



HURLINGHAM
SCHOOL

Early Years Foundation Stage Policy

This policy is made available to all parents and staff of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage (EYFS) Nursery and Reception pupils.

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1. Introduction

At Hurlingham School we provide a broad and balanced curriculum. Through the delivery of the Early Years Foundation Stage curriculum, the Foundation Stage Profile, the Development Matters guidance and the Every Child Matters approach, we seek to encourage, support and challenge all children to aspire to achieve the highest standards.

In addition to academic growth, our curriculum also promotes each pupil's moral, cultural, social, physical and creative development through the seven areas of learning. Early Years education encompasses all learning. It provides the foundation upon which children build and develop at their own pace.

1. The aims of the Foundation Stage at Hurlingham

- To provide the children with a well-planned and resourced curriculum to take their individual learning forward and to provide opportunities for all to succeed in a caring, supportive and creative environment.
- To work in partnership with parents and carers to help children learn and develop.
- To follow guidance from the Department for Education, especially the characteristics of effective learning, the 'Every Child Matters' agenda along with 'Development Matters', the curriculum guidance for the Foundation Stage.
- To create an environment where all children feel happy and secure.
- To provide first hand experiences which are enjoyable and rewarding and develop the skills of investigation and exploration.
- To recognise and cater for the needs of the individual to foster independence in all children so that they may be the best that they can be.

3. Early years Foundation Stage Principles

We recognise the four guiding principles set out in the statutory framework and these shape our practice in both the nursery and pre-prep.

- 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 the school and parents or carers.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

2. A Unique Child

At Hurlingham, we respect that every child is unique and will therefore learn and develop in individual ways. We recognise that every child is a competent learner in their own right and we aim to develop their capabilities and confidence so that they are self-assured and resilient. All children are treated equally, we do not discriminate against children because of any differences such as race, gender, religion or ability.

3. Positive Relationships

Positive relationships underpin our ethos at Hurlingham. Children develop their self-esteem and self-confidence through the secure relationships they form with the adults who care for them. When children start at Hurlingham, staff prioritise the building of relationships in order for children to feel safe, valued, cared for and

listened to. We aim to 'catch the children being good' and reward positive behavior at the Prep School through the use of verbal feedback and praise, house points, stickers, special mentions at assemblies and postcards sent home. At the Nursery we reward positive behavior through the use of verbal feedback and praise, stickers and stamps, Star of the Week, Wow Moments and Termly Superstars.

We develop respectful and professional relationships with parents through having an open-door policy as well as various events held throughout the year such as induction mornings, welcome evenings, parent workshops, classroom open mornings, and pupil progress meetings. Parents are invited to attend a nativity play, class assemblies and sports day and parent volunteers who are DBS checked are able to assist with reading and educational visits.

4. Enabling Environments with Teaching and Support from Adults

Our indoor and outdoor environments at Hurlingham are recognised as being key in supporting and extending children's development. The learning environment reflects the needs of the curriculum, the children's interests and abilities. The role of the adults is to listen to and interact with the children in order to extend their knowledge, understanding and vocabulary and to plan next steps for the children's learning.

5. Learning and Development

In partnership with parents, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

The Educational Programmes of the EYFS

Provision and practice within the early years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'.

The Educational Programmes in the EYFS underpin the curriculum that will be taught. This will be based on observations of children's needs, interests and stages of development. Teaching will be planned to reflect these interests and individual circumstances through the educational framework in order to provide each child with a challenging and enjoyable experience.

The EYFS framework outlines the seven areas of learning and development that are the Education Programmes of the 'Statutory framework for the early years foundation stage'. These are split into two interconnected sections – Prime and Specific:

The 'Prime' areas of learning and development are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The 'Specific' areas of learning and development are:

- Literacy
 - Comprehension

- Word reading
 - Writing
- Mathematics
 - Numbers
 - Numerical patterns
- Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three **characteristics of effective teaching and learning** in the EYFS:

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

Curriculum planning

For children to make progress in learning, appropriate planning is important.

In **Nursery and Pre-School**, we have adopted a combination of preplanned and 'In the Moment' planning which capitalises on the children's interests and passions whilst ensuring a broad and balanced curriculum on a daily basis and appropriate progress towards the Early Learning Goals.

