



## HEATH HOUSE PREPARATORY SCHOOL

### Early Years Foundation Stage Policy

This policy applies to all children and staff in the Early Years Foundation Stage (EYFS) at Heath House Preparatory School.

This policy is based on the Department for Education (DfE) *Statutory framework for the early years foundation stage* (2021). Other key statutory background and guidance includes: the *Childcare Act* (2006), the *Equality Act* (2010), the *Special Educational Needs and Disability Code of Practice, 0-25 years 2014* (SEND Code 2015), and *Keeping Children Safe in Education* (September 2022) (KCSIE).

This policy links to a number of the school's other policies, including: Child Protection Policy; Staff Code of Conduct; Safe Recruitment of Staff Policy; Staff Development and Training Policy; Supervision of Staff Policy; Supervision of Children Policy; Missing or Lost Child Policy; Children Missing Education Policy; Late Collection and Non-Collection Policy; First Aid Policy; Medication Policy; Health and Safety Policy; Curriculum Policy; Behaviour Policy; Special Educational Needs Policy; English as an Additional Language Policy; and the Complaints Procedure.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

*Keeping Children Safe in Education* (September 2022)

**If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as 'e-safeguarding') please contact the Designated Person and safeguarding lead without delay. The school's Designated Person and safeguarding lead is Mr Richard, Deputy Head Teacher. In Mr Richard's absence, Mrs Emily Reid should be contacted.**

Please see the Child Protection Policy for further information about safeguarding and promoting the welfare of children.

## The Early Years Foundation Stage at Heath House

The Kindergarten and Reception classes form the Early Years Foundation Stage (EYFS) at Heath House Preparatory School. The EYFS is based in Tranquil Hall, and is an essential part of the school, setting the standards for early learning. The EYFS at Heath House is built on the standards set by the DfE's *Statutory framework for the early years foundation stage* (EYFS Framework 2021) which includes the *learning and development requirements* and the *safeguarding and welfare requirements*. The EYFS Framework ensures that:

“Children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”

*Statutory framework for the early years foundation stage (2021)*

Fundamentally, the EYFS at Heath House believes that:

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. [...] 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 (2021)*

Practice in the EYFS at Heath House is shaped by the four overarching principles of the EYFS Framework (DfE, 2017). These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **importance of learning and development. Children develop and learn at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Our aim is to ensure that children feel happy, safe and confident in the environment so they are able to thrive and succeed in their learning and all that they do at Heath House.

For further information in support of the above, please see the school's:

- Home School Agreement;
- Parents as Partners Policy;
- Inclusion and Equality Policy and the;
- Special Educational Needs Policy.

## The learning and development requirements

The EYFS Framework learning and development requirements cover:

- The **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings;
- The **early learning goals** that providers must help children to work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five);
- **Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers).

The EYFS curriculum at Heath House reflects the seven areas of learning and development, the early learning goals, and the assessment required to measure each child's achievement and individual progress. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning simultaneously, reflecting the interconnected nature of these areas. The seven areas of learning and development, and the associated early learning goals, are categorised as follows in Table 1:

**Table 1: Areas of Learning and Development and the Early Learning Goals**

Area of Learning and Development	Early Learning Goal
<b>Prime Area</b>	
<i>Communication and Language</i>	<ul style="list-style-type: none"> <li>• Listening and attention and understanding;</li> <li>• Speaking</li> </ul>
<i>Physical Development</i>	<ul style="list-style-type: none"> <li>• Gross Motor Skills;</li> <li>• Fine Motor Skills.</li> </ul>
<i>Personal, Social and Emotional Development</i>	<ul style="list-style-type: none"> <li>• Self regulation;</li> <li>• Managing self;</li> <li>• Building relationships.</li> </ul>
<b>Specific Area</b>	
<i>Literacy</i>	<ul style="list-style-type: none"> <li>• Comprehension;</li> <li>• Word Reading;</li> <li>• Writing.</li> </ul>
<i>Mathematics</i>	<ul style="list-style-type: none"> <li>• Numbers;</li> <li>• Numerical Patterns.</li> </ul>
<i>Understanding the World</i>	<ul style="list-style-type: none"> <li>• Past and Present;</li> <li>• People, Culture and Communities;</li> <li>• The Natural World</li> </ul>
<i>Expressive Arts and Design</i>	<ul style="list-style-type: none"> <li>• Creating with Materials;</li> <li>• Being Imaginative and Expressive.</li> </ul>

At Heath House all EYFS practitioners aim to promote a learning environment that matches the individual needs of children. Practitioners observe, assess and plan to ensure all teaching is challenging and playful across the prime and specific areas of development. Children will be encouraged to become effective, motivated and independent learners. The class teacher recognises that each child is an individual, therefore the development statements should not be taken as necessary steps, and should not be used as direct checklists. The age bands as they are, are not fixed age boundaries, however they do suggest a typical range of learning from 'Birth to 3', '3 and 4 Year Olds' and 'Children in Reception'.

