



Kimbolton School
Cambridgeshire

PREPARATORY SCHOOL EARLY YEARS FOUNDATION STAGE POLICY

Policy owner: Prep Head
SLT Policy: Prep Head
Policy Summary Statement: This is our policy covering Early Years Foundation Stage at the Preparatory School.
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DfE Exemption

At Kimbolton Preparatory School we deliver a broad and balanced curriculum based on the EYFS Framework. Our spectacular school grounds, extensive facilities, extra opportunities, and small class sizes mean that our children are provided with an outstanding start to their education. We meet the EYFS safeguarding and welfare requirements with which the school must comply.

The EYFS at Kimbolton Preparatory School has been granted an exemption from the Department for Education with regard to the learning and development requirements of the EYFS Framework for children aged three to five.

Introduction

‘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 EYFS, Department for Education, 2023)

At Kimbolton Preparatory School we recognise that every child is a unique individual and we support and encourage each child to develop as a competent learner. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing work creations and rewards, to encourage children to develop a positive attitude to learning. Individual success is celebrated every Friday in the Achievement Assembly.

Entry into our school is at the beginning of the school year in which the children are five. Children joining our school have already enjoyed a wide range of learning experiences from their previous settings and experiences at home.

We recognise and value the diversity of individuals within the school and do not discriminate against children. All children in Reception are treated fairly, regardless of race, religion, culture, gender or abilities. All children and their families are valued within our school. The whole school shares the school values Courage, Curiosity, Kindness, Endeavour and Integrity through the ‘One School, one Family’ vision.

In our school we believe that every children matters. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. 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 play strategies based on children’s learning needs.
- providing a wide range of opportunities to motivate and support children and to help them to play effectively in the classroom and in our outdoor environment.
- providing a safe and supportive play environment in which the contribution of all children is valued.



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- using resources which reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and taking action to provide support as necessary.
- Developing excellent home school communication and good parent partnerships and using the Tapestry platform to support this.
- We share and encourage all to work towards the school values of Courage, Curiosity, Endeavour, Integrity and Kindness.

Safeguarding and welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

(Statutory Framework for the EYFS, Department for Education, 2023)

Staff are trained regularly on safeguarding during Inset training as well as receiving regular updates from the Whole School Designated Safeguarding Lead.

At Kimbolton Preparatory School we understand that we are legally required to comply with the safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage, 2023.

Positive Relationships

At Kimbolton Preparatory School we recognise that children learn to be strong and independent through forming secure relationships. We aim to develop caring, respectful, professional relationships with the children, their families and previous nursery settings.

We understand that parents are children's first and most enduring educators. As such, we value the contribution they make and strive to form positive parent partnerships.

We do this by:

- A member of the Early Years Team will make contact with all children usually in their Nursery or in their home setting prior to the children starting school.
- Planned orientation, settling in days prior to starting school as well as NK |(New Kimboltonian day) when children spend a morning at school and meet their teacher.
- Communicating with parents about their child before they begin in September.
- Inviting the children to spend time in the Reception classrooms with the teachers before they begin in September. This is an opportunity for parents to talk to Reception staff and for children and parents to become familiar with the setting.
- Offering parents regular opportunities to talk about their child's progress.
- Encouraging parents to talk to the teacher if there are any concerns.
- Formal meetings for parents are held in the Autumn and Spring terms at which the teacher and parent discuss the child's progress.
- Parents receive a report on their child's attainment and progress at the end of the school year. A meeting can be requested at any time with the teacher to discuss any concerns.



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- A range of activities throughout the year that encourage collaboration between child, school and parents e.g. prize giving/celebration/parents drop-ins, Nativity performances, Sports Day, social evenings and information events which the teachers attend.
- 'Open Doors' opportunities over the term when parents can come into the class in the morning to see the learning environment
- Encouraging any achievements at home and in the wider community to be shared with school and the class (including Friday Achievement Assemblies).
- Inviting two parents to act as a liaison for the reception year parent community, providing information and reassurance to new parents.
- Providing parents with topic information to help them support school study and contribute any information that they may have.
- Providing parents with information packs at the beginning of the school year, including a timetable.
- Providing regular communication with home through the child's reading record, daily face to face opportunities to communicate at the start and end of day as well as Tapestry (our online learning journal).
- Curriculum talks in the Autumn term and at any other times when new schemes of learning or approach to learning are being introduced.

All staff involved with the EYFS strive to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the Reception Team supports and contributes to all the children's learning and development. We have excellent links with Kim Club (before and after school care), where the children may arrive early and have breakfast, or stay beyond 4.05pm. We have opportunities to liaise daily with the Kim Club staff at handover in the morning and after school.