Special emphasis is placed on child-initiated activities and resources are available for the children to choose from, depending on what their individual interests are. In the Nursery, the day begins with independent exploration and this is followed by outdoor opportunities and structured learning in a Circle Time or Focus Activity setting. Additionally, the children take part in a range of specialist lessons including music, gymnastics, dance, yoga, drama, French and Spanish multi-sport activities. Afternoon sessions (Explore and Discovery Time) are our provision for the children to explore and develop their learning through accessing the seven areas of learning, both in the classroom and outside, where the staff set up areas and activities from which the children may choose freely. In the Pre-School year, children may opt to take part in Forest School, on a secure site on Wimbledon Common, one day a week, every week, throughout the year.

In **Reception**, lessons are planned for each curricular area in order to enable the children to develop the skills, knowledge and understanding outlined in the Early Learning Goals, and in the guidance from Development Matters.

Every day in Reception the children are taught more structured lessons such as Literacy, Phonics and Mathematics. They also have specialist lessons during the day in Music, French, Spanish, Sport and Ballet or Karate to further develop their understanding and knowledge. The day also includes Explore Time which is our provision for the children to explore and develop their learning through accessing the seven areas of learning, both in the classroom, in our Discovery Area and outside, where the Reception staff set up areas and activities from which the children may choose freely. Reception children attend Forest School/Nature Discovery sessions once a week either on Wimbledon Common (with a trained forest school leader) or Wandsworth Park. This

enables pupils to make explorations in the natural world and satisfy their curiosity in making links between classroom activities and the outdoors environment.

Medium term plans are put together by the teaching staff and are themed in order to ignite children's imagination and interest. The themes in Reception are:

Autumn Term- Ourselves and Others

Spring Term – Space and Once Upon a Time

Summer Term – All Creatures Great and Small

Weekly plans are more detailed and consider the children's progress from the previous week so that topics can be revisited, reinforced or extended for individual children.

When planning the curriculum, the school will ensure that:

- Diversity and inclusion are at the heart of planning, ensuring provision enables every child access to engaging and challenging learning.
- Staff observations and ongoing formative assessments are used to inform planning and create an accurate and informed picture of each child.
- When planning teaching, it considers:
 - The stages of children's development.
 - Children's individual needs and interests.
 - The learning environment, inside and outside.
- Staff develop knowledge of children and their families and use this information to inform practice and provision.
- There are sufficient amounts of time and resources available for staff to engage in planning and assessment activities.
- Curriculum plans are flexible working documents which will be adapted and changed to respond to the needs and interests of children.

6. Assessment and Feedback (see also the Assessment, Recording and Reporting Policy)

The EYFS staff use a range of assessment methods when gathering information on children's progress and achievements. For children aged between two and three a progress check is carried out within the first four to six weeks of their time at the Nursery school which identifies whether the child is *emerging* or *expected* in the prime areas. For all children observations are recorded and monitored using the Tapestry Online Tracker. We believe that observational methods are the principal tools through which assessments are made. Children are flagged at monthly supervision meetings with the Head of Pre-Prep for any areas of concern and continuously monitored by their teacher.

Staff complete baseline assessments with the children on entry in their reception year and at the end of each term.

Observations are taken throughout the day by the Nursery and Reception staff, photographs are taken for the individual children's Learning Journals (profiles) and notes are taken for possible 'next steps' for planning. Observations are recorded when children are making meaningful progress and achieving developmental milestones. When staff identify a concern about a child more frequent observations are made and provision is put in place for them to access the curriculum at their level so that they continue to make progress. Staff aim to spend a large majority of their time listening, communicating and interacting with the children to support the

development of their skills, knowledge and understanding. We believe that if you are capturing the moment you are not in the moment.

In the final term of the year in which the child reaches age five, and no later than 30 June, the EYFS Profile is completed for each child. Our profiles provide parents with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against the Early Learning Goals and their readiness for year 1. The teacher indicates whether the child has met the expected level of development or if they are not yet reaching expected levels. Parents are welcome to discuss the profile report with their child's class teacher. The results of the Profile are shared with our year 1 teachers as part of a handover discussion. The Profile results are reported to Wandsworth Council upon request.

Staff aim to give children verbal feedback whilst they are working as we recognise that this feedback 'in the moment' offers the greatest impact in terms of the children's development. Children are encouraged to reflect on their own learning by identifying how they felt the activity went - straightforward, challenging or difficult - and they are provided with more challenge if they completed their activity quickly. Staff complete 'next steps' for children in Reception and mark whether the work was completed independently or with support. Reception teachers use a tick or a dot from the Lower School marking scheme (see Marking Policy), and in the Summer term they introduce the 'think again' bubble.