The planning in the EYFS runs alongside the children's interests in order to offer a unique approach to the children. In Kindergarten and Reception, children's learning is taught and assessed using the EYFS Framework and Developmental Matters handbook. Children's learning is observed by ongoing formative assessment using the 2Simple software. From these observations the teachers are able to see the children's interests, and can monitor their learning based on both process and outcome. This information feeds forward into planning, creating a circular approach to education in the early years and allows teachers to record meaningful learning opportunities.

### **The EYFS Profile**

The EYFS Profile (EYFSP) summarises and describes each child's attainment at the end of the EYFS. It is based on on-going assessment in the 3 prime and 4 specific areas of learning, and provides parents and carers, EYFS practitioners and the Year 1 teacher with a picture of the child's knowledge, understanding and abilities, progress against expected levels, and their 'school readiness' for Year 1.

Each child's level of development is assessed against the 17 early learning goals (see Table 1, above) along with a short commentary on each child's skills and abilities in relation to the 3 key characteristics of effective learning (playing and exploring, active learning, creating and thinking critically).

For each early learning goal, EYFS practitioners judge whether a child is meeting the level of development expected at the end of Reception ('expected') or not yet reaching it ('emerging'). This will support future curriculum planning and provide the Year 1 teacher with important information about each child's approach to learning, stage of development and learning needs to assist with planning activities.

In Reception, children sit the NFER tests, this is an indication of learning and progression which promotes school readiness and prepares children for the next stage of their learning in Year 1. Please see the Assessment Policy for more information about NFER testing.

Please see the Curriculum Policy for further information on how the EYFS provides learning experiences that integrate with the Pre-Prep and Prep Curriculum at Heath House.

## **Role of Class Teacher and Teaching Styles**

Features of effective teaching and learning at Heath House include, the:

- Partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- Understanding that teachers have of how children develop and learn, and how this affects their teaching;
- Range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- Carefully planned curriculum that helps children achieve the early learning goals by the end of their Reception year;
- Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional skills and abilities;
- Encouragement for children to communicate and talk about their learning, and to develop independence;
- Support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- Play based learning to support all areas of learning and development in the EYFS;
- Identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- Clear aims for the work undertaken, and the regular monitoring to evaluate and improve where necessary.

## **Play in the EYFS**

Play is an 'essential part for children's development, building their confidence as they learn to explore, to think about problems, and relate to others' (DfE, 2021). 'Playing and exploring' is one of the 3 characteristics of effective learning in the EYFS (see EYFS Profile, above), and each of the seven areas of learning and development are implemented through planned, purposeful play and a mixture of adult-led and child-initiated activities.

Playing and exploring allows children to investigate and experience things, and 'have a go' (DfE, 2021), helping children make sense of the world. For example, playing co-operatively and learning to take turns with others is fundamental to how children learn to make relationships, one of the early learning goals associated with children's personal, social and emotional development. Through play, EYFS children practise skills and build up ideas, develop their independence and resilience, as well as developing social skills enabling them to make friendships. They have the opportunity to think, imagine and express themselves creatively alongside other pupils from the whole school community, as well as independently. They learn to communicate with others as they investigate and solve problems through play, learn to manage their feelings and behaviour, and form positive relationships with children and adults alike.

## **Inclusion in the Early Years Foundation Stage**

Heath House takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs.

Discrimination on the grounds of age, sex, special educational need, disability, race, religion or belief, marriage or civil partnership, gender reassignment, pregnancy or maternity, sex, sexual orientation, ethnic or national origin, or political belief has no place within this school.

At Heath House, we believe that all our pupils matter. We give our pupils every opportunity to achieve their best. We do this by taking into consideration our pupil's range of life experiences and cultural backgrounds when planning for their learning.