Inclusion

Every child matters. We value the diversity of individuals within the school and give our children every opportunity to achieve their best.

'All about me' booklet with their parents, identifying the people important to them, things they would like us to know about them, foods they like as well as additional languages they may speak at home and any religious festivals they may celebrate. Throughout the year children become more confident and expressive and begin to share their own experiences and beliefs which we can then celebrate.

We encourage children to share their cultural experiences during festivities and we also have opportunities for parents to visit. For example during 'Languages week' we invite parents in to talk to the children about their home language. Thus further emphasising 'One School, One Family'.

In the EYFS we set realistic and challenging expectations-tailored to the needs of our children, so that most achieve the Early Learning Goals by the end of the Reception year. Some pupils progress beyond this point. We achieve this by planning to meet the needs of all children, including those with special educational needs, of children who are more able, of children with disabilities, of children from all social, cultural and religious backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.



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This is achieved through the delivery of differentiated lessons. Some children work in smaller groups with adult support, others may need one to one support. Some children benefit from 'stretch and challenge' - the need for further questioning, a deeper explanation, a more complex task. We regularly liaise with the Academic Support Team to discuss children of concern.

Kimbolton Preparatory School is committed to providing a teaching environment conducive to learning outlined in our Equal Opportunities Policy. Each member of the school community is valued and respected.

The Learning Environment

The Reception unit includes two indoor classrooms and an outdoor area which are organised to allow children to explore and learn securely and safely. There are zoned areas where the children can be active, creative or be quiet and rest. The classrooms are set up in learning areas, where children can find and locate equipment and resources independently. Resources and learning areas are shared within the unit.

We have a variety of books and displays to reflect all children's abilities, interests, beliefs and cultures. Our 'Wow Wall' captures lots of wonderful work that individuals complete and we celebrate their achievements here. We are lucky to have our own library too where we can broaden the children's knowledge and experiences with visits.

EYFS children have access to the outdoor learning environment each day. We operate a self-registration system so we are all aware of which children have been outside and everyone can have a turn if they choose. There is an emphasis on fine and gross motor development when planning our outside learning, to work alongside all the areas of development within the EYFS framework. The children are encouraged to choose resources and share ideas which follow their own interests, because we understand that being outside is a great contributor to support their emotional regulation and language skills. We like to plan problem solving activities to encourage collaboration and to support our children's self-confidence.

The children also have daily access to the outdoor environment during break times. Squirrel Wood is an extension to our outdoor learning environment where the children develop further skills in the woods. The opportunities amongst the trees are fresh and vast and an alternative great space for their learning to thrive.

Curriculum

The EYFS curriculum at Kimbolton Preparatory School underpins all future learning by promoting and developing the seven areas of learning and development. These areas are divided into three prime areas and four specific areas.

The three Prime Areas:

- Communication and Language
- Personal, social and emotional development



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- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

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

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

In addition, we offer opportunities to develop 'Characteristics of effective Learning' (COEL), playing and exploring, active learning, creating and thinking critically.

These characteristics detail the types of ways in which early years children approach their learning through their decisions and interests. These CoETL also relate to how children tackle new experiences and deal with challenges.

Children within early years settings can be observed displaying the CoETL during teachable moments and while they are engaged in independent activities. Children can develop these characteristics over time, and they contribute to children being able to engage, enjoy and make use of their time learning. Essentially, the CoETL are skills which, built upon at a young age, children will be able to use throughout their learning journeys, and beyond.

The medium-term plans within the EYFS are based around termly themes. These plans are used by the staff as a guide for weekly planning, however the staff may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on the daily planning.

Each area of learning and development is implemented through a mix of adult-led and child-initiated activities and planned, purposeful play. Experiences are captured daily in and outside the classrooms.

Learning through play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children and explore and discover their immediate world"

(Early Years Matters 2023)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.



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The children also learn French and Spanish in Reception, they have music and PE with specialist teaching staff, as well as access to all the Preparatory school facilities. We use the gymnasium regularly (once per week), swim once a week from October half term, we visit Squirrel Wood and we use the ICT Suite in the summer term. There is a set of class iPads to support learning in the reception classrooms. The children all have opportunities to do drama and use the school hall and stage area.

