

PRE-PREP AND NURSERY EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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| Date of Policy: | May 2020 |
| Review Frequency: | Annually |
| Review Date: | May 2021 |

St Andrew's Pre-Prep Department

Early Years Foundation Stage (EYFS) Policy

GENERAL STATEMENT

The purpose of this document is to provide a framework to enable Early Years teaching staff to support and extend the learning of young children throughout their Early Years at St Andrew's Pre-Prep and Nursery. This document shows how we approach the seven Areas of Learning and how all children are provided with the opportunity to achieve the stepping-stones in working towards the final goals. It outlines the opportunities for continuous learning, giving the children breadth and balance of experience over the years.

At St Andrew's Prep, children are cared for and provided with a stimulating and challenging environment to try to give them the best possible start to their education. In partnership with families, we enable them to begin the process of becoming active learners for life.

The layout and presentation of this EYFS Policy is different from all our other policies, as it is the policy that informs much of our other documentation.

The EYFS Framework is the government's statutory document and uses the term Learning and Development to describe the seven areas of learning that make up the EYFS curriculum. The seven areas are supported by Key Aspects that develop children's capacity to learn. These are all related to each other and ensure a holistic development of children and their skills across the curriculum. The EYFS divides the seven Areas of Learning into three Prime and four Specific Areas.

Prime areas

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

Specific areas

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

Characteristics of Effective Learning

In addition, the EYFS refers to the Characteristics of Effective Learning (CoEL), which focus on how children learn and these characteristics underpin the seven areas of learning and development. They recognise that each child is unique and learns in different ways. A child's individual learning characteristics will determine how a child will respond to the teaching and learning that happens in the classroom. The characteristics are:

- **Playing and exploring:** children investigate and experience things and 'have a go'
- **Active learning:** children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically:** children have and develop their own ideas, make links between ideas and develop strategies for doing things

Together with the Prime and Specific areas, these comprise the knowledge, skills and experiences that are developmentally appropriate for children from birth to 5 years.

INTRODUCTION

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. At St Andrew's Prep, any child may join us once they are 9 months old, beginning in the Nursery and transferring to Reception, either here or at another school, in the September of the academic year they will be 5 years old. Compulsory schooling begins at the start of the term after a child's 5th birthday. Key Stage 1 begins at the beginning of Year 1.

The EYFS is important in its own right and prepares children for later learning. The Early Learning Goals set out what is expected of most children at the end of the EYFS.

AIMS OF THE DEPARTMENT

It is the aim of the department to develop and use an Early Years Foundation Stage policy which will form the basis on which decisions are made within St Andrew's Pre-Prep and Nursery to meet the needs of the children.

Children who join St Andrew's Prep have already learnt a great deal. The Early Years education offered by our Nursery and Pre-Prep is based on the following principles:

- We build on what our children already know and can do
- We ensure that no child is excluded or disadvantaged
- We offer a structure for learning that has a range of starting points, with content that matches the needs of the child and activity that provides opportunities for learning both indoors and outdoors
- We provide a rich and stimulating environment
- We enable children to make an effective transition from home to school

All staff have a clearly defined role and approach that ensures that the needs of the children in their care are addressed. Staff ensure that:

- The curriculum experiences of the children in the EYFS are appropriate to their age and stage of development
- There is continuity in learning when children move from Nursery to Reception classes and on to Year 1
- The needs of the youngest children are considered carefully in matters of administration, organisation and management
- The children experience a smooth transition from home, Nursery or another pre-school setting into the Reception classes and on to Year 1

In conjunction with the above, the following is also strictly adhered to by all staff in the department:

- All department planning should cater for the needs of the younger age groups and allows the children's own interests to be developed. Care is to be taken when planning to allow for a balance between planned activities and those that arise spontaneously
- All staff are aware of the underlying principles related to children within the EYFS and the way in which they play and learn
- All staff ensure that play is valued as the most important vehicle through which younger children learn and develop
- All staff allow the youngest children opportunities to take responsibilities in the Pre-Prep department as a whole
- All staff in the department have opportunities to discuss the nature of the children on entry to the school and be aware of the wide variations in their attainment levels
- The department plans whole school events, such as sports days, concerts, etc. that take account of the younger children's needs

RESOURCES WITHIN THE DEPARTMENT

All classrooms and learning areas within the department have been designed to offer the children the maximum amount of space available for learning, as well as easy access to the secure outdoor classrooms and play areas.

