



**ST BERNARD'S  
PREPARATORY SCHOOL  
EARLY YEARS DEPARTMENT**

**EARLY YEARS POLICY**

**ADVENT 2018**

# St Bernard's Preparatory School

## EARLY YEARS POLICY

### Mission Statement

**With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.**

**St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.**

### **Rationale**

We acknowledge the statement that

*"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."*

DCSF 2012

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We are in agreement with the Early Years Outcomes as we want all of our children to be successful learners, to be confident individuals and to become responsible citizens.

### **Aims**

- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children's learning through purposeful observation, evaluation and interaction.

## **Procedure and Structure**

### **Role of the Headmaster**

The Headmaster has appointed a member of staff for the roles of:

- EYFS Co-ordinator, Mrs M Biscardi
- Key worker for Pre-EYS- Miss L Druce
- Key Worker for EY1- Mrs M Biscardi

### **Role of the Early Years Foundation Stage Co-ordinator**

The Early Years Foundation Stage Co-ordinator with support from the Head of Pre-Prep will:

- lead the development of the Foundation Stage;
- provide guidance and support to all staff;
- review and monitor by discussion with staff;
- report to the Headmaster on the success and development of the Foundation Phase.
- review and monitor the policies specific to EYFS;
- keep up to date with new developments and resources in regards to the National Framework;
- focus efforts to continually review and promote the curriculum;

### **Role of Teaching and Support Staff**

The teaching and support staff work:

- together as a team in conjunction with the EYFS Co-ordinator;
- to promote confident and independent learners;
- to create a learning environment that reflects learning across all seven areas of the Curriculum.

### **Organisation**

- The EYFS Co-ordinator is responsible for the management of the Foundation Stage team and the Foundation Stage Area.
- The area covers four classrooms, one Nursery classroom with an additional classroom for our two and a half year olds, two open plan Reception area and an outdoor area. This is staffed by teachers, teaching assistants, nursery nurses and additional support staff.

### **Curriculum**

The Foundation Stage is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We believe that the Foundation Stage, which covers the development of children between the ages of three and five years, is the foundation on which children build the rest of their lives. We greatly value the important role that the Foundation Stage plays in laying secure foundations for future learning and development. Play underpins the delivery of the EYFS Curriculum. We use the document "Early Years Outcomes" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook* (Standards and Testing Agency). Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. The Early Learning Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning. We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative workshops, ICT, Numeracy activities, drawing, writing and cutting areas and reading and role-play areas.

The EYFS curriculum is organised into seven areas of learning, three prime areas and four specific areas:

- Three Prime Areas

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

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

Four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

### **Communication and Language**

Early Learning Goals (expected outcomes):

1. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
2. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
3. Children express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

In the early stages of schooling nearly all curriculum areas are covered orally. It is essential that the right environment is created to ensure the pupils use and listen to appropriate language. Whilst we want pupils to experiment with language and to be "Wrong with confidence" we believe that it is important that they hear correct structures immediately. The words please and thank you should be encouraged at all times. We ensure that even the youngest pupil will have the opportunity to speak to the whole school at some time in an assembly or school event and the EYFS teachers also create a wealth of opportunity for pupils to talk to each other and to listen to each other. A range of games need to be thought of to develop understanding of different forms of language e.g. The pupils will need to use and subsequently understand different prepositions through interactive play and discussion. It will be important to create opportunities for pupils to gradually develop their speech patterns beyond the egocentric. Drama provides an excellent medium, as does free play.

### **Physical Development**

Early learning goals (expected outcomes):

4. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
5. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, includes dressing and going to the toilet independently.

We relate the physical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Specialist led PE sessions are held twice weekly. The children change from their PE kit at school to ensure that they are able to dress independently. During the