Teaching and Learning

The features of effective teaching and learning in the EYFS at Kimbolton Preparatory School are:

- The partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement. Parents are encouraged to share special moments or achievements on Tapestry which adds to the child's journal of successes.
- The understanding that staff have of how children develop and learn, and how this affects their teaching. We have time to talk and listen to discover what the children are interested in. We can then plan activities to meet their needs and interests.
- Understanding the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents. Next steps/ targets are shared at parent consultation appointments. These can then be met during the next term in collaboration with parent support.
- Good communication between the Early Years staff and our Kim Club staff is maintained.

Health and Safety

To ensure our environment is safe we carry out daily risk assessments both inside the EYFS area as well as in the outdoor area. Any risks or concerns are reported and actioned appropriately.

At lunchtime there is adult supervision at the majority of Reception tables to ensure and support table manners, healthy eating and develop a sociable approach to mealtimes.

Assessment

We make regular and thorough assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, discussions, photographs, recordings and summative statements, assessed half termly against our assessment continuum. We use Tapestry to record observations and share learning and experiences with parents. This involves all the reception staff. They may also contain information provided by parents and carers.

At the beginning of the year, we complete a baseline assessment to discover each child's ability at the start of academic year in the 7 areas of learning. Throughout the year we use a tracker document to track progress, following the assessment continuum.



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Parents receive a written report per academic year with reference to their child's progress in each area of learning. These are sent home prior to the end of the academic year, allowing time for parents to discuss the report before we break up for the summer holiday (10 working days to respond). The parents are informed as to whether their child has met the expected goal or are still working towards expectations.

Medical Needs

At the Preparatory school we have our own nursing team. Medical information and allergy information is requested before the child starts school and we then follow our allergy procedure and assist the children to choose foods that are suitable and appropriate.

Lower Prep/EYFS have First Aid training and those working with EYFS have paediatric First Aid training.

If medication is required during the school day, it should be handed to the Nursing Team at drop off. It should be clearly labelled with the child's name, in original packaging with pharmacy label if prescribed.

Parents must contact the Nursing Team for a medication consent form. Without this medication cannot be administered to a child in school.

If a child is injured or unwell during the day parents will be informed via a green slip in the child's homework diary or via a notification on Engage if a child's injury is deemed more serious and they have had a visit to the school nurse.

If a child is prescribed an inhaler or auto injector for allergies or asthma a spare must remain in school. It is the parent's responsibility to make sure this medication is in date.

The Nursing Team can be contacted on prep nurse@ throughout the day.

In Reception we ask that parents inform a member of staff of any '**Pre-Existing injuries**' a child may have when arriving at school, either a conversation with a member of the Reception team or by writing a message in the reading record book. This would include an indication of the nature of their injury, how it occurred and what medication may have been administered. This information is vital in case a child has another injury at school which could alter the course of action when assessing the injury. Information is logged in our Pre-Existing injury file kept in the Reception Class.

Near Miss

If an accident has been averted but it is felt that the incident could have resulted in injury, a Near Miss form is completed and the nurses and H&S officer is informed and appropriate action taken.

Complaints

If a complaint needs to be made by a parent/ other, a meeting with the class teacher would be appropriate in the first instance. HoLP will need to be informed and the SLT. Parents may wish to go directly to the SLT or the Prep School Head. If the complaint needed further action, the Headmaster may need to be involved and the school governing body.

Parents can make a complaint to Ofsted or ISI should they so wish:



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Useful addresses and contacts

ISI: Independent Schools Inspectorate

Ground Floor
CAP House
9-12 Long Lane
London
EC1A 9HA;
Telephone 020 7600 0100.

Ofsted

Piccadilly Gate
Store Street
Manchester
M1 2WD
General Helpline: 0300 123 1231
Text number: 0161 618 8524.

Local Authority's contact details

Cambridgeshire:
Customer Service Centre
Cambridgeshire County Council
Shire Hall,
Castle Hill,
Cambridge
CB3 0AP
Telephone: 0345 045 5200

In the EYFS, complainants will be notified of the outcome of an investigation within 28 days of the school having received the complaint.

The School will provide ISI or Ofsted, on request, with a written record of all EYFS complaints made during any specified period and the action which was taken as a result of each complaint.

From time to time parents and others with an interest in childcare, have concerns about the quality of childcare services. This website explains Ofsted's role.
<http://www.ofsted.gov.uk/early-years-and-childcare/for-parents-and-carers/howcomplain>

Monitoring and review

It is the responsibility of the EYFS co-ordinators, in collaboration with the EYFS Team to follow, deliver and update principles of the policy accordingly, inline with developments or changes to the curriculum. The EYFS Team will contribute significantly with their wealth of knowledge and expertise.