



## Early Years Foundation Stage (EYFS) Policy

## 1. 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 Early Years Foundation Stage”

Published: 3rd March 2017 Effective from 3rd April 2017

## 2. How we deliver the EYFS at Moreton Hall

*(For more information on EYFS visit: [www.foundationyears.org.uk/eyfs-statutory-framework](http://www.foundationyears.org.uk/eyfs-statutory-framework))*

### Principles

The EYFS is based upon four principles:

- **A unique Child.** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and 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 and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development.** The Reception and Pre-Prep area is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Moreton Hall we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as a preparation for life and not simply the preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

## Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Moreton Hall Hall, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

## Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Achievement of these prime and specific areas of learning is by:

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

## Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

We make regular 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 long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and along with planning, are used to inform the Senior Leadership Team.

## Learning

Children learn through planned activities and staff will decide when child-initiated or adult-led activities would provide the most effective learning opportunities.

## The Induction Process

During the Summer Term prior to starting in the Michaelmas Term (September), the following visits are conducted:

- Where possible, foundation staff will visit each child in their home environment
- Each child and their parents and carers will be invited to spend some time at Moreton Hall in order to familiarise themselves with both the staff and the foundation unit environment.

When children join the school in September we are flexible and accommodate the needs of individual children so that they can gradually adjust to their new surroundings.

## Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will publish a curriculum summary detailing the areas of learning and the overarching themes of the year.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will hold phonics and Maths courses at the start of the term to support and encourage consistency of learning at home and school.

The parents and guardians are given the opportunity to meet with the Foundation Stage Teacher in the Michaelmas and Lent term and, at the end of the Summer term, we provide a written summary in relation to the children's early learning goals to parents and guardians.

## Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example, dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate is to do with personal hygiene.

Every child has the right to privacy and a professional approach from all staff when meeting their needs. It is important that staff work in partnership with parents to give the right support to an individual child.

## Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs and Disabilities Policy. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home, language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

## 3. Additional Information for Parents of Early Years Children in Reception

### Ethos

Moreton Hall is a Catholic School which welcomes children of all religious backgrounds. Our family ethos is based on inclusion and three key qualities: Caring, Sharing and Daring.

We aim to provide a welcoming, nurturing and safe environment for the children in our care. We enjoy a warm, family atmosphere where children and their parents feel valued. We understand that each child is unique; it is a partnership between ourselves and parents and we endeavour to support each child's individual needs. We aim to foster a love of learning through a wide variety of activities and build on children's existing skills in order to extend their learning. We also provide an all round educational experience for our children in the classroom, outdoors and in the wider community.

### Daily Routine

The school is open to Reception children from Monday to Friday from 08.15 to 15.30.

Late stay extensions to these hours are available by prior arrangements.

### Curriculum

Our curriculum is based on the Seven Areas of Learning as required by the Early Years Foundation Stage.

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

We enjoy the country setting of our school and the children love to explore the different areas available to them. The Pre-Prep Garden and playing fields give children the opportunity to use their surroundings in an imaginative and stimulating way. Reception pupils also receive Games, Dance, Swimming, French and Music lessons from specialist teachers. Swimming lessons are held at the Moreton Hall Sports Club and in the summer term our own outdoor pool is in use.

Each year the pupils will participate in daily Assemblies, the Christmas Production, Easter Assembly, Summer Concert, Swimming Gala and Sports Day. The children enjoy a wide variety of trips which adds breadth to the curriculum. All pupils are given the opportunity where appropriate to attend whole school celebrations and events. We encourage our children to think and reflect about others in our community. Pupils attend the Remembrance Day Assembly with representatives of the British

Legion and Armed Forces in attendance. Each year Reception children are involved in a fundraising activity for a specific charitable cause.

## Staff

We have an excellent ratio of experienced trained staff and assistants in the department. The children are also supervised by qualified staff when at break, lunch and playtimes. Children in Reception are also given a named key worker, who is the named Reception class teacher and who will be closely involved in looking after the needs of your child. All staff details and contact information can be found on our website or alternatively, on request.

