



EYFS Policy

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1 Statement of Intent

At Repton Prep, we value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. The EYFS is seen as preparing for life and learning and not simply preparation for the next stage of education.

This policy is based on the requirements set out in the 2024 Statutory Framework for the Early Years Foundation Stage (Department for Education).

As stated in the Statutory Framework for the Early Years Foundation Stage, Department for Education 2024:

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.

This policy sets out how we aim to provide:

- Quality and consistency, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learnt regularly.
- Partnerships between practitioners and parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

This policy should be read in conjunction with:

- Curriculum Policy
- EYFS SEND Policy
- DEIB Policy
- Behaviour Management Policy
- Positive Handling and Physical Restraint Policy
- EYFS Supervision Policy
- EYFS Framework 2023 (DfE)
- Safeguarding and Child Protection Policy
- KCSiE 2024
- WTSC 2023

2 The Four Overarching Principles of the EYFS

The Early Years Foundation stage (EYFS) applies to children from birth to the end of the Reception year, aged 5 years old, and has four guiding principles:

- Every child is a **unique child who is constantly learning and can be resilient, capable, confident, and self-assured.**
- Children learn to be strong and independent through **positive relationships.**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development.** Children develop and learn at different rates.

2.1 A Unique Child

At Repton Prep, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. They are able to grow their sense of self, their unique potential and their understanding of their own strengths. We recognise that children develop in individual ways, at varying rates, developing the ability to appreciate and respond to a variety of aesthetic experiences in respect of their own culture and that of others.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, the sharing of cultural celebrations, the exploration of diversity through play, assemblies and rewards to encourage children to develop a positive attitude to learning. Children develop an understanding of the difference between right and wrong and concern for others and they begin to reflect on the consequences of their actions. Children learn to and are encouraged to work as a community for the common good and can feel a sense of belonging and an increasing willingness to participate. We promote British values within the EYFS and wider school. Children also learn about important people within the school community and the wider world.

We give our children every opportunity to achieve their best and do this by taking account of our children's range of life experiences when planning for their learning. In planning and guiding children's activities, we reflect on the different ways that children learn. Three characteristics of effective teaching and learning are playing and exploring (engagement), active learning (motivation) and creating and thinking critically.

2.2 Inclusion

At Repton Prep, we value, acknowledge, and celebrate children's individuality and ensure that we provide for the individual needs of all children, promoting and valuing diversity and differences. We believe it is important that children learn to feel good about themselves and value and respect others. In the EYFS, we set realistic and challenging expectations to meet the needs of every individual child. We achieve this by planning to meet the needs of children with a range of abilities, of those with different social and cultural backgrounds, different ethnic groups and those with special educational needs, children who are more able or exceptionally able, children with disabilities, children from different social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds, including those with English as an additional language. 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 teaching strategies.

2.3 Identification of children with disabilities/additional needs and support

All staff are responsible for identifying children's needs and supporting their learning. The Early Years have access to the Learning Enhancement Department (LE) and liaise with the Head of Learning Enhancement. Any concerns will be discussed with the Head of Learning Enhancement and in consultation with parents/carers. The LE department helps to provide support and provision for children with additional needs/disabilities, EAL pupils and pupils who are More Able or Exceptionally Able.

All members of staff are expected to assist the Head of Learning Enhancement in ensuring all needs are met. The child's Key Person and Form Teacher are responsible for maintaining detailed and accurate observations, record keeping and assessments of a child's progress in all areas of learning and development. It is also their responsibility to identify any concerns relating to areas of additional needs and inform the Head of EYFS, Deputy Head (Pre-Prep) and Head of Learning Enhancement.

Children with special educational needs will be given support as appropriate to enable them to access the curriculum. This includes children that are more able or exceptionally able and those with specific learning difficulties and disabilities. Personalised Learning Plans identify targets in specific areas of learning for those children who require additional support in line with the School's SEND and EYFS SEND policies. Where appropriate, teachers discuss these targets with the child. Teachers will always discuss these targets with parents/carers and will hold regular review meetings. The Head of Learning Enhancement is responsible for providing additional information and advice to practitioners and parents and for arranging external intervention and support where necessary.

