



Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

Early Years Foundation Stage Policy

Our school aims to:

- provide high quality care and education for children aged three to five years old;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be (see Parent Partnership Policy):

- valued and respected;
- kept informed;
- consulted;
- involved; and
- Included at all levels.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCSF 2007). From April 2017 the Early Years Foundation Stage was revised. Our provision reflects the four guiding principles that shape the requirements of the Early Years Foundation Stage.

- 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

- **children develop and learn in different ways and at different rates.** This policy covers the education and care of all children in EYFS, including children with special educational needs and disabilities.

Areas of Development and Learning

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Three Prime Areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Four Specific areas which strengthen the prime areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, Social and Emotional Development (*Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour*)

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication and Language (*Listening and attention, Understanding, Speaking*)

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of and being able to use new words;

- their ability to use words to describe their experiences;
- their ability to listen to, and talk about, stories;
- Respond to simple instructions;
- Begin to understand 'why and 'how questions.

Physical development (Moving and handling, Health and Self-care)

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and hold a pencil to form recognisable letters
- Develop their understanding about the importance of, and how to look after, their bodies;
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet independently.

Literacy (reading and writing)

- their knowledge of the sounds and letters that make up the words we use;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

Mathematics (Shape, space and measure, Numbers)

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

Understanding the World (People and communities, The world, Technology)

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Expressive Arts and Design (Exploring and using media and materials, Being imaginative)

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the EYFS guidance material to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

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

Observation and Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best

and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We have implemented a secure online tracking system that allows your child's key person to track your child's learning and development across the seven areas of learning. Your child's key person has access to a tablet, which then links observations to the tracking system via an app. Parents will also be able to view their child's learning journey online; where you can view photos, videos and EYFS observations taken by your child's key person. Parents can add images and comments to their child's learning journey but they will not be published until approved by a member of staff.

Samples of your child's work will be held in a file and will be sent home at the end of the Autumn Term following their fifth birthday.

Records of achievement

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into Year one.

Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You, the class teacher and key person will then decide on how to help your child to move on to the next stage.

Working together for your children

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with
- the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- parent workshops e.g. Letters and Sounds
- Home-link books
- Email

Key persons and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works

with you and the class teacher to ensure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time in Fox Cubs.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The School Day

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor classroom.

The setting also provides an opportunity to attend six sessions (morning only) at a local forest school during the spring term. This will provide a safe natural learning environment for children to build on skills across all aspects of learning. Learning outside enables children explore the ever-changing environment and to take risks in a controlled way.

Snacks and meals

Parents are asked to provide a healthy snack and packed lunch. Snacks are seen as a social time at which children and adults eat together. Fresh water is available at snack time. We discourage sweet drinks at snack time, with the exception of meeting medical needs: if this is the case a medical note is the required. Fresh water is readily available for the children throughout the day. Hot healthy meals are available with an additional cost. Hot meals are provided from an outside company and menus are available on the website or from the school office.

Policies

Copies of the school's policies and procedures are available for you to see on the website or from the school office. The school's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Transition from Reception to KS1

A policy that describes the 'transition' from reception to year one is attached and forms part of the EYFS Policy for Hopelands (Appendix 1).

Staff Supervision

Staff Supervision is formal and a recorded process through which professional actions of staff are examined and regularly reviewed. The staff who work in EYFS have a specified process which is detailed in Appendix 2.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. A taster day is available for all children before they start the setting. A 'stay and play' session is available (every Tuesday 2.30pm-3.25pm) for children aged 3+ years to attend free of charge before starting the setting. To ensure ratios are met parents are asked to stay. Please contact the class teacher or office if you would like your child to attend.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Parents are asked to provide a pair of wellingtons to stay at school, plus sun lotion and a sun hat during the summer months. Hats are available to be purchased from the school's office. Book bags are available free of charge. You will find uniform prices and requirements for Fox Cubs on the website.


We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are *always* ready and willing to talk with you about your ideas, views or questions.

This policy
was adopted Hopelands Preparatory
at a meeting School
of

Held on November 2017

Date to be
reviewed November 2019


Signed on
behalf of the
senior
management
team



Name of
signatory Sheila Bradburn

Role of
signatory Head

Signed on
behalf of the
Governing
Body



Name of
signatory Richard James

Role of
signatory Chair of Governors

Appendix 1

Transition Policy Reception – Year One

Scope of Policy

This policy applies to the EYFS only.

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- Rationale
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- Equal Opportunities and Inclusion
- Principles that underpin the policy
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- Building on what children know and understand
- Partnership with Parents
- Continuing Professional Development

Introduction

Excellence and Enjoyment discusses broadening and increasing the creativity within Key Stage One to meet the needs of young children. Extending the Foundation Stage curriculum into Key Stage One would address the advice given in this guidance, as well as meeting the needs of younger children as they progress through their learning.

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next.

Rational

At Hopelands School we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. The policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for children with learning difficulties during transition. Appropriate assistance will be provided in a variety of ways including;

- A range of learning styles.
- Using pupil's ideas and motivations as a starting point for learning.
- Adjusting the conceptual demand of the task as appropriate for the child.

Principles that underpin the policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the previous class/group/setting.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage.
- There should be a professional regard for the information from the previous class.
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process.
- The transition should motivate and challenge children.
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.