## Parents' Evenings

Parents are invited to an annual curriculum meeting at the start of the Michaelmas term where we set out the year's curriculum, the topics that will be studied and the methods of delivering the curriculum will be briefly explained. We also hold a Pupils Progress Evening in the Michaelmas and Lent terms at which parents have the opportunity to talk to the teacher about their child's progress and to raise any concerns which they may have. However we have an open door policy at Moreton Hall where parents are welcome to speak to the form teacher each morning and afternoon when dropping off or collecting their children.

## Assessment/Reporting

All children's progress is assessed through observations and assessments which are recorded in their own Learning Journey, using the online system 'Tapestry' as part of the Early Years Foundation Stage Assessment Profile.

The Learning Journey is an ongoing document which follows a child in Reception. The Learning Journey consists of photographs and written observations of your child's development. Parents are encouraged to view the Learning Journey and are invited to write comments on their child's progress. An important feature of the EYFS Assessment is the ongoing dialogue between parents and staff.

At the end of Reception class, the school must summarise each child's achievements in all seven areas of learning. This is a statutory requirement and the final summary of results will be collected annually by Suffolk County Council. Parents will also receive a copy of these results. A short report will be sent to parents at the end of each half term and a full written report, based on the seven areas of learning including swimming and Dance will also be sent to parents at the end of the Summer Term.

## Communication

Parents are welcome to come into classrooms at the beginning and end of the day to discuss any matters arising with the staff. Any parents with concerns which require more than an informal discussion should make an appointment to speak with the teacher at a time convenient to both parties. Parents will receive a copy of the School Calendar before the start of each new term as well as regular updates by e-mail from the school. Invitations to attend The Friends of Moreton Hall events will be sent to all parents inviting you to attend a variety of informal and formal occasions. The Friends play an important role in raising funds for the school and charities.

## Absence from School

Parents should contact the school before 08:30 if their child is unable to attend their normal sessions. The school secretary can be contacted either by email or by telephone. Any requests for absence must be in writing to the Headmaster in advance.

## Behaviour

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect each other's possessions. We expect them to be honest, helpful and polite, and to work hard to listen to others. They should respect everyone and learn to value differences and diversity. Copies of our Behaviour Management Policy are on the website and are available on request.

## Food and Drink

Children are offered fresh fruit and raw vegetables with cake or biscuit and a drink of water or of milk at morning break. Drinking water is available throughout the day, as we fully recognise the importance of rehydration. Every meal is prepared by our cooks from fresh locally sourced ingredients. Where special dietary needs exist we are happy to accommodate them.

Children eat their lunch in the Dining Room with the other children of the Pre-Prep Department. Correct cutlery is used and good table manners are encouraged. Children should not bring food or sweets into school. However on birthdays, parents may provide a cake to be shared by the other children in the class. Parents must be aware that **products containing nuts must not be brought into the school.**

## Visits

We organise excursions to local places of interest. These are designed to help the children to acquire a basic understanding of our traditions, of the natural world and of the importance of other cultures. Your son's or daughter's school calendar lists the major visits that are due to take place over the coming term and although some visits, which involve no more than an hour out of school, are arranged at shorter notice, we require signed permission slips for all visits. We will send you a letter well in advance, telling you about visits and, if appropriate, the cost and whether it involves an extension to the normal length of the school day. Copies of our policies on visits are on our website and are available on request.

## Uniform

Reception pupils are required to wear the appropriate uniform for their age group. A copy of the uniform list can be obtained from the school office. We ask that **all** children wear the uniform and it is clearly named with sew on or iron on labels.

## Admissions

We welcome children from the age of 4 years. We participate in the Government's Nursery voucher scheme for 3 and 4 year old children. We welcome children from a diverse range of backgrounds and pride ourselves on being an inclusive community where there is complete equality of opportunity and everyone is valued for being him or herself. Copies of the school's Equal Opportunities Policy are on our website and can be sent to parents on request. We also welcome pupils with special education needs, and adhere to the Government's SEND Code of Practice.

## Child Protection

The school's child protection policies, including its policy for the safer recruitment of staff, are enforced rigorously in the Early Years Department. Copies of the policies, which apply throughout the school, are on our website and can be sent to parents on request.