Resources are carefully selected to ensure that they are appropriate to the age group and of good quality. The need for large and expensive equipment, i.e. outdoor play equipment, is realised and the department budget takes this into account. Allocation is also given to the importance of continually replacing and introducing new consumable materials, such as paint, paper, etc.

ADMISSIONS TO THE NURSERY

Parents are able to register their child from birth and can join the Nursery from the age of 9 months at any time during the school year. We offer EYEE funding (15 hours) for those children who are aged 3 and 4 years.

Please refer to our Admissions Policy and Nursery Handbook for further details on admission.

THE SCHOOL DAY

Nursery children may arrive at school from 8.00am and should go straight to their classrooms. Pre-Prep children may go to the Early Morning Drop-Off club from 7.30am. They will be accompanied to their class by a member of staff at 8.00am.

A typical day (this is dependent on the timetable and subject to change) in either Nursery or Reception would include:

Nursery:

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| 8.00am | Children start to arrive Free Play activities are chosen |
| 8.30am | Registration |
| 8.45am | Assembly for those in Chaffinch and Kingfisher |
| 9.10am | Learning through Play (target activity) or Specialist lesson |
| 10.00am | Snack (with drinks and fruit) |
| 10.15am | Supervised outdoor break |
| 11.00am | Learning through Play (target activity) or Specialist lesson (including supported learning) |
| 11.30am | Preparation for lunch |
| 11.45pm | Lunch time |
| 12.20pm | Story time or Singing |
| 12.30pm | Quiet Time and/or free-choice activities |
| 1.00pm | Supervised outdoor break/ sleep (Registration for those attending afternoon Nursery session) |
| 1.40pm | Learning through Play (target activity) or Specialist lesson |
| 2.30/3.00pm | Drinks and Snack |
| 3.20pm | Story time/Preparation for Home time |
| 3.30/4.00pm | Home |

Care for Nursery children is available from 8.00am until 6.00pm in the Nursery, both during term time and during the school holidays. The Nursery is open 50 weeks of the year, closing only for the Christmas period, as well as Bank Holidays.

Please see Nursery Handbook for further information.

Reception Class:

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| 8.00am | Children start to arrive in the classroom Choice of activities |
| 8.40am | Registration |
| 8.45am | Assembly |
| 9.00am | Session* |
| 10.15am | Supervised outdoor break |
| 10.50am | Specialist Lesson e.g. PE |
| 11.40am | Preparation for lunch |
| 11.45am | Lunch |
| 12.20pm | Session* |
| 1.00pm | Playtime |
| 1.30pm | Registration for Afternoon session |
| 1.30pm | Session* |
| 3.20pm | Story Time/Preparation for home time |
| 3.30pm | Home |

The children may stay for after-school activities 3.30pm – 4.30pm and then go over to the Nursery for supper until 6.00pm.

**Session:*

A session is the time when the children have teacher initiated activities or child initiated activities. It may include a focus activity when the teacher is making an observation or assessment for each child's next learning step.

EYFS PRINCIPLES

Effective practice in the EYFS is built on the following four guided themes which are broken down into principles describing how they can be put into practice.

The four themes are:

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

A Unique Child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teaching staff and parents/carers.

Learning and Development

Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years, including children with special educational needs and disabilities.

CURRICULUM MANAGEMENT

The youngest children at St Andrew's Prep are taught using the seven areas of learning as set out in the EYFS documentation. This documentation recognises that learning is holistic and allows all subject areas to be incorporated into the children's play and supported by focused learning. Alongside the Characteristics of Effective Learning, the focus will be on seven main areas and it is our aim to achieve the Early Learning Goals in each of these by the end of the Reception year when the EYFS is completed:

The seven areas of learning and development consist of three Prime areas:

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

and four Specific areas:

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

These seven areas develop the children's' knowledge and understanding as follows:

Personal, Social and Emotional Development

Making relationships - Self-confidence and self-awareness - Managing feelings and behaviour

Requirements: Children must be provided with experiences and support, which will help them to develop a positive sense of themselves and of others, respect for others, social skills and a positive disposition to learn. It is the policy of the Nursery and Pre-Prep department to ensure support for children's emotional well-being, to help them to know themselves and what they can do.