4. Inclusion

Hurlingham embraces diversity through its non-selective admissions policy. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Early Years Lead holds half-termly formal and regular informal meetings with the Reception teaching team to reflect on children's progress and to identify any children who should be assessed by the Special Educational Needs Coordinator (SENCo). The parents of any children to be assessed will be informed. The SENCo will assess the child in their learning environment and recommendations will be made for how to support the child within their class. The SENCo may recommend an assessment by an Occupational Therapist or Speech and Language Therapist. If required, the child may also be set formal targets in the form of an Individual Education Plan or may undergo an Education, Health and Care needs assessment in order to establish their specific needs.

Children with English as an additional language are encouraged to use their home language in play and learning whilst also developing their ability to communicate in English.

Children who are identified as 'More Able' are provided with more challenge where appropriate with the guidance of subject leaders and progress will be closely monitored.

7. Transition

At Hurlingham, we recognise that there are key transition times for our children. The most significant of these being the transition from nursery to Reception. In order to ensure a smooth transition, we plan for a number of events throughout the year.

- All children attending Hurlingham Nursery who will be attending the prep school are brought to the school, along with their nursery teacher, to experience the environment and meet the teaching staff three times during the Summer term.
- The Early Years Lead contacts the nursery schools of children intending to attend the prep and arranges a time to visit the child in their nursery.
- All children who will be attending Hurlingham Prep are invited, along with their parents, to visit the school and meet their teachers, teaching assistants, Head of Lower School, Head of School and PTA Representatives on a Saturday morning during the summer term.

- All children receive a postcard and a video in the Summer term before the child starts school from their Reception teacher.
- All children and their parents are invited to a teddy bear's picnic by the PTA in Wandsworth Park in the last few days before school opens to children in September.

8. 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 the adults caring for them.” Early Years Statutory Framework – September 2021

Safeguarding children, ensuring that they keep safe and well, is of paramount importance and at the heart of everything that we do. Any safeguarding or welfare issues will be dealt with in line with the school's safeguarding and welfare policy.

Child Protection (See also child protection policy)

Staff in nursery and Reception receive annual training in child protection which includes up to date knowledge of safeguarding issues. Staff are aware of the government's statutory guidance 'Working together to Safeguard Children', the 'Prevent duty guidance for England and Wales' and 'Keeping Children Safe in Education'. The Designated Safeguarding Lead for the Prep School is Fiona Goulden and in the Nursery it is Daisy Robertson.

Suitable People

Effective systems are in place to ensure that all staff are suitable to work with young children. All staff and volunteers must obtain an enhanced criminal records check.

Key Person

Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In the nursery and in the prep, the child's key person is their class teacher.

Promoting Health

The school will promote the good health of the children in EYFS, including the promotion of oral health.

Keeping Safe

All equipment indoors and outside is checked weekly to ensure that it is safe for our children to use and items with moving parts are paid close attention to. Items in regular use are cleaned with antibacterial cleanser. Please refer to our EYFS nursery and prep Risk Assessments. Risk assessments are completed for any educational visits and include consideration of adult to child ratios. Fire alarm drills are held regularly, fire exits are clearly identifiable and each classroom has a fire evacuation poster.

Accident or injury

All accidents are logged on CPOMS and the parents are informed by a phone call or email. In the Nursery, parents are informed by an accident form which is signed by the staff member, the Head of Nursery and the parent. A written record is kept of the treatment provided. Parents in the Nursery will always be called and emailed if there is a head bump. In both the Nursery and Reception if the child has bumped their head, staff teaching the child later that day must also be informed. In Reception this is done by giving the child an 'I bumped my head today' wrist band. A first aid box is accessible at all times and maintained with appropriate content. At least one member of staff who has a current Paediatric first aid certificate is on the school premises at all time when the children are present and accompanies the children on outings. Certificates of those members of staff with full PFA are on display to parents.

Managing Behaviour (See also the Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy)

Class rules are established with the children in the first week of arrival. These rules are created with the children, guided by the teacher, and are regularly referred to and discussed. It is important that the children understand that rules are needed to keep them safe. In the Nursery we use a sunshine, rainbow and cloud chart and in the Pre-school a rocket chart. These charts are used for positive reinforcement. In Reception, we use a colour coded system to both warn children about the need to adjust their behaviour, and to reward children for exceptional effort in keeping the school rules.

Physical intervention is only used to avert immediate danger of personal injury and must be recorded and parents informed.