2.4 Equal Opportunities

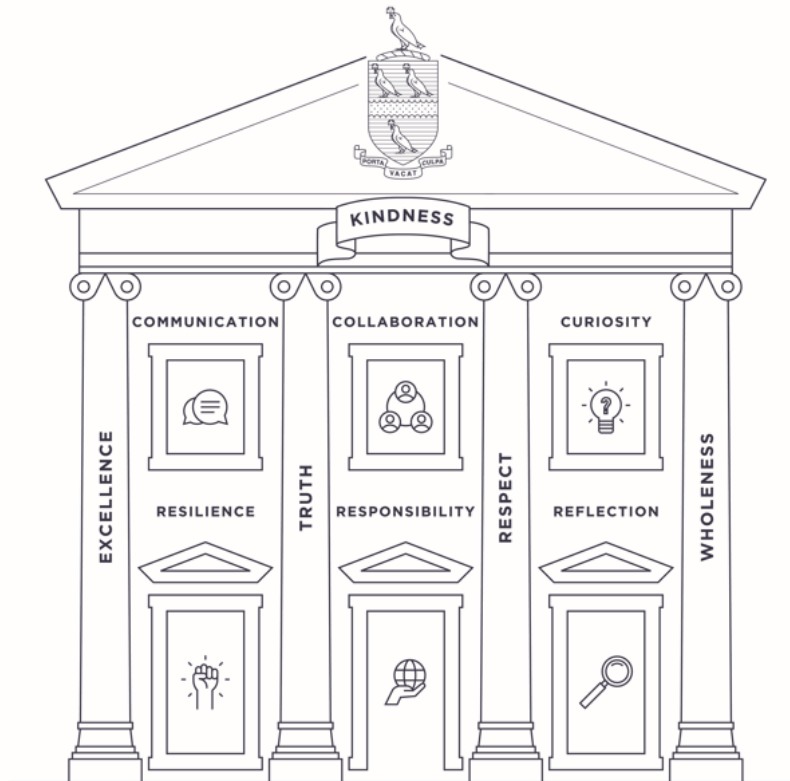
We provide all pupils, regardless of ethnicity, culture, belief, religion, home language, family background, learning difficulties, disabilities, or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models are aware of their influence as adults in promoting positive attitudes and they use that influence to challenge stereotypical ideas.

2.5 Behavioural Expectations

It is important that children in the school are safe. We provide a framework of behavioural expectations to educate the children about boundaries and rules. We provide children with choices to help them develop this important life skills and we introduce them to the Golden Rules used within Pre-Prep:

- Be kind and helpful
- Listen to people
- Work hard
- Be polite
- Look after property
- Be gentle (words, actions and thoughts)

These feed into the Repton Prep Code, which provides an overarching guide for each and every child at Repton Prep to follow:



We believe that children should be allowed to take managed risks but need to be taught how to recognise and avoid hazards. Children should be allowed to make mistakes but need to be taught how to build and show resilience, learn from their mistakes and use them in a positive way to progress and improve.

2.6 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 adults caring for them.’

(Statutory Framework for the Early Years Foundation Stage, Department for Education 2024)

At Repton Prep, we follow the welfare requirements and the Statutory Framework for the Early Years Foundation Stage:

- To safeguard children.
- To promote the welfare of children.
- To promote good health, including oral health practices, preventing the spread of infection by washing hands before and after using the bathroom, before eating etc. and taking appropriate action when children are ill.
- To manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- To ensure all adults who look after the children or who have supervised access to them are suitable to do so, including all necessary checks.
- To ensure that the premises, furniture and equipment are safe and suitable for purpose.
- To ensure that every child receives enjoyable and challenging learning and development experiences that meet their specific needs.