In the EYFS, we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of their Reception year. The majority of children progress beyond this point. We achieve this by providing small class sizes which enables efficient planning to meet the needs of all children, including those with special educational needs, those who are more able, those from various social, cultural and ethnic backgrounds and those from diverse linguistic backgrounds.

We meet the needs of all children by:

- Keeping class sizes below 18 to enable maximum attention for each child, and greater participation;
- 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 based on children's differentiated learning needs;
- Providing a wide range of opportunities to motivate and support pupils and to help them to learn effectively;
- Providing a stimulating classroom environment where pupils may happily say when they do not understand, without feeling undermined;
- Planning challenging and stimulating activities for pupils whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary; and
- Providing opportunities for children to develop a sound homework ethic from the age of 3 onwards. From the outset, we look for parental involvement in further developing their child's learning.

Practice is shaped by the EYFS Framework's four guiding principles (above). In keeping with the EYFS Framework (DfE, 2021), the school strives to provide:

- **Quality and consistency** in the EYFS, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Early learning opportunities offered in the school encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves;
- Ensuring that all children have equal access to early learning and play opportunities;
- Reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypical or derogatory images in the selection of materials;
- Acknowledging and celebrating a wide range of religions, beliefs and festivals;
- Creating an environment of mutual respect and empathy;
- Helping children to understand that discriminatory behaviour and remarks are unacceptable;
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds;
- Encouraging children to understand and display the school values;
- Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.

### **Achieving Continence**

It is preferable and highly encouraged that your child's toilet training is complete before they start Kindergarten at Heath House. If your child's toilet training is not complete it is essential that you discuss this with your child's key person (class teacher) before your child starts attending so that an intimate or personal care procedure for supporting your child can be discussed.

The Special Education Needs Coordinator (SENCO) for the EYFS is Mrs Sophia Laslett, Head Teacher.

Please see the Inclusion and Equality Policy, the Special Educational Needs Policy, the English as an Additional Language Policy, and the Dealing with Discriminatory Behaviour Policy for further information.

### **EYFS Involvement in School Life**

EYFS children may participate in a wide variety of extra-curricular clubs and activities. The school publishes an Extra-Curricular Club List at the beginning of each term. Parents are invited to choose from a range of clubs that best suit their child's interests. All parents and children are encouraged to choose different activities each term. Furthermore, at the end of the Summer Term, there is provision for 2 weeks of Summer School, which children are invited to take part in. This includes a variety of activities and educational visits in the nearby area. Many of our children are encouraged to take individual music tuition, both in-school guitar lessons, and private tuition at the Blackheath Conservatoire of Music. Please see the After School Club and Extra-Curricular Club Policy for further information.

A whole host of activities and events are held by the school, and children and parents of children are invited to attend. For example, class assemblies and coffee mornings for parents of the respective class, termly Friend of Heath House meetings, Burns' Night festivities, fireworks on the heath, the Christmas and Summer Fayres, the Christmas Miscellany, End of Term services, the Gym & Dance Display at the Blackheath Halls, the Summer Production at Greenwich Theatre, the Grandparents' Tea Party, cultural events and parades like the Chinese

New Year Dragon Parade, the Easter Bonnet Parade, Spanish Day, Greek Day and many more! Please see the Diary Dates for all the extra listed activities and events that take place during every school term.

For parents, every term there are events such as the Mums' Night Out, Dads' Night Out, the Black Tie Dinner Dance, and the Summer Party, taking place in the vicinity of the school. Parents are always encouraged to come and talk to the children about their jobs, work experience and any special interests. For example, the parent-led Heath House Space Project involves parents of children at the school giving their time to put together a project to send a helium balloon into space, with age-appropriate learning taking place in school during lessons.