Making relationships – play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and Self-awareness – children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't want help.

Managing feelings and behaviour – how they and other show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

Listening and attention – Understanding - Speaking

Requirements: Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

Listening and attention – to listen attentively in a range of situations. Children are able to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children are able to give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding – to be able to follow instructions involving several ideas or actions. To answer "how" and "why" questions about their experiences and in response to stories or events.

Speaking – children are able to express themselves effectively showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or

are to happen in the future. They develop their own narrative and explanations by connecting ideas or events.

Physical Development

Moving and handling – Health and self-care

Requirements: The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. They must be supported in developing and understanding of the importance of physical activity, making healthy choices in relation to food and to manage their own self-care needs.

Moving and handling – show good control and co-ordination in large and small movements. To be able to move confidently in a range of ways, safely negotiating space. Children should be able to handle equipment and tools effectively, including pencils for writing.

Health and self-care – to know the importance for good health and of physical exercise, a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy

Reading – Writing

Requirements: To be ready to start reading, children need to have a variety of skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination.

Reading – to read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. To demonstrate understanding when talking with others about what they have read.

Writing – using their phonic knowledge to write words in ways which match their spoken sounds. They also write some common irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Handwriting – in the EYFS, writing, mark-making and pre-writing skills are crucial. Being able to hold a tool to make marks and represent words and communicate meaning is a skill that requires teaching staff who understand child development and the developmental progress of mark-making, writing, communication and language. In Nursery and Reception teaching staff provide a range of activities that develop fine and gross motor skills that support correct pencil hold and encourage the accurate formation of letters.

Mathematics

Number, Shape, Space and Measure

Requirements: Opportunities should be planned for children to count, estimate, recognise numerals, record number, problem-solve, explore shape, space and measure in a range of mathematical and cross curricular activities. Teaching staff should plan opportunities for children to experience the same mathematical concepts in many different environments, to support children to be creative, critical thinkers, problem solvers and to have a go.

Using the Curriculum Guidance for the EYFS, our aim is to give children the best opportunities for effective mathematical development by paying particular attention to:

Numbers – to count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measure – to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

Requirements: Children must be supported in developing the knowledge and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely, encounter creatures, people, plants and objects in their natural environments and in real-life situations, undertake practical “experiments” and work with a range of materials.

People and communities – to talk about past and present events in their own lives and in the lives of family members. To know that other children don't always enjoy the same things, and are sensitive to this. That children know about similarities and differences between themselves and others and among families, communities and traditions.

The world – to know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environments might vary from one another. Children are able to make observations of animals and plants and explain why some things occur and talk about changes.

Technology – to recognise a range of technology is used in places, such as homes and schools. To select and use technology for particular purposes.

Children's learning in this area helps to develop the crucial knowledge, skills and understanding that help them to make sense of the world. This in turn forms the foundation for work in Science, Design Technology, History, Geography, Information and Communication Technology and Cultures and Beliefs.

Forest School: Children in Reception and Pre-School Nursery will spend one morning a week visiting our Forest School. The younger Nursery children visit for one afternoon session each week. The children will attend Forest School in all weathers to learn about their environment, how to work out of the classroom, as well as be given opportunities to use small tools and explore the local habitat.

Expressive Arts and Design

Exploring and using media and materials – Being imaginative

Requirements: Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design technology, art, music, dance, role play and stories.

Exploring media and materials – to sing songs, make music and dance and experiment with ways of changing them. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative – to be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

PARTNERSHIP WITH PARENTS

The term *Parent* in this instance refers to the principal carers of the child. This can include grandparents, childminders, foster parents, step-parents and other close blood relations.