- To support and understand appropriate behaviour.
- To maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

The nature of early childcare means that there will likely be times when staff are required to supervise and support the children's toileting needs and support the changing of clothes and underclothes, as outlined in our Intimate Care Policy. There may also be times when a child needs emotional support. In addition, staff are aware, through our Positive Handling and Physical Restraint policy, how this aspect should be delivered.

Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

*A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if **absolutely necessary**.*

Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

(Statutory Framework for the Early Years Foundation Stage, Department for Education 2024)

3 Positive Relationships

At Repton Prep, we recognise that children learn to be independent through secure relationships. We know and understand the importance of a strong relationship between home and school and we aim to develop caring, mutually respectful, professional relationships with the children and their families.

3.1 Parents as Partners

We recognise that parents/carers are a child's first and most lasting educators and we value the contribution they make. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to embrace the sharing of information, knowledge and expertise.

This is promoted by:

- Children and parents/carers have the opportunity to spend time with the EYFS staff during an Information Evening held before the summer break, where they receive information regarding the EYFS setting at Repton Prep and the EYFS curriculum and how they can support their child's learning. They are also able to talk to staff when their child attends their taster session.
- Parents/carers receive a guide to the EYFS at Repton Prep when they enter the school and a Curriculum Overview at the start of each term.
- During the Michaelmas, Lent and Summer terms, Parent/Teacher meetings are held to discuss individual achievements and progress and targets
- At the end of the Michaelmas and Summer terms, parents/carers receive a report on their child's progress, successes and targets.

- Parents/carers are encouraged to have regular contact with teachers and keyworkers as often as required. Teachers/key workers will seek to talk to parents on an informal basis regularly.
- Teachers are required to have contacted all parents/carers within two weeks of a child starting to let them know how they have settled in and to encourage regular contact.
- Parents can choose the number of sessions their child attends in the Nursery, the minimum being 3 sessions and the maximum being ten. Reception children attend Repton Prep School full time. In discussion with parents, session times can be flexible, depending on the needs of the individual.
- EYFS operates an 'open door' policy so that parents/carers can come and discuss concerns and developments in an informal manner, offering opportunities to talk about their child's progress in the EYFS classes. There are opportunities for brief discussions at drop off and collection times and longer meetings can be arranged at the convenience of the parent/carer and teacher before or after school.
- Parents/carers can contact teachers via email. They can also telephone via the School Office
- Parents/carers are invited into school regularly for events such as concerts and performances and Sports Day.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. A Repton Prep, each child is given a 'Key Worker' who oversees their profile and who ensures each child settles. However, all staff will interact with all pupils in the same manner and establish relationships with all children. The Head of EYFS has ultimate responsibility for the Nursery children and the Form Teacher for the Reception children. EYFS staff are responsible for observing, planning and recording observations on EYFS children. Parents should direct all questions and enquiries regarding their child to the Form Teacher via face-to-face interaction, email or telephone. The Form Teacher will liaise closely with the Key Workers in order to ensure all input into Parent/Teacher meetings and reports.

The Head of EYFS meets regularly with the Deputy Head Pre-Prep to discuss concerns about children's development and well-being, as well as discuss individuals at Pre-Prep's weekly staff meeting, ensuring all members of staff in the Pre-Prep are aware of the needs of individual children's needs. In addition, the Deputy Head Pre-Prep has a weekly 1:1 meeting with the Head.

4 Enabling Environments

Repton Prep's EYFS aims to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn. Children should feel secure, confident and happy at Repton Prep.

4.1 The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active and areas where they can be quiet. The classroom is set up with resources covering all curriculum areas, where children are able to find and locate equipment and resources independently.

Activities are planned for both inside and outside. Under supervision, children have the freedom to move between the indoor and outdoor learning environments during the day. The children have

access to many different areas including role play, book corner, Literacy and Maths activities, interactive whiteboard, mini-iPads, collage and 3D modelling, play dough, sand, water, construction, wheeled vehicles such as scooters, small world and puzzles – activities which focus on gross and fine motor skills. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry and investigation.