Mobile Phones and Devices

In Nursery and Reception we operate a strict 'no use of mobile phones' policy and posters are used around the premises to indicate this. Staff members must not use personal mobile phones or cameras when EYFS children are present. Staff may use mobile phones in the staff room and they should be stored in a locked cupboard whilst children are present.

Mobile phones may be taken on trips but only used in emergencies. They must not be used to take images or videos during trips. We have school electronic tablets which are used to take photos and videos for the children's learning journals and on trips. These devices must have passcode protection and should not be taken off the school premises without the permission of the Head of Nursery or the Head of Early Years.

Administration of Medicine

If a child needs to have medication (both prescription and non-prescription), written permission must be obtained from the child's parent or carer. Written records must be kept of each time a medicine is administered and the parents informed. Training is provided for staff where the administration of medicine requires medical or technical knowledge.

Staff Medication

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly. Staff must inform the Head of the Nursery or the Head of Early years if they are taking any medication and this should be recorded. Any medication used by staff is securely stored in a locked cupboard.

9. Supervision

Staffing ratios

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

The school adopts the following staffing ratios:

- For children aged two:
 - There is one member of staff for every four children.
 - At least one staff member holds a full and relevant level 3 qualification.
 - At least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- Where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children: there must be at least one member of staff for every eight children, at least one member of staff must hold an approved level 3 qualification and at least half of all other staff must hold an approved level 2 qualification.

For children in Reception classes:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 30 children. Where there is no qualified teacher or equivalent present there is one member of staff for every 8 children.
- For all other year groups at the Prep School, we maintain a ratio of 1 adult: 29 children (or better) within any activity.

Educational Outings

Children in nursery and Reception make regular visits to Wimbledon Common or Wandsworth Park for Forest School or nature-based discovery walks. Staff ratios on these trips in Reception are 1 adult to 6 children. In the Nursery, the ratios are 1 adult to 4 children. For trips to Wimbledon Common and Wandsworth Park please see Risk Assessments. All trips are risk assessed by teaching staff.

Breaktimes

Break Time for Reception is staffed with at least 2 adults who have QTS or EYPS/EYTS or one member of staff with QTS or EYPS and 1 other adult. For all other break sessions which take place in the playgrounds, 2 members of staff are always on duty to supervise the children including during wet play which takes place in classrooms. Should additional help ever be needed in the playground, the staffroom is adjacent and other staff are called quickly, efficiently and reliably. When the adventure playground is in use an extra adult is on the duty rota to supervise the children playing on this equipment.

At the Nursery, the same daily ratios of 1:4 for 2 year olds and 1:8 for 3 year olds apply for outside play. There will always be a minimum of two members of staff at all times.

Lunchtimes

All children eat their lunch in the presence of at least one member of staff and the catering team: Lower School children are supervised by one member of staff per year group. Upper School children are supervised by one member of staff per two year groups. Staff eat their lunch in the dining hall so are called quickly if needed. Appropriate adult/child ratios for supervision are followed for EYFS pupils attending after school clubs and for those staying to tea. The same daily ratios of 1:4 for 2 year olds and 1:8 for 3 year olds apply at the Nursery for lunchtime.

Dismissal

After the end of afternoon lessons, we insist that all pupils who remain on the school premises attend a staffed activity, homework club or supervised tea.

Reception pupils are collected by their parents or carers from their classroom door via the lower playground. Pupils in Years 1-6 are collected from either the Arts Centre entrance or main Avenue entrance. The car park is also used as a dismissal point and is staffed continuously during the dismissal window. Form teachers dismiss their own classes with the exception of games days when the sports staff dismiss the children. playground at the back of the school. Pupils who have a sibling who finishes later is able to wait in the Hall. There is an adult on Siblings duty looking after these children. A record is made of who the child was dismissed to. This record is then handed to the School Office. We will only release children into the care of a parent or another individual whose details have been given to the school in advance.

At the Nursery, Teachers wait with their group for their parents in the playground. Children will only be released into the care of a parent or another individual whose name, photo and contact details are in our 'Authorisation

for Going Home' folder. Otherwise notifying the School Office or the Head of Nursery with an email or phone call in advance. The Head, Deputy Head or School Secretary will always be on the main gate when dismissing children to their parent/carer.

10. Monitoring and Review

This policy is reviewed annually by the Head of Nursery, the Head of Early Years and the Head of Lower School. All members of staff who teach or supervise EYFS children are required to familiarise themselves with this policy.

Date of Policy: September 2010

Date of last Review: September 2023

Date for next Review: June 2024