



MALDON COURT

PREPARATORY SCHOOL

14a & c

EYFS Policy

Reviewed by: S. Wayman and K. Callaghan
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Maldon Court Preparatory School

Early Years Foundation Stage Policy

School Aims

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes: 11+, scholarships and entrance to schools with Specialist Status.
- Children develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: both in the local and wider community.

Introduction

The Early Years Foundation Stage (EYFS) at Maldon Court consists of Nursery 1, Nursery 2, Pre-Reception and Reception.

The Principles of the EYFS

We believe the principles of the EYFS, **A Unique Child, Positive Relationships, Enabling Environments and Learning and Development** are important as a child's learning and development is not an automatic process; it depends on each unique child having opportunities to interact in positive relationships and enabling environments, with teaching and support from adults.

Our practice therefore starts with the child and their interests, abilities and skills. In our Foundation Stage, we offer a play-based curriculum, inside and outside the classroom. This is carefully organised and planned for and includes opportunities for children to learn through a wide range of experiences. Play is fundamental to children's development, building their confidence as they learn to explore, think about problems and relate to others.

A Unique Child

With our small class sizes, our experienced, dedicated staff can offer a personalised journey through the EYFS. We believe every child is a unique child who is consistently learning and can be resilient, capable, confident and self-assured. Staff observe each child's development and learning, assess their progress and plan for their individual next steps. We also consider parental contributions and then link activities to children's interests and needs. We identify any need for additional support and children are also supported to develop a positive sense of their own identity and culture. We keep children safe, valuing and respecting all children and their families equally.

Each child has a Learning Journey that is shared with parents and they are encouraged to contribute to this. These journals include comments, observations and a photographic insight into activities undertaken by the child.

Positive Relationships

Children learn to be strong and independent through positive relationships and our key worker system. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. Our Early Years practitioners are sensitive and responsive to each child's needs, feelings and interests and are supportive of each child's own efforts and independence. We have high expectations and are consistent in setting clear boundaries. We build caring relationships between the staff and children and support children to build positive relationships with their peers, fostering a sense of belonging. We welcome shared communication between practitioners, parents/carers and children, building a triangle of trust.

Enabling Environments

Children learn and develop in enabling environments, with teaching and support from adults, who respond to their individual interests and needs. Located in the heart of Maldon, we use the local facilities on a regular basis so that children can experience the wider community.

Our Early Years provision is organised into our purpose-built Nursery class for one to three-year olds, Pre-Reception class for three to four-year olds, and the Reception class for four to five year olds. All classes have stimulating resources relevant to all the children's cultures and communities as well as our enhanced provision that introduces children to other religious and cultural beliefs. Our staff plan for rich learning opportunities through play and support the children to take risks and explore. In our Foundation Stage, we provide a positive, caring, safe, and stimulating environment with emphasis on the all-round development of the child and support them to achieve their full potential. Children are encouraged to grow in confidence and become

independent. We embrace the individual and understand that each child is different, and their learning requirements and styles are unique too.

We aim to provide our children with knowledge, skills and experiences in a hands on, holistic way so that all learning is embedded in a meaningful context. Our learning environment enables children to demonstrate the characteristics of effective learning and our staff, support the children in **playing and exploring, active learning, creating and thinking critically**. We do this through a personalised, flexible curriculum that engages and motivates our children.

All our EYFS classes have access to the outdoor learning environment. Resources are clearly labelled and accessible for children to self-select.

British Values

What does it mean for us?

The fundamental British values of ‘democracy’, ‘rule of law’, ‘individual liberty’, ‘mutual respect’ and ‘tolerance for those with different faiths and beliefs’ are already implicitly embedded in the 2021 Early Years Foundation Stage curriculum and practice.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty).

Our interactive, visual timetable shows how we incorporate the British Values into the children’s day.

Democracy:

- Children know their views count and their opinions are important
- Children make decisions together and share ideas on what they would like to do during the day
- Activities involve turn-taking, sharing and collaboration
- Enquiring minds are developed in an atmosphere where questions are valued
- During circle time children take turns, listen to others, and learn to value and respect the contributions made by others in the group.
- We work together to create an environment where it is ‘safe’ to make mistakes, share thoughts and ideas, and to explore different views.