Pupils have access to technology within the EYFS setting. They use the interactive boards, Beebots and iPads. In role play, children have opportunities to use technology in context, such as role play microwaves, mobile phones, laptops and keyboards. Children can access resources such as books and educational games through age-appropriate apps and QR codes.

Pupil and staff access to the School Network is managed through filtering and monitoring systems to ensure that IT is being used in a safe and appropriate manner and that the effectiveness of these systems is regularly reviewed.

4.2 Play

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.

(Statutory Framework for the Early Years Foundation Stage, Department for Education, 2024)

At Repton Prep, we support children’s learning through planned activities, as well as through the activities that children choose to engage independently, deciding when child-initiated or adult-led activities would provide the most effective learning opportunities. We believe that it is important for adults to support children’s learning through play. Through play, children explore and develop learning experiences, which helps them make sense of the world.

At Repton Prep the children have opportunities to participate in PE and Music and Movement as well as PlayDoh Disco. We have our own Forest School programme where the children access the wider school grounds, completing a range of activities and developing their skills while taking managed risks. They practise and build ideas, learning behavioural expectations and 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.

5 Learning and Development

5.1 Teaching and Learning Styles

EYFS practitioners understand child development and learning, and how this affects their teaching. They provide opportunities for first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop play and talk. Teachers carefully plan the curriculum to support children to work towards milestones throughout the EYFS. They plan provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Children are encouraged to communicate and talk about their learning, and to develop independence and self-management.

5.2 Areas of Learning

There are seven areas of learning and development that must shape educational programmes in Early Years settings. Three are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three prime areas –

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

The four remaining areas of learning are specific areas through which the three prime areas are strengthened and applied.

The specific areas are:

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

All these areas are interconnected; they cannot be delivered in isolation as they are equally important and dependent on each other. All areas are delivered through a balance of adult-led and child-initiated activities. A broad and balanced curriculum ensures that Repton Prep offers enrichment for all pupils which goes beyond the specific subjects being taught.

5.3 Planning

The EYFS curriculum is on a two-year cycle and has half termly/termly themes. These plans are used by the EYFS teachers as a guide for weekly planning. The teachers meet weekly to plan together for the following week and Nursery and Reception meetings allow LEAs (Learning Enhancement Assistants) to input into the planning via discussion, online planning and Teams. Plans may be adapted or altered in response to needs, achievements, interests of the children or world events. These will be indicated in the weekly planning. Planning is in accordance with the Statutory Early Years Framework. When planning, teachers aim to address the needs of both the class and the individuals within it.

5.4 Assessment

At Repton Prep, we continuously undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress and next steps. We use this information to ensure that future planning reflects identified needs.

All pupils are observed and assessed against 'Birth to Five Matters'. In the Summer term, Reception children are assessed against the Early Learning Goals. Photos are taken and observations take the form of formal and informal and can be written or added onto Tapestry, including 'next steps' to inform future learning. Children's assessments and observations inform the report writing for the end of the Michaelmas and Summer terms. Teachers work with other schools and the local LEA to complete moderation tasks. Moderation and discussion of children's progress also takes place during Early Years Foundation Stage meetings.

'Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development,

practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.' (Statutory Framework for the Early Years Foundation Stage, Department for Education, 2024)

In the final term in Reception, the EYFS Profile must be completed for each child. The profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, and their progress against expected levels and their readiness for Year One. Levels are shared with parents/carers through the Transition Report. The Year One teachers must be given a copy of the profile together with a short commentary on each child's skills and abilities in relation to the three characteristics of learning. These are shared through Transition meetings with the Year One teachers.