## **The role of parents as partners**

Heath House believes in a strong partnership between parents and school staff. We believe that all parents have an essential role to play in the education of their child. We recognise the need for them to support their child and the school in order to aid the learning and development, as well as safeguarding and welfare, of every child in the school community. This is achieved as follows:

- Talking to parents about their child before they start at Heath House;
- Having flexible admission arrangements that enable EYFS children and parents to become secure in their routine and relationship with the school, and by allowing time to discuss each child's circumstances;
- Children have the opportunity to spend time with their prospective teacher in the EYFS setting before starting at Heath House by attending 'settling in days'. The school recommends at least 3 settling in days, and is happy to accommodate more days if parents wish for their child to do so;
- Inviting all Kindergarten and Reception parents to attend the New Parents meeting before their child starts at Heath House;
- Inviting all parents to informal, 'Friends of Heath House' school community meetings at the beginning of each term where school matters are discussed, for example, explaining the curriculum and homework procedure;
- Offering parents regular opportunities to talk about their child's progress in our EYFS through daily communication in the child's journal, and encouraging parents to talk to their child's teacher if there are any concerns. The school has an open-door policy, and teachers are available to talk to parents outside of the formal parents' evenings allocated by the school. Parents should arrange meetings with their child's teacher either through the journal or via the School Office;
- Formal Parents' Evenings take place twice yearly and provide an opportunity for the teacher and parents to discuss the child's progress. Parents are prompted to sign up to the individual meeting timeslots in advance of each Parents' Evening. Parents also receive a written report on their child's attainment and progress twice yearly;
- Arranging a variety of curricular and extra-curricular activities throughout the year that encourage collaboration between pupil, school and parents, and the wider community;
- Parents helping and supporting their child with homework which mirrors the child's learning at school;
- Offering a range of activities that support the involvement of parents. Parents help children participate in an array of activities to fundraise for various charities including Sports for All, Children with Leukaemia, the Barnados Big Toddler, Children in the Wilderness, Mufti Days, Jeans for Genes Day, the London Air Ambulance, the NSPCC and many more.

Please see the Home School Agreement and Parents as Partners Policy for further information.



## **The safeguarding and welfare requirements**

The EYFS at Heath House follows the standards set by the EYFS Framework to keep children safe and promote their welfare. The EYFS safeguarding and welfare requirements are met through the school's Child Protection Policy.

**If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as 'e-safeguarding') please contact the Designated Person and safeguarding lead without delay. The school's Designated Person and safeguarding lead is Mr Richard Laslett, Deputy Head Teacher. In Mr Richard's absence, Mrs Emily Reid should be contacted.**

Please see the Child Protection Policy for further information.

## **Supervision of Children**

All children in the EYFS have a key person. This is their class teacher. Please see the Supervision of Children Policy for further information.

## **Staff qualifications, training, support and skills**

Staff are recruited using the procedure set out in the Safe Recruitment of Staff Policy. Staff are supervised by the Head Teacher and Deputy Head Teacher. The induction process for all staff includes:

### Staff induction training includes:

- The school's Child Protection Policy;
- The Staff Code of Conduct Policy;
- Whistle-blowing procedures and Whistleblowing Policy;
- The identity of the Designated Person;
- Risks of radicalisation;
- A copy of Part 1 of KCSIE and Annex A for those working with children and leaders.

For further information in support of the above, please see the:

- Safe Recruitment of Staff Policy;
- Staff Training and Development Policy;
- Child Protection Policy;
- Staff Code of Conduct; and the
- Supervision of Staff Policy.

EYFS staff receive training on safeguarding, including on *Prevent* and Channel. Please see the information in Table 2 (below) for details of staff qualifications and training. The full Heath House Preparatory School staff list and qualifications can be viewed on the school website: <http://www.heathhouseprepschool.com/subjects>

**Table 2: EYFS Staff List and Qualifications**

<b>Role</b>	<b>Name</b>	<b>Qualifications</b>
<b>Head Teacher and EYFS Lead</b>	Sophia Laslett	Certificate in Education Post Graduate Diploma in Education Safeguarding in Education Paediatric First Aid
<b>Deputy Head Teacher</b>	Richard Laslett	BA (Hons) in English FA Qualified Football Coach - Level 2 Certificate of Safeguarding Training for Designated Teachers Paediatric First Aid
<b>Reception Teacher</b>	Hannah Weeks	BA (Hons) in Primary Education with QTS Safeguarding Training for School Staff Paediatric First Aid
<b>Kindergarten Teacher and Trainee Teacher</b>	Alexandra Swann	BSc (Hons) in Psychology Safeguarding in Education Paediatric First Aid
<b>Teaching Assistant</b>	Lily Devereux	Safeguarding in Education Paediatric First Aid
<b>Teaching Assistant and Spanish Teacher</b>	Regina Perez	BA (Hons) in Primary Education Safeguarding in Education Paediatric First Aid
<b>Designated Person</b>	Richard Laslett	As above
<b>Deputy Designated Person</b>	Emily Reid	CACHE Diploma in Childcare and Education Certificate of Safeguarding Training for Designated Teachers Paediatric First Aid
<b>SENCO</b>	Sophia Laslett	As above
<b>Health &amp; Safety Lead</b>	Sophia Laslett	As above
<b>Fire Safety Manager</b>	Richard Laslett	As above
<b>Fire Marshall</b>	Richard Laslett Emily Reid Alexandra Swann Hannah Weeks	As above