Staff in the EYFS recognise that parents have the greatest knowledge of their own child and will keep them informed about the activities of their children, their development, achievements, medical problems, accidents, behaviour or other significant events in school. Staff are always available to discuss a child although there may be times or occasions when a longer discussion is needed. In such instances an appointment will be made.

Parents are encouraged to bring their child into the class each day and see that they are settled. A register is called at the start of each session and it is the responsibility of the staff to ensure that all the children are recorded including the late arrivals. Parents are asked to collect their children promptly from the classroom at the end of a session, as it is extremely distressing for young children to be left behind when all of his or her friends have gone.

Nursery and Pre-Prep staff also encourage parents to have a 'voice' within their child's Learning Journey. Parents are encouraged to tell the teaching staff of any important developmental mile-stones that occur during the weekend or holidays, or other important events that their child has taken part in. Learning Journeys are completed throughout the year by the EYFS staff. The Nursery use Tapestry, which is online. Parents have a login and can view and contribute to it at any time. The Reception class use a written form, kept in the classroom. Parents are welcome to view it at any time. A copy sent home at the end of the academic year.

Collection of children

Parents or a nominated person may collect their child from Nursery or Reception. In the event they are unable to, a password system is in use. For further information, please see the Collection and Late Collection Policy.

The Key Person

The Nursery also follows a *Key Person* approach, as defined in the EYFS, that enables staff to develop a deep knowledge and understanding of their 'family group' of children and provides a secure base for learning and development. Parents find this approach more effective, as they develop a relationship with the staff and have a designated and therefore consistent contact point.

The Key Person will use their observations to plan further learning opportunities that are based on the child's individual interests and needs. Children learn best when the experiences they have are challenging and enjoyable, allowing them to play and explore, to concentrate and to develop their own ideas. The Key Person is a parent's first point of contact, as he or she is responsible for exchanging information with them and listening to and acting upon feedback. Feedback is valued and will be listened to as part of the partnership between the parents, their child and the key person. The most important aspect of the key person's relationship with parents is that they work together as a team to ensure the very best care and education for the child whilst they are away from home.

STAFF/CHILD RATIOS

We follow the statutory guidance for staff/child ratios.

VOLUNTEERS DURING NURSERY SESSIONS and PARENT HELPERS DURING SCHOOL TRIPS

All volunteers coming into school or accompanying children on school trips will be required to undergo appropriate Child Protection and Safeguarding checks. These thorough checks are carried out by the HR department.

HEALTH AND SAFETY

The health, safety and well-being of all children attending St Andrew's Prep are paramount. Staff in the Nursery, as well as in the Pre-Prep in general, undertake to ensure the following:

- Walkie-talkies are used when the children are out at play
- A mobile phone, along with a contact list, is taken on visits outside of the school premises
- Before a trip is made a full risk assessment is taken and the relevant paperwork completed
- No adult or child with an infectious condition will be allowed into St Andrew's Prep until the infection is cleared. Further information guidance on dealing with infectious conditions can be obtained from the Medical Centre
- Parents will be contacted as soon as possible if their child becomes ill whilst in the school
- A No Smoking policy operates within the total area of the school
- In Nursery, a child's medication will be given by relevantly qualified Nursery staff. While Reception children will be taken to the school nurse in the Medical Centre
- All equipment used by children in the Nursery is regularly inspected and if found to be faulty will not be used until repaired or replaced
- Cleaning or toxic materials are kept well out of reach of the children and in a locked cupboard
- Kitchen knives are stored in a container in a locked cupboard
- Staff wear disposable protective gloves when dealing with any bodily fluid or waste. Any soiled clothing will be double bagged and labelled for return the parents. Please refer to the Nappy Changing, Use of Potties, Toilet Training and Sleep Policy for further information
- A member of staff who has been appropriately trained in First Aid will be on the premises at all times during the day. In addition all our Nursery staff are Paediatric First Aiders. They will attend refresher courses as and when necessary
- In Nursery all accidents, however minor, will be recorded with verbal feedback given to the parent and a completed accident form that is signed by the parent to acknowledge receipt. The documentation is filed and kept in a secure place. In Reception children are treated by the school nurse in the medical centre
- Parents are informed by telephone of any significant injuries, such as head injuries.
- Fire drills are carried out regularly and randomly during the school term. Records are kept and an attendance register is taken
- The School premises conform to current requirements of the Fire Safety Prevention Officer and fire procedure notices are displayed
- The appropriate emergency service may be contacted if a child requires hospital treatment. Parents will be contacted as soon as possible. If a parent is unavailable the Emergency Contact on the registration form will be contacted and the Parent continually tried until staff are able to speak to them. In extreme cases, a member of staff, well known to the child, will accompany them to the hospital for treatment
- To ensure the safety of the children at the beginning and end of each session a member of the staff will hand over each child to the adult they are expecting to collect the child