Rule of law:

- Rules are discussed daily and this in turn helps children to take turns, share and compromise
- Children learn to understand their own and others’ behaviour. We encourage and support children to learn how to distinguish right from wrong

Individual liberty:

- Children learn to develop a positive sense of self. Learning opportunities allow children to develop their self-knowledge, self-esteem and increase their confidence within their own abilities
- There are a range of experiences that allow children to explore the language of feelings and responsibility and to reflect on their differences
- Children engage in and actively challenge gender-specific tasks and activities
- Children are supported to follow and develop their own interests and ideas

Mutual respect and tolerance:

- Our learning environment includes values and promotes different faiths, cultures, views and races
- Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences
- Diverse attitudes are promoted, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
- Children learn about the world around them – both locally and further afield through topics, local trips, stories and discussions
- Various religious festivals, faiths and cultures are celebrated for the children to learn and understand differences

Learning and Development

We work in partnership with parents and/or carers, to promote the learning and development of all children in our care. Our thematic curriculum offers enriching experiences among the seven areas of learning and are supported by the children's interests.

The areas of learning and development

Prime Areas:

- **Communication and Language**
This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; develop their vocabulary; and to speak and listen in a range of situations.
- **Physical Development**
This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. It involved developing their fine and gross motor skills.

- **Personal, Social and Emotional Development**
This 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 behavior in groups and to have confidence in their own abilities

Specific Areas:

- **Literacy**
This involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics**
This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, subitising, calculating simple addition and subtraction problems; and to describe shapes, spaces, measure and numerical patterns.
- **Understanding the World**
This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, the past, and the environment.
- **Expressive Arts and Design**
This 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.

Characteristics of Effective Learning

All EYFS classes ensure all children are supported in developing and extending the Characteristics of Effective Learning. Teachers support the development of the Characteristics of Effective Learning during child-initiated times and can plan the enhanced provision and activities accordingly. Each Characteristic of Effective Learning statement is interpreted differently to correspond with each age range. These are evidenced on Observation sheets in the children's assessment files.

Assessment

All classes complete a baseline assessment with each child, during the first half term. This plays an important part in helping form a holistic picture of the child to enable parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. We encourage parents to contribute to their child's baseline by completing an 'All About Me' booklet at the start of each academic year.

We use ongoing assessment (also known as formative assessment) as an integral part of the learning and development process. We observe children throughout their child-initiated learning to understand their level of achievement, interests and learning style. We use these observations

to plan the children's next steps in their learning. Each EYFS class uses Tapestry to record the children's learning and development. This is used as a working document throughout the child's time in the EYFS. Tapestry is also used to inform parents of daily observations and updates. In certain assessment areas, such as Phonics books, we use a termly colour-coded system to ensure consistency throughout the EYFS.

Within Nursery and Pre-Reception, we assess the Prime Areas. We assess the Prime and Specific areas of learning within Reception.

We keep parents and/or carers up-to-date with their child's progress and next steps through our open-door policy, daily updates, parent's evenings and annual reports. We address any learning and development needs in partnership with parents and/or carers.

In Nursery, the two-year-old check is completed shortly after a child turns two and is completed in conjunction with the parent and the practitioner as necessary. The local Health Visitor is contacted by the Nursery Manager if there are any areas of development that they wish to discuss. Parents can share the report with their Health Visitor if they wish. The assessment is considered together to gain an all-round view of the child.

We use summative assessment termly to assess where children are in their stage of development. Areas of development for individual children are identified. Our planning is adapted accordingly to support any gaps in learning.

In Reception, we complete 'PIRA' and 'PUMA' summative assessments within the spring and summer terms.

At the end of the Early Years Foundation Stage, we assess children against the Early Learning Goals. The Early Years Foundation Stage Profile is completed in the summer term with the data being sent to Essex County Council. 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. We indicate whether children are at expected levels of development, exceeding, or not yet reaching expected levels ('emerging'). Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. We use the EYFSP exemplification materials to support us in our judgements and attend relevant training. We liaise with local schools to support our understanding of ELG expectations.

Staff

The Foundation classes have classroom assistants appropriate to the staff ratio statutory requirements, who work alongside the foundation stage teachers/manager. Appropriate training is given to classroom assistants ensuring that the children benefit from having two adults in the classroom. The Nursery staff are all Early years trained and always in ratio with a minimum of two staff members at all times.

