSL). However, the Head of the Pre-Prep takes responsibility for safeguarding within EYFS and is the schools Deputy Designated Safeguarding Lead (DDSL). In addition, the Headmistress and Deputy Head are trained DSLs. Together, they are responsible for child protection across the school. All these staff are qualified to take lead responsibility for safeguarding children within the EYFS setting and liaising with the local children's service agency accordingly. They can provide support, advice and guidance to any staff on an ongoing basis, and on any specific safeguarding issued as required. These designated members of staff attend regular WSCB training meetings and update their training every two years. Regular training and updates enable them to identify, understand and respond appropriately to signs of possible abuse and neglect.

Any allegations of abuse will be reported directly to WCSB without delay. The school understands that it has no duty to investigate such allegations or do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

On occasion, the school may provide community service placements to sixth formers within the Foundation, work experience placements or Duke of Edinburgh volunteering placements to pupils of school age. These pupils are never left unattended with pupils or given sole responsibility for individuals or small groups of children; they will always work under the careful guidance and scrutiny of the class teacher or another member of staff who has enhanced DBS clearance. These

pupils will never be allowed to accompany pupils to the toilet.

Where work experience placements are offered for students over the age of 18 and outside the Foundation, a DBS will be carried out prior to the student starting his or her placement at the school. All work experience students are carefully monitored and never left with sole responsibility for EYFS pupils; they will always work under the careful guidance and scrutiny of the class teacher or another qualified member of staff.

Where the school uses agency staff, full safeguarding procedures are adhered to and relevant checks are made.

Any member of staff who is suspected of being under the influence of alcohol or any other substance which may affect their ability to care for children, will be removed from the setting immediately. Any member of staff or parent who suspects this of a colleague or other practitioner should report their concern immediately to a member of the school's leadership team.

Where staff are on medication which may affect their ability to care for children, medical advice will be sought.

Staff are advised that any medication brought onto the premises must be securely stored out of the reach of children at all times. In order to achieve this, every classroom has an area available that is out of bounds to children.

The school has a Behaviour Policy in place which is applicable to the whole school including EYFS. It meets all EYFS requirements and details that corporal punishment will not be used. The school keeps a record of any occasion where physical intervention is used and parents are informed on the same day, or as soon as is reasonably practicable.

The named person responsible for behaviour management in the Early Years is the Head of Pre-Prep, Mrs Gill Smeeton.

Use of mobile phones and digital photography

The school will only take and use images/films that are appropriate and are considered not to be open to misuse.

Children have their photographs taken to provide evidence of their achievements for developmental records. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of EYFS children for their own records.

Parents are requested to write to the Headmistress if they do not wish their child's photo to be taken or used, in line with the Foundation Terms and Conditions and Use of Images policy.

Any photographs that are taken on school equipment and stored on the school's computers or network are password protected. They are printed in the setting by staff

and images are then removed from each iPad or camera's memory. Photographs may be taken during indoor and outdoor play and displayed in albums or a child's development records for children and parents to look through. Often photographs may contain other children in the background.

Parents are permitted to video record **their own children** during organised school activities such as Nativities and other productions but are always reminded that photos are for their own personal use and should not be uploaded to any social media site. Parents are not permitted to take informal photographs around school of either children or work displayed and are reminded that mobile phone use in the building is not allowed.

Staff mobile phones are left with personal belongings and only used away from children. There is a clear expectation, for example, that all personal use of mobile phones is limited to times when staff are not supervising or responsible for children.

Staff, visitors, volunteers and students are not permitted to use their own cameras or mobile phones to take or record any images of Early Years Foundation Stage pupils for their own records.

All mobile phone use is open to scrutiny and any member of the leadership team may withdraw or restrict authorisation for use at any time, if it is to be deemed necessary.

Pupil Records

The school keeps information on each child within the EYFS setting, as required by ISSR regulations.

Information regarding children receiving the free entitlement to early years provision as part of the Early Years Census is completed by the Headmistress' PA and submitted to the local authority.

Records relating to individual children are retained for a reasonable period of time after which they have left the EYFS provision, in line with current legislation.

Before and After School Care

Whilst formal school does not start until 8.40am, the children are supervised from 7.45am. Reception children are signed in and then play in the Reception playground until 8.30am (weather permitting) or have a story in the Open Area. Children in Nursery are supervised from 7.45am within the Nursery building and/or garden.

Pupils in the EYFS are able to stay for After School Care. After School Care runs from 3.50pm until 5.45pm. The After-School Coordinator is responsible for the day to day running of After School Care in conjunction with the Head of Pre-Prep.

Ratios for EYFS children who attend after school care are calculated on 1:8 ratio or 1:13 when EYTS/ EYPS staff are present.

Through our after-school provision, we aim to ensure children of Early Years age are suitably cared for and provided with a safe, stimulating and engaging environment.

Moving between settings

Where a pupil joins the EYFS of Warwick Preparatory School during the academic year or at the start of the Reception or Nursery year, the Head of Pre-Prep will ask for records to be forward from the child's previous setting along with a completed bespoke Warwick Preparatory School EYFS Transition Form.

Where a child moves from Warwick Preparatory School to another EYFS setting, records (including the child's Learning Journal, EYFS profile data, all Child Protection Information most recent written report and any other assessment made in respect of the child) will be forwarded by the Head of Nursery as good practice, or within 15 days of a request from the new provider. The book showing photographs of the child's time in Nursery, will normally be passed directly to the parents of the child as a memento of the time spent in the Nursery at Warwick Preparatory School.

Complaints within the Early Years Foundation Stage

Warwick Independent Schools Foundation has a Complaint Policy. EYFS complaints information and procedures are clearly detailed within this.

Equal Opportunities

The school has an Equal Opportunities Policy in place which is downloadable from the school website.

The school has a detailed SEND Policy and EAL Policy which indicates how curriculum provision for children across the school and within the EYFS is catered for. The school's Curriculum Policy details how the school including EYFS aims to promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disability, gender or ability. The Foundations Admissions Policy and SENDA plan also have detailed additional information.

Monitoring and Evaluation

At Warwick Preparatory, the Senior Leadership Team will monitor the practice and effectiveness of this policy and make changes as appropriate. It will be reviewed annually or earlier, if required