EQUAL OPPORTUNITIES

The school aims to be anti-discriminatory and offers the children the opportunity to learn about and experience different races, cultures, religions and languages. They are positively encouraged to participate in all activities, games and toys. All the staff value and respect the fact that people come from different origins, religions, cultures, languages and abilities including those with special educational needs, so that the children learn to treat themselves and others as valued individuals.

PROMOTING GOOD BEHAVIOUR

Please also refer to our EYFS and Pre-Prep Behaviour Policy.

Staff encourage good behaviour at all times within the department and surrounding areas. Early intervention can usually stop an incident or allow positive methods of redirection to be used.

Nursery and Reception classes staff adopt the following guidelines:

- It is the behaviour that is rejected not the child
- Direction and correction are given in positive ways
- Children are praised as often as possible
- Limits are set so that they children know that they cannot let their behaviour get out of control
- The same reaction is given to the same situation. By being consistent with the children they know what is expected of them
- Sometimes there is not enough time to reason. Children need to recognise the authority of an adult and respond to “No”
- Should unacceptable behaviour occur the child would be asked to apologise and explain their actions (appropriate to their age). Unacceptable behaviour includes any form of physical attack (biting, hitting, etc.), bullying and any form of verbal taunt

The department operates a reward system – Privilege Time and stars, stickers and patches can be awarded too, as recognition of good work, behaviour or kind deeds.

RECORDS

As a provider of care for the children St Andrew's Prep is required to keep records of the children who attend.

These records are factual and take the following form:

- St Andrew's Prep Registration paperwork
- EYFS Profile records
- Daily register
- Staff assessment documents (used for the completion of reports to Parents and to inform future teachers)
- Integrated Progress Review for 2 year olds

ASSESSMENT, RECORDING AND REPORTING

All staff involved in the care of children within the EYFS are responsible for the learning and development of these children including those with any special needs. Assessment and reporting may be undertaken in a variety of forms and can include the following:

- EYFS Profile
- Yearly written report sent home to parents
- Individual Learning Journeys
- Parent Consultations

Assessment

It is our aim to develop and use the following assessment strategies:

- Observation – watching the children on task
- Questioning/discussion with the children
- Photographing and recording work in progress
- Annotating children's work
- Formal assessment if appropriate
- Completing and retaining the EYFS Profile

The incorporation of these strategies will help to highlight each child's progress in achieving the EYFS Early Learning Goals.

Recording

During the Reception year, the EYFS Profile is built up from assessments carried out on a cumulative basis and reflects ongoing learning and teaching. Relevant information received from parents and carers is also recorded in the document, as this unique knowledge of a child's development is central to the assessment process. The Profile is completed periodically using evidence from assessments and is a personal record of achievement for each child.

The EYFS Profile forms the basis of verbal and written reports to parents and the information is passed on to the child's next teacher.

EYFS teaching staff attend moderation meetings where three Profiles from across the ability range are discussed and moderated. Teaching staff are asked to talk about their observations and provide evidence of the child's progress. In addition to this, Profiles are made available to LEA moderation teams. Should a child leave the school their Profile is passed on to their new school. All children who enter either a Nursery or Reception class mid-year are automatically included in the assessment process.

Throughout the year, the written Reception Learning Journeys are made available to parents at all times should they wish to see them. In Nursery, Tapestry is available online. At Parents' Consultation Evenings they are shared and discussed in detail.

Reporting

In the Nursery and Reception classes, teaching staff hold regular informal and formal meetings with parents to discuss the progress of the children.