Staff in the Early Years Foundation Stage / Supervision of pupils in the EYFS

Name	Position	Qualification
NURSERY 1 and 2		
Mrs Kim Callaghan	Nursery Manager	CACHE Level 5
Miss Lynne Jiggins	Nursery Practitioner	NNEB
Miss Kerry O'Reilly	Nursery Practitioner	CACHE Level 3
Miss Maddie Blackmore	Nursery Practitioner	CACHE Level 3
Miss Courtney Bailey	Nursery Practitioner	CACHE Level 3
Pre-Reception		
Mrs Sophie Kennedy	Pre-Reception Manager	CACHE Level 3
Miss Lisa Hansell	Pre-Reception Practitioner	CACHE Level 3
Mrs Clare Yeaman	Pre-Reception Practitioner	
Reception		
Miss Sophie Wayman	EYFS Coordinator / Reception Teacher	BEd - QTS
Mrs Nicola Elweiler	Teaching Assistant	
Mid Days		
Mrs Alison Norton	Pre-Reception MDA	NNEB
Ms Nicola Elweiler	Reception MDA/Teaching Assistant	
Miss Natasha Hall	MDA Supervisor/Teaching Assistant	
Mrs Susan Turner	MDA	
Mrs Kirsty Hancock	MDA	
Wrap Around Care		
Mrs Alison Norton	Wrap Around Care Practitioner	NNEB
Miss Lisa Hansell	Pre-Reception Practitioner	CACHE Level 3
Miss Lynne Jiggins	Nursery Practitioner	NNEB
Ms Nicola Elweiler	Reception MDA/Teaching Assistant	
Miss Maddie Blackmore	Nursery Practitioner	CACHE Level 2
Specialist Teachers		
Mr Richard Coyle	PE	
Miss Suzanne Broadbridge	PE	
Staff Inductions and DBS information can be found in the Headteacher's office.		

Ratios

Level of Supervision during Class Time including Music and PE	
Under 2 years – ratio 1:3	One Level 3 and half of staff to be Level 2 per 3 children
2 years – ratio 1:4	One Level 3 and half of staff to be Level 2 per 4 children
3 years and over – ratio 1:8	One Level 3 and half of staff to be Level 2 per 8 children
3 years and over – ratio 1:13	EY Teacher status/Level 6 and one Level 3 per 8 children
Reception Class - ratio 1:30	Qualified Teacher Status'
Paediatric must be on site	

Level of Supervision at Lunch Times		If Mid Day away
<i>Children should be within sight and hearing of qualified staff but must be within sight or hearing.</i>		
Nursery – Ratios as during class time		
Pre-Reception 3 years and above Up to 16 children	– Ratios as during class time	ISI – ‘ If reduction in level of qualifications for Mid-Day staff we will ensure relevant staff in vicinity and readily available to support when needed’
Reception	Level 3 – for 8 children under 5 years Half of staff to be Level 2 - for 8 children under 5 years No relevant qualification - for 8 children under 5 years	
Pediatric must be on site		

SEN

The school has a SENCO, who liaises with the Foundation Stage staff. The children are carefully monitored to ensure that they make the best possible progress. Parents are regularly kept informed of their child's progress and are encouraged to support and help their child's learning. We liaise with outside agencies depending on the needs of the individual child.

Key Person

Each child is assigned a key person and the parents and/or carers of the child will be advised of the name of their child's key person. The role of the key person is to ensure that every child's learning and care is tailored to meet their individual needs. The key person will engage with and support families in guiding their child's development at home. They should also help families engage with more specialist support where appropriate. The key person will monitor the children and notice patterns in observations to ensure intervention is given for extra support as necessary.

Parental Involvement

Parents and/or carers are encouraged to take an active part in their child's education through contributing to their Learning Journey's, Tapestry, Achievement Tree, home learning activities and transition etc. We encourage parents to use our open-door policy and welcome any feedback.

Parents are invited in to attend meetings throughout the year, where we inform them how we teach certain areas and how they can support at home. In Reception, we hold a reading meeting within the first half-term of the new academic year. All classes within the school hold a Transition meeting in the summer term. Regular letters are sent out to keep parent/carers informed.

Classroom Routines

Our school day encompasses a balance of child initiated and adult directed activities.

The children are encouraged to independently prepare for the day. Examples of this include putting their items in the correct place and self-registering.

Children are given responsibility to help each day, such as being the line leader and snack helper. In reception, a child is nominated to be a Form Captain.

Nursery and Pre-Reception children are offered milk and a fruit snack twice a day. Reception children bring in their own healthy snack. All children are provided with water throughout the day.

A healthy lunch is provided for children and dietary needs are catered for. We support children with their fine motor skills by encouraging them to use their cutlery correctly. This further supports the children's social development as it creates opportunities for the children to talk to their friend, express themselves and take part in conversations. It is also a time for children to learn good manners in a socially acceptable way, such as saying thank you and waiting for others before starting to eat.

Dietary requirements due to allergies, religion or way of choice are respected. This information is collated when children join the school or when changes occur.

Members of the Whole School

The EYFS children are part of the whole school and Pre-Reception and Reception attend daily assemblies. To support Nursery 2 transitions, they attend assemblies later in the year.

The children are placed into a house and are rewarded stars for good work, effort, manners etc. which go towards the Whole School House Point System. We participate in whole school events such as Harvest Festival, Christmas Carol Service, Grandparents Day, Open Days and Prize Giving.