### **Policy on the Administration of Medicine in the EYFS**

EYFS staff follow the school's procedures to promote the good health of children attending the setting. The procedures for responding to children who are ill or infectious; the necessary steps to prevent the spread of infection; and the appropriate action to be taken if a child is ill, are set out in the Infection Control Policy, the Immunisation Policy, and the Sickness and Illness Policy.

The EYFS policy on the administration of medication is based on DfE (2021) EYFS Statutory Framework and the school's Medication Policy. In addition to the school's procedures for the administration of medicine set out in the Medication Policy, the following must be adhered to in the EYFS:

Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

*Statutory framework for the early years foundation stage (2021)*

EYFS staff will NOT administer any medication unless prior written consent is given for each and every medicine. The school has a separate medication consent form for parents to complete. Please ask your child's teacher for one when necessary. Please see the Medication Policy.

EYFS staff will endeavour to follow parents' instructions, but reserve the right to refuse to administer medication to a child in their care, if they believe this affects the safety of the child.

### **Storage of Medications**

The procedure for the storage of medication including life-saving prescribed medications, i.e. "emergency medications", is set out in the school's First Aid Policy and the Medication Policy.

All medications must be securely stored out of sight and reach of children, in the wall-mounted medication cabinet.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach and under supervision at all times. The EYFS stores emergency medications in individual waist-bags ('bum-bags') that are labelled with the name of the child who the medication belongs to, and kept alongside the first aid bags. We encourage children to carry their emergency medication in a brightly coloured waist bag on their person. Emergency medications are taken when he or she is participating in activities outside of the school buildings e.g. on the Heath, or on an educational visit/school trip. Additional emergency medications will be stored in the medication cabinet.

### **Staff Medications/other substances**

All staff must be fit to work. All staff must sign a medical declaration before starting work at the school (these are stored in personnel files).

Staff must not be under the influence of alcohol or any other substance that may affect their ability to care for children. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and those staff may only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Any staff medication must be securely stored at all times. Staff medication must be clearly labelled and stored in the medication cabinet (one in each building).

First aid bags should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressing, bandages, and eye pads. No other medical items, such as paracetamol, ibuprofen or aspirin or any staff medication, should be kept in the first aid bags.

### **Hygiene procedures for dealing with the spillage of bodily fluids**

Please see the Infection Control Policy.

## Accident Reporting Procedures, including those reportable under RIDDOR

Please see the Health and Safety Policy.

### Paediatric First Aid

At least one member of staff qualified in paediatric first aid will always be present in the EYFS setting and on any EYFS trips or educational visits. Staff will follow their training and the procedures set out in the school's First Aid Policy. Please see Table 2 (above) for details of EYFS staff qualified in paediatric first aid. Please see the First Aid Policy and the Paediatric First Aid Staff List for details of all paediatric first aid trained members of school staff.

### Managing Behaviour

The procedures for managing children's behaviour in the EYFS, including promoting and rewarding positive behaviour, and sanctions for poor behaviour, are set out in the school's Behaviour Policy.

Please note, corporal punishment is **NEVER** given to a child. Physical intervention and restraint should only be used when no other form of control is available and it is necessary to intervene for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

The school has a policy on Physical Contact, Physical Restraint and Use of Force which is set out in the Staff Code of Conduct. The Staff Code of Conduct sets the expectation for the standards of behaviour all staff are expected to observe.

Please see the Behaviour Policy and the Staff Code of Conduct for further information.

### Health and Safety

Please see the Health and Safety Policy.

### Complaints Procedure

The procedure for dealing with complaints from parents or carers of children in the EYFS is set out in the Complaints Procedure.

This is available on the school website: <http://www.heathhouseprepschool.com/policy-documents>

Internal use only

<b>Last reviewed</b>	7 February 2023
<b>Date for review</b>	7 February 2024