Creating an appropriate environment

- Year One classroom has areas of continuous provision to support and extend children's independence skills.
- All staff have received training on how to provide a high-quality learning environment.
- The areas of provision in Year One are planned for appropriate learning objectives with more challenge and teacher focussed tasks.
- Children in Year One have access to an outdoor learning environment to support teaching and learning.
- A richly resourced outdoor classroom is used to support teaching and learning in Year One.
- A Transition Project will take place at the end of the Summer Term and the first week of the Autumn Term in Year one.

Building on what children know and understand

- Areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities.
- At the transition stage those children who are still working at Emerging Early Learning Goals or may need a modified curriculum due to special educational needs are noted.
- Year One teachers will use cross phase planning that incorporates both EYFS learning and development matters and National Curriculum levels.
- The Year One Teacher and Teaching Assistant meet after the first few weeks in Year One to discuss individual children after the settling in period.

Partnership with parents

At Hopelands Preparatory School we encourage parents to be involved by:

- Inviting parents into school twice a year to discuss the progress of their child.
- An annual report will be written at the end of the academic year
- Inviting parents to curriculum evenings.

- Curriculum is displayed at the beginning of each term.
- Parents are given clear information about what to expect in Year One.
- Parents are given the opportunity to meet the Year One staff before September
- Parents are invited to experience the Year One environment, classroom layout and resources before September.
- Parents are invited to an information evening outlining what the National Curriculum is, and how best to support their child's learning in Year One.
- Brief end of the day 'open door' sessions are offered to parents in the first few weeks of Year One to address any issues regarding their child settling into Year One.

Continuing Professional Development

- Reception and Year One teachers know what the Early Years Foundation Stage Profile contains and how to interpret the judgements.
- Reception and Year One teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- Reception and Year One teachers are confident in making assessments through the observation of children.
- Professional development opportunities in relation to transition are evident in the School Improvement Plan.

Appendix 2

Supervision in EYFS Policy

Scope:

This policy applies to the EYFS only.

Staff supervision in early years and childcare

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At Hopelands School all practitioners who work directly with children and families are supervised by their designated line manager.

Supervision meetings are held every term for each EYFS staff member.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

Supervision agreements are drawn up for all staff.

A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.

Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is stored securely at all times.

All supervision meetings must include discussions concerning the development and well-being of each of the supervisee's key children.

Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child's file and may include support from external agencies.

All aspects of supervision must ultimately focus on promoting the interests of children.

During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to Mrs S Bradburn.

Form for recording supervision meetings

It is important that all supervision discussions are properly and promptly recorded so as to:

- maximise impact,
- support completion of agreed actions within agreed timescales, and
- avoid any confusion or disputes.

It is advisable that both parties sign the supervision record with the opportunity to record any points of disagreement.

The most appropriate method of recording will depend on the working environment, the resources available and the personal preference of the supervisor. For instance, many supervisors prefer to take brief notes during the meeting and then write or type these up later. Others, particularly people with several supervisees, may struggle to complete their records promptly and prefer to do handwritten notes during the meeting. Although this may disrupt the flow of the meeting, pauses to record decisions or actions agreed can be useful and this method provides the opportunity for:

- the exact wording to be agreed
- both to sign the notes at the end of the meeting, and
- a copy of the record to be given to the supervisee immediately.

Whichever method is chosen, it is important that key decisions and actions agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of actions not being followed through or delayed. This will be as important to the supervisee as to the supervisor.

Supervision agreement

We agree that supervision will be given and received in accordance with the Hopelands School supervision policy which includes more details of the supervision process.

This supervision agreement is between _____
(insert name of supervisor)
and _____
(insert name of supervisee)

and outlines what each of us can expect from the supervision process and what our responsibilities are.

- We will arrange supervisions on a termly basis and neither of us will cancel these unless there is an urgent reason to do so.
- Supervisions will start promptly and will finish after an hour or when we have had time to discuss all issues.
- We will treat our conversations with respect for each other's views. Both of us should feel free to express personal views and opinions without prejudice.
- We will hold supervisions in a quiet area where other people cannot overhear us. We will keep the contents of supervisions confidential, although some issues may need to be referred to the supervisor's Line Manager or other agencies if necessary (e.g. Social Care).
- We will keep a written record of each supervision meeting which we shall both sign and each of us shall have a copy.
- We will both complete any actions agreed at supervision within the agreed timescale. At our next supervision, we will review the notes of the previous supervision to ensure that all actions have been carried out.

Signed: _____ **Signed:** _____
(supervisor signature) (supervisee signature)

Date: _____ **Date:** _____

EYFS Supervision Meeting record

Name of supervisee:	Name of supervisor:	Date:	Number of key children:
Progress on actions agreed from previous meeting:			
Management: (resources, workload, targets, specific duties, time management)	Action:	When:	By whom:
Support: (key person role including work with individual children, designated person role, work life balance and well-being, observation, assessment and planning, evaluation, safeguarding)	Action:	When:	By whom:
Mediation: (worker relationships, safeguarding, work with other agencies, working with parents)	Action:	When:	By whom:
Development needs: (skills, knowledge of child development and EYFS, understanding and attributes to complete the role, training needs)	Action:	When:	By whom:
Any other areas for discussion:			
Date of next meeting:	Signed: (supervisee)	Signed: (Supervisor)	