We say the school prayers daily, at the morning assembly, before lunch and at home time.

Extra Curricular Clubs

In the Spring term, Reception children are invited to attend extra curricular clubs such as Art club, DT club, Baking club, and a Construction club.

Our Local Community

Close access to the local environment allows us to give the children a rich experience of the town and its amenities. With parental consent we access the wider environment and for example plan visits to visit local gardens, the town, the library and the prom.

We foster links with the local community and welcome visitors, family members and members of the local community e.g. nurses, doctors, fire officers, police officers to enhance our provision.

EYFS Planning

We consider the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development.

Long Term Planning

Within our long term planning, we plan our topics for the academic year. We take into account Festivals, Charity Days, local celebrations, school calendar events and academic enrichment days, for example Science Week.

Medium Term Planning

Our medium term planning is an overview of our weekly topics, listing activities across the seven areas of learning.

Short Term Planning

The short term planning specifies the observation, assessment and planning cycle. It provides a weekly overview of teaching and learning activities covering the seven areas of learning. We plan opportunities for the development of the characteristics of effective learning. Directed activities are differentiated for HAB, MAB and LAB to meet the needs of individual children.

We adapt our learning environment in response to the children and adult's interests. We use spontaneity in our daily practise and adapt our planning accordingly.

Differentiation

We monitor all children's progress and attainment on an ongoing basis through daily observations, discussions with Foundation staff and formative assessment. Extra support is

provided to individual children if needed. We complete a differentiation plan which sets targets and assesses progress made by the individual child. We liaise with specialist support if needed.

For children whose home language is not English, we take steps to provide opportunities for children to use their home language in play and learning. We identify the languages spoken at home during our transition process.

Transition

All parents and/or carers are invited to visit the setting before their child starts and can bring their child for a transition session. We foster parental engagement and welcome them into school. All parents are given a Handbook that relates to their class, parent consent booklets and other relevant school information. Parents are asked to fill in an 'All About Me' booklet' to help us get to know their child before they start. Parents are further invited to share any further information or any concerns relating to their child's progress with the staff in a more formal one to one meeting.

We have a whole-school Transition Day in the summer term where every child spends the day in their new class with their new teacher. Parents and/or carers are invited to attend a Transition meeting. In the EYFS, we plan additional transition mornings for the children to spend time in their new learning environment.

Home Learning

We further develop our home/school partnership by providing optional home learning activities and resources such as colour, number and letter recognition. In Reception, reading books are sent home when the child is ready.

Safeguarding and First Aid

For safeguarding and first aid information please refer to our whole school policies.

Risk Assessment

EYFS staff complete daily risk assessments to quickly identify any hazards or damaged equipment both inside and outside. The daily check also includes staff ratios and hygiene checks.

Children that need to be changed due to toilet accidents or other, is done so in the correct hygienic manner with the use of gloves. Staff changing nappies wear gloves and aprons whilst doing so. Nappies are placed in a separate bin to other waste, which is collected by a hazardous waste company and disposed of correctly.

Staff Development

Staff training is kept up to date in accordance with the EYFS requirements. All staff working in the Foundation Stage are conversant with the EYFS Framework and our procedures for observation, assessment, record keeping and planning.

Staff take part in regular school based INSET training and attend courses to ensure their training is up to date. The identification of training needs and opportunities for continued professional development for teaching and non-teaching staff takes place through regular staff supervisions.

The supervision provides support, coaching and training for the practitioner and promotes the interests of children. The supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. A development goal is discussed and set during supervision.

Opportunities are also available at any time for staff to meet with their line manager to discuss any issues, particularly concerning children's development or wellbeing; to identify solutions, to address issues as they arise; and receive coaching and support to improve their personal effectiveness.

Wrap Around Care

Foundation Stage children may have breakfast and /or tea in our Wrap Around Care provision. Breakfast and After School Care is currently held in the main hall. All EYFS children access breakfast in the hall. Reception only access After School Care in the hall. Pre-Reception children join Nursery for After School Care until 4:30pm where they are then taken to the main hall.

Level of Supervision during Wrap Around Care	
Reception and above 1:30 Age 3 years and above 1:13 Age 3 years and below 1:8	Teacher Status
KSI and above 1:20 Reception– 1:8 (recommended as best practice)	One member of staff Level 3 / One member - No relevant child care qualification
Under 2 years – ratio 1:3	One Level 3 and half of staff Level 2
2 years – ratio 1:4	One Level 3 and half of staff Level 2
3 years and over – ratio 1:8	One Level 3 and half of staff Level 2
3 years and over – ratio 1:13	EY Teacher status/Level 6 and one Level 3
A Paediatric First Aider is on the site always.	