Formal reporting to parents takes three forms:

- Parents' Consultation Evenings – two per year in Autumn and Summer terms
- Celebration of Work afternoon – end of the Spring term
- Written formal reports – one at the end of the Summer term

In addition to the two Parents' Consultations Evenings, all staff will make themselves available to discuss a child's report or general progress at the parent's request throughout the school year. Appointments are available upon request.

Staff ensure that detailed information is given in the subjects covered and comments relating to general progress and other achievements both within and additional to the curriculum are informative. All staff that have relevant contact with a child are encouraged to contribute to these reports.

St Andrew's Nursery and Pre-Prep department comply with all minimum requirements laid down in statute referring to Assessment, Recording and Reporting.

CONFIDENTIALITY

All information regarding the children and their families is treated as confidential within the school and will not be shared with outside sources without the written permission of the family concerned, except in the interest of protecting the children. This policy applies to everyone working at St Andrew's Prep including staff, parents, voluntary helpers and visitors.

SPECIAL EDUCATIONAL NEEDS

Staff in the department aim to secure the best for all children as individuals. Every effort is made to promote a positive atmosphere within the department that recognises the right of children with special educational needs not to stand out from their peers. It is the ethos of the Nursery and Pre-Prep department that the purpose of education is the same for all children, but the help that individual children need may be different.

Further information regarding Special Educational Needs can be found within the specific SEND Policy document.

CHILD PROTECTION AND SAFEGUARDING

Please refer to the Whole School Child Protection and Safeguarding Policy

TRANSITION TO SCHOOL

At St Andrew's Prep we believe that the transition children make into the school is crucial to their development. Parents of Nursery age children are invited to meet the Head of Pre-Prep and Nursery, the Nursery Manager and Deputy Manager, Nursery staff and Early Years practitioners during a morning or afternoon session when their children are able to interact with the present Nursery class.

Prior to joining Reception the children and their parents and carers are invited to attend a dedicated *Moving Up Day* in school, when they have the opportunity to meet the teaching staff and to bond with their future peers.

All parents new to the school will be given a Welcome Pack during their preliminary visit and are encouraged to ask questions. They are also requested to complete a Joining Nursery/Reception Questionnaire which aims to broaden the staff's knowledge of their child.

All children will be fully prepared for the transition from Nursery to Reception whether or not they are continuing to stay at St Andrew's Prep. All relevant records will be forwarded to new teachers and schools.

Throughout the year, children in Nursery and Reception visit other classrooms and teachers in the Pre-Prep department, making this important transition to their new class as easy and smooth as possible.

Please refer to the Transition Policy for further information.

TRANSITION FROM RECEPTION TO YEAR 1

The Reception teachers and teaching assistants work together to make the transition from one class to another as smooth as possible.

Throughout the year children are encouraged to:

- Develop independence when dressing and undressing and when organising their personal belongings
- Take part in more structured activities (particularly during the Summer term) having been encouraged to be less dependent on adult support

The Pre-Prep Reception teaching staff will:

- Meet together to discuss individual needs of the children
- Pass on details from the EYFS profiles having fully discussed them with Year 1 teachers

Please see Transition Policy for further information.

POLICY EVALUATION

Evaluation and review of this policy takes place on an annual basis. The staff work together to discuss any changes or adaptations. Throughout the year the whole staff are encouraged to feed back information and ideas. This may include comments about the children, the work they are undertaking, the availability and suitability of resources another comments about the overall structure of the Nursery and Reception classes.

CONCLUSION

In our goal to make the children happy and secure whilst in the EYFS, we provide them with a variety of quality learning activities that will encourage them to further develop their knowledge and understanding of things and people around them.

APPENDIX

COEL and Growth Mindset

The Early Years Foundation Stage outlines three Characteristics of Effective Learning (CoEL) which explain how children learn. An understanding of these is fundamental to children's progression in the seven areas of learning and development. This emphasis on how children learn also means that children will become confident, creative and lifelong learners.

