



Serva Fidem

EARLY YEARS POLICY

This document is a statement of the aims and strategies for teaching children in the Early Years Foundation Stage at Kingswood House School and Key Stage 1. The Early Years Department consists of one Reception class.

Kingswood House School Lower Prep aims to:

- Develop the individual abilities of each child in a secure, caring and friendly environment where they are happy and motivated to learn and to appreciate the benefits of healthy living and physical fitness.
- Encourage participation, enjoyment and success in all areas of the school's curriculum to create a well-rounded, confident child who shows respect, tolerance and compassion towards people and the environment.
- Help children develop self-worth and maturity so they are equipped to deal with life's challenges and are well-prepared for the next stage of their education.
- Create a strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.

PHILOSOPHY & AIMS OF THE LOWER PREP DEPARTMENT

We value our welcoming and secure environment in which we are all confident and motivated to learn. Our aim is to uphold and respect everyone's right to fully participate in all aspects of school life.

At Kingswood House Lower Prep we aim to establish the foundational skills outlined in the Early Years Foundation Stage Profile (EYFS), published by the Department for Education (DfE). There are seven areas of learning and development identified in the EYFS Profile:

- Personal, Social and Emotional Development (P.S.E.D)
- Communication and Language (C.L.)
- Literacy (L)
- Mathematics (M)

- Understanding The World (U.T.W)
- Physical Development (P.D)
- Expressive Arts and Design (E.A.D)

In the Reception class we follow the Early Years Foundation Stage Profile (EYFS) using the Surrey 'Profiles' or Record of Achievement to record the children's progress. Individual records, also record in detail children's progress in line with the EYFS Profile. The EYFS statutory framework sets out in detail the standards for learning, development and care for children from birth to five. At Kingswood House this includes children in Reception Class.

The EYFS Profile clearly outlines the Early Learning Goals (future provision and support) which all children are working towards and should have achieved by the end of the Foundation Stage. The seven areas of learning are outlined above. Please refer to the EYFS Profile which gives a comprehensive analysis of the stages of development and skills that should be acquired within each area of learning. Our long term, medium term and short term planning clearly identifies how we are working towards the Early Learning Goals in the Foundation Stage classes.

ENTITLEMENT

Our Early Years Department is structured in such a way as to enable all children to fulfil their potential within a positive, happy and secure environment. In this environment children can develop at their own pace, with the help and guidance of caring professional staff. Timetables and activities are designed to provide a combination of both well resourced adult led activities and child initiated activities, including use of the outdoors area. We strive to provide a well-balanced curriculum, comprised of meaningful experiences which facilitate learning through investigation, exploration and creativity. All our children are entitled to be given the opportunity to achieve the aims set out in the Early Learning Goals by the time they are 5 years old. At this point they progress on to Key Stage 1 where the children continue to consolidate and build upon these foundational skills.

At school the children are encouraged to have respect for one another and behave in an appropriately considerate manner. The 'Kingswood House Way' embodies our behaviour policy within the Lower Prep department:

THE KINGSWOOD HOUSE WAY

The Kingswood House Way is a simplified version of the School's Code of Conduct which all children can understand easily. Politeness, courtesy and respect are the key values which underpin the Kingswood House Way. ***'Respect- treating other people as you would like them to treat you'*** is the clear message that can be found displayed in every classroom in the school. The KHW is a set of core values which are used to promote good behaviour and excellent relationships. It is regularly used by teachers and assembly leaders to encourage pupils to respect and value each other as unique individuals.

Respect- treating other people as you would like them to treat you

1. Forgive
2. Share
3. Be honest
4. Listen to each other
5. Be kind and helpful
6. Do your best to be your best self

Foundation Stage children are rewarded for achieving personal targets and for keeping the Kingswood House Way. Reward charts and certificates are often used to reinforce and record this process.

CURRICULUM

Meaningful, exploratory based learning and play is central to our Early Years Curriculum. We provide a setting, which is arranged in such a way as to enable children to socialize, communicate, experiment, discover and have hands-on experiences. We have both indoor, (2 adjoining classrooms) and outdoor facilities (a fenced, soft landing area, astro turfed/paved area, climbing apparatus and sensory areas). This is all weather and therefore can be used all year round for outdoor learning. Children have specialist teachers for French, Music and PE and Forest School. All subjects are taught on site. The curriculum is enhanced by educational trips to local sites of interests and workshops.

Members of staff are active in teaching, facilitating, guiding and enabling children to fulfill the Early Learning Goals through a combination of adult led and child initiated activities. In this way children take part in a well balanced curriculum of topical planned activities, as well as having the opportunity to select activities, appropriate to their ability and stage of development. As children move through Reception class the work becomes more structured with a greater emphasis on recording and developing new skills.

We employ a variety of teaching strategies to deliver our curriculum. We consider the kinesthetic, audio and visual learners and visual timetables on a daily basis and they form part of the class structured routine. A variety of questions both leading and open are also used by staff to extend children's learning. Children with Special Education Needs (SEN) are given equal opportunities to access the curriculum as our facilities allow. The children are given the opportunity to develop their own ideas and initiatives through play and creative work. The children become skilled at working as individuals, in small groups and as a whole class.

The children are carefully monitored during each day and achievements are recorded as they occur. In addition, regular observations are made of the child's activities and these are used as a basis for planning and assessment. Regular planning assesses the success of the previous week's activities and also takes into account the children's individual needs.

PROGRESSION & DIFFERENTIATION

Children are encouraged to achieve a high standard based on their individual capabilities. Where necessary the curriculum is differentiated in order to maximize the achievement of children. The children all have equal opportunities and are not constrained in their access to the curriculum because of their chronological age.