5.5 Staffing and Organisation

At Repton Prep, Nursery comprises of Rising Threes, who are our Nursery Squirrels and our three and four year olds, who are our Nursery Hedgehogs. Reception currently has two forms, Reception Dragonflies and Reception Butterflies. In the Nursery, we maintain a 1:8 ratio. There is one teacher supported by Learning Enhancement Assistants in the Nursery, maintaining the 1:8 ratio, with 24 Hedgehogs and 12 Squirrels being the capacity in any one session.

In Reception we have a maximum of 18 in each form, with the teacher being supported by a Learning Enhancement Assistant in each form.

Both the Nursery and Reception forms have their own outdoor play/learning area. The classrooms are close to the toilets and are equipped with appropriately sized sanitary ware.

Teachers and Learning Enhancement Assistants have the opportunity to attend courses. All Learning Enhancement Assistants are Paediatric First Aid trained at the earliest possibility after joining Repton Prep.

5.6 Transitions

The Nursery, Reception and Year One teachers work closely together to make the transition through the EYFS and into Key Stage One as smooth as possible. All staff within Pre-Prep have playground duties with both Nursery and Reception pupils and all teachers take assemblies throughout the year. Staff organise their time so that children get to know all staff well. Transition is organised so that when the children move to the next year group, they are familiar with both the staff and the new classrooms, aiding for a smoother transition.

During Reception, children are prepared for the transition into Year One primarily through developing their independence in routines and learning. Children are encouraged to be independent when dressing and undressing and when organising their personal belongings. Reception children will be familiar with the Year One teachers and Learning Enhancement Assistants. During the Summer term, all children attend a Moving On afternoon, where they spend an afternoon with their new teacher. Nursery Hedgehog children attend introductory Swimming lessons in the latter part of the summer term to familiarise them with the Swimming staff and pool environment in preparation for their lessons in Reception. Reception staff spend time with the Nursery Hedgehog cohort at various times throughout the latter part of the summer term to build relationships further and ensure familiarity with the Reception environment. Enhanced transition is put in place for specific children as required.

The Nursery teachers meet with the Reception teachers, and the Reception teachers meet with the Year One team to discuss each child and their individual characteristics of learning and needs.

All pupils are discussed at staff meetings in the summer term before form placement for Reception to Year Two to ensure all needs are highlighted, including historical needs or issues that may have an impact on that child in their next form.

6 Monitoring and Review

It is the responsibility of the EYFS teachers and Learning Enhancement Assistants to follow the principles stated in this policy.

The Head of EYFS, Deputy Head Pre-Prep and wider Senior Management Team will carry out monitoring of the EYFS.

7 Supervision in the Early Years

In accordance with the Statutory Framework for the Early Years Foundation states 2024, staff supervision is a requirement of providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.27 and 3.28 as follows:

3.27

Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.28

Supervision should provide opportunities for staff to:

- *Discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns.*
- *Identify solutions to address issues as they arise.*
- *Receive coaching to improve their personal effectiveness.*

Weekly meetings (planning/EYFS, Staff, LEA) provide opportunities for staff to raise and discuss any concerns about progress, behaviour or welfare of any pupils. This is also an opportunity for staff to raise any other school or work-related issues. Solutions will be discussed, implemented and reviewed. The Early Years team meet regularly to discuss their key children’s learning and development in more detail. Supervision Meetings are part of the ongoing supervision and monitoring process.

At Repton Prep School, the Supervision Meetings will:

- Provide support to members of staff
- Give the opportunity for practitioners to discuss concerns/sensitive issues
- Safeguarding/low level concerns
- Identify strengths and areas for development

- Identify coaching and mentoring needs
- Highlight training needs

The Supervision Meetings allow the Senior Management Team to:

- Support staff members with their development needs
- Provide mentoring and coaching options
- Identify any children who need support
- Identify any staff who need support
- Discuss any safeguarding or low-level concerns
- Support staff members with their own self-reflection
- Ensure issues/problems are solved
- Build trusting relationships that provide a culture of information sharing

This policy is the responsibility of SMT and Head of EYFS.