The Characteristics of Effective Learning (CoEL) consist of three over-arching principles with each having three further aspects. This is shown as follows:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Children become engaged in their learning when they are able to explore actively and find out things for themselves. Teaching staff provide appropriate support and the right kind of environment for this exploration and learning to take place. To encourage this engagement teaching staff provide the following:

Open-ended resources – children are offered resources to play with which have multiple uses. This can be something as simple as a cardboard box, which can be used for anything from model-building to making music. Teaching staff support children to think of ideas for play themselves; and are encouraged to do something completely different.

Role-play – children love to make sense of their world through re-enacting situations, activities and conversations they see in their lives. Teaching staff make sure that role play reflects areas of the children's lives, and make sure that 'real-life' resources are offered that mirror the community that the children live in.

Risky play – children need to learn to take risks in a secure and safe environment, to enable them to negotiate the many challenges they will encounter as they grow older. Teaching staff support children both to challenge themselves and to assess possible risks.

The characteristics are interconnected but each has distinct features:

Playing and exploring

Engagement

Finding out and exploring

Sensory play is an important part of learning for young children, as it is through their senses that children make sense of the world around them. A stimulating environment is vital to ensure that this area of learning is maximised to its full potential. Sensory play includes activities that stimulate children's senses such as sight, sound, smell, taste or touch.

Playing with what they know

Children need time to repeat actions to practice skills learnt and to be allowed to play with things they enjoy. Children will play with toys that they are familiar with and toys that they see others using. Dressing up and role play and small world areas can be beneficial for this.

Being willing to 'have a go'

Activities are age and stage appropriate but also challenge children, this approach builds up the confidence to try new things. Teaching staff offer support and encouragement and model how to do things so that children understand what they need to do. As children practice new skills they will become better at mastering them.

Active learning

Motivation

Being involved and concentrating

Teaching staff make sure that they plan a balance of child initiated and adult led activities and include them as part of the children's daily timetable. Teaching staff make sure that activities take into account age appropriate concentration and focus, so that all children are able to achieve something.

Keeping trying

Teaching staff support children to complete tasks by persisting and modelling perseverance as this is key to achieving successful outcomes. When teaching staff observe young children they find out what the children like to do and what aspects of play they enjoy. This helps staff to plan for children's interests and makes learning more tailored to the child's needs. Learning new skills can be frustrating for young children so helping them to keep on trying and stick with it will be beneficial to them.

Enjoying achieving what they set out to do

Praise and encouragement is given to each child to help build self-esteem. Teaching staff observe children in the classroom and find out what it is that children like and therefore what they need to help them to progress towards their next steps. Providing fun activities and experiences will make this happen more easily as children will be enjoying the experience.

Creating and thinking critically

Thinking

Having their own ideas

Children are given a variety of resources so that they may choose and use their imaginations. Open-ended activities are made available and are a good way to help children to express themselves and use their imagination. To support creativity children are encouraged to explore process and not always to focus on the end product. This gives children an opportunity to take activities to another level by adding their own imaginative processes in ways that are unusual and creative.

Making links

Teaching staff may introduce themes and ideas that can be followed through within all areas of the curriculum to embed the learning objectives – that create links and connections with children's own experiences.

Choosing ways to do things

Children need to be given choices, opportunities and encouragement to try new things. Teaching staff support and encourage children's independence to exercise choice when choosing activities that are both familiar and unknown. This gives children an opportunity to decide for themselves how they want to approach an activity or idea.

Observations

When conducting observations, teaching staff refer to the CoEL. They cross reference these with the children's Learning Journeys to highlight gaps, weaknesses and strengths and adapt future planning accordingly.

Growth Mindset

The CoEL are closely associated with the idea of growth mindset. The theory that underpins growth mindset focuses on the idea that developing a flexible approach early on is crucial for children to fulfil their full potential. When children learn that effort, persistence and a variety of strategies can help them get better at doing something, they feel empowered and try harder. St Andrew's Prep encourages a "growth mindset" and applies it through the whole school. When children know their brains are capable of growing, they are more confident, resilient and are not afraid to take risks. They develop an understanding that, should they make mistakes, they will learn from them and simply try again.

For more information about St Andrew's Prep teaching approach to growth mindset, please refer to our Pre-Prep and Nursery Behaviour Policy.