## Medical Matters

Please keep your child at home if he or she is ill or infectious, and phone us on the first day that he/she is ill. An ill child will not be happy in school, and will only infect others. We will therefore telephone you and ask you to collect your child if he or she becomes ill during the day. Children in Reception, like the rest of the school, have access to the medical room which is led by Matron, a qualified nurse. They are, with Paediatric first aid trained staff, responsible for any medical care or first aid that your child may require during the school day, or at other times when the school is open. A first aid box is also located in all classrooms and staff in Reception are qualified in Pediatric First Aid. We will *always* contact you at once if your child suffers anything more than a trivial injury, or if he or she becomes unwell during the school day, or if we have any worries or concerns about his or her health. We will ask you to collect your child if he or she becomes ill during the school day and will inform you by note if he or she has a minor accident or graze at school.

## Medical Care

Although your son or daughter will normally receive medical care from your family GP Practice; we hold medical information on all our pupils in order to ensure that we can provide appropriately for their needs, look after them if they are injured or have an accident. We therefore ask you to complete and return a medical questionnaire before he or she joins the school.

## Children with Medical Needs or Special Education Needs who require special adjustments

If your child has medical needs, special education needs or requires any special adjustments, we will invite you to a meeting with the Headmaster, Head of Pre-Prep, Early Years staff, the School Nurse, the Special Education Needs and Disabilities Coordinator and any outside specialist who has been involved with the care of your child, to discuss thoroughly the regime that is most appropriate for his or her individual care well before he/she joins Reception.

## Medicines and Treatments Brought to School for Pupils

Matron must be advised of any medication that parents bring into school for their child. If their son/daughter has a medical condition which necessitates regular access to medication, Matrons must be informed so that an appropriate regime can be devised. The relevant staff will be informed, in confidence, of any condition that is likely to affect him/her in any area of school life. We will work with parents in making arrangements that work best for him/her. Please see our Policy for Administering Medicines for detail on medicine in school and administration of medicines. This policy can also be sent to parents on request.

## Maintaining a Secure and Safe Environment

The safety of the children is our highest priority, and because they are so young, we are particularly vigilant. We have formal registration at 08:30 and 13:30 for all Early Years children. On registering with the school, parents must complete an Authorised Adults Form which informs the school which adults are allowed to collect their child at the end of each session. Parents must always tell staff of changes to who is collecting their child.

We operate a coded door system in the main house and Early Years area. Visitors must report to the school office, where they will be issued with a visitor's badge which must be returned at the end of their stay. Our Missing Child Policy and the procedures for when a child is not collected on time can be found on our website and are also available on request. In the case of a genuine emergency, a child would be looked after in the boarding house until arrangements could be made to collect the child.

## Storage of Records

All records are confidential and are stored securely. In addition to this EYFS policy, the EYFS are also included in all other whole school policies. Parents may arrange to see the records of their children in accordance with the whole school's policy on Reports and Record Keeping which can also be sent to you on request. You have the right to make written comments on your child's records, which will then be treated as part of that record. The school is registered under the Data Protection Act and complies with its own provisions, for example, about the disclosure of information relating to third parties.

## Health and Safety

We update and review our risk assessments on the Reception classroom and other indoor areas, the outdoor play space and all the equipment and toys used by the children regularly in order to ensure that everything with which your child may come into contact with has been assessed and that potential hazards are kept to a minimum. We welcome Parent comments and suggestions for improvement.



## Complaints

As part of Moreton Hall Prep School, Pre-Prep aims to provide the highest quality of care and education for all of our children.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, the following procedure should be followed:

1. Talk to the Reception class teacher
2. Talk to the Head of Pre-Prep
3. If you still have an unresolved issue, please consult our whole school complaints policy and procedure

We believe that most complaints are made constructively and can be sorted out at an early stage. We take complaints seriously and deal with them in a way which respects confidentiality. Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Early Years, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: "Complaints to Ofsted about Schools: Guidance for parents" reference 080113 from [www.ofscgov.uk](http://www.ofscgov.uk)

If there is an emergency please do not hesitate to call the school office on 01284 753532

## Review

This policy is reviewed annually or sooner if required, by the Head of Pre-Prep with the Early Years staff

Lorna Wakerell, October 2017