Classroom activities are differentiated in different ways. Initially differentiation is by outcome, as the children respond and adapt to the task in hand. Weekly planning and assessment also leads to specific activities being planned for individuals or groups to enable them to work at particular areas of learning at their own pace. This includes children who need to consolidate foundational skills, those that are gifted and talented and those that have special educational needs. The Lower Prep works in conjunction with the Study Centre, thus additional support can be given where necessary.

ASSESSMENT AND RECORDING

Assessment comprises:

- Regular planned observations, both written and verbal, as the children progress, including annotated and dated photographic evidence and chronological filing of photocopies of their work made in the seven Early Learning Goals.
- The Foundation Stage Profiles/Record of Achievement in Reception. These are kept in the children's files and are supplemented through to the end of Reception year.
- The children's profile assessment tracking spreadsheet which is submitted to Surrey on request at the end of Reception year.
- A phonic baseline/tracking assessment which is carried out termly during the academic year.
- From regular observations, future provision and support is made by the class teacher and Learning Support Assistants. (LSA's).

For any child who is causing concern, as they are not achieving expected goals, we monitor progress, liaise with the school based Special Needs Coordinator, parents and any other outside agencies that may be involved.

Evidence or photocopies of all records and assessments are retained in a portfolio of individual children's work, which stays with the child throughout their time spent at school passing from teacher to teacher. These records are used to plan for further learning, and as a means of informing parents of their child's progress. Throughout the year staff set regular targets for each child and these are constantly reviewed and updated. Any concerns are noted and procedures followed as in our SEN policy. We may at this stage enlist the support of an LSA for the child. Class teachers together with the SENCO, liaise with the parents advising and suggesting future targets to be achieved and where appropriate, other specialist assessments that may be required.

REPORTING

For all parents and carers there is an end of year parents meeting. It is important to note, however, that parents are free to discuss their child's progress with the class teacher at any stage in the term. Staff speak to the parents on a daily basis and may discuss any queries at that time. Children in the Lower Prep Department (EYFS and KS1) have reports each term.

STAFFING

The Reception class has a maximum of 16 children with a class teacher and a Nursery Assistant, level 3, when needed. Reception class works together with Year 1. Work is differentiated and class teacher input is separate. The classroom is set up with a play area and access the outside area. The Lower Prep staff (including coordinators, teachers, LSA's, assistants) meet on a regular basis to discuss issues, forthcoming events, children of concern, budgets and AOB. Minutes are noted, typed up and the Head Teacher is given a copy with any appropriate discussions.

SPECIAL NEEDS: (See separate policy)

Kingswood House School provides integrated facilities for special needs which are coordinated through the Special Needs Coordinator (SENCO) in the Study Centre. Support for Special Educational Needs is put in place according to the recommendations of SALT, OT, or outside agency.

ENGLISH AS AN ADDITIONAL LANGUAGE: (See separate policy)

Staff will ensure that:

- Children whose cultural background or linguistic needs differ from the majority of pupils in the class, will be supported in their learning.
- Children will have an appropriately differentiated programme of teaching (if it is deemed to be necessary) in order to maximize achievement of children with English as an additional Language.

EQUAL OPPORTUNITIES AND RACIAL EQUALITY: (See separate policy)

Children are helped to appreciate social and cultural diversity. They are given appropriate experiences of different cultures through books, toys, music, poetry, art and discussion. The children are taught to value and celebrate the diverse cultural backgrounds of our pupils, staff and community, and respect the needs, values and beliefs of others. Topics are specifically chosen to provide these opportunities.

INFORMATION, COMMUNICATION and TECHNOLOGY (ICT):

Reception children are exposed to Early Years and KS1 software and have the opportunity to use a keyboard, remote control toys, listening stations and CDs for their stories. They also have access to programmable toys such as the 'Bee-Bots', calculators and tills in the shop. Children have I Pad sessions. The learning takes place from adults to child, but also child to child, when new skills are passed on. Weekly ICT sessions take place in the ICT suite.

We have a variety of Foundation Stage ICT packages which specifically target each of the seven areas of learning. These resources are available on the

classroom computers, I pads and can also be accessed through the Smart boards in all classrooms. These are interactive, allowing to the child to take discover and learn through independent use of technology.

ROLE OF THE PARENTS

Parents are the child's first and most enduring educators, therefore we work closely with parents and carers in Reception and KS1 at all times.

Parents are: -

- Invited to meet staff before their child begins school.
- Given a Kingswood House School Booklet and other relevant school information.
- Invited to parents' evenings.
- Encouraged to join our committees as a parent representative.
- Receive formal full school reports at the end of term.
- Email staff with concerns, queries and comments.

We have an open door policy and parents are welcome to come in at the end of each day.

We actively encourage parental involvement with the curriculum throughout the academic year.

ADMISSION

Once the child is registered they are invited to spend a morning at school in the half term prior to starting school. At this time we undertake an informal assessment of their academic abilities, social skills and emotional needs. If the child has attended a setting prior to entry we may ask for reports. Medical assessments may also be requested at this stage if necessary. The staff discuss each child as an individual and feed back to parents about their morning in school. It is possible that we may communicate with or visit the previous setting at this time. An offer of a place may then be made.

HEALTH & SAFETY (see early years risk assessment policy)

The equipment, furniture, toys, classrooms, playground and resources are regularly monitored for signs of wear and tear and damage is then reported to the Bursar. We have a comprehensive Early Years risk assessment policy that identifies specific hazards and safety measures both indoors and outdoors. In addition it must be noted that the children are made aware of potential hazards and are supervised and supported all times. Children are encouraged to wash their hands with soap after using the toilet, before eating and cookery, and after activities such as painting and sand play. Play equipment is cleaned and sanitized at the end of each academic year and termly if deemed necessary.

E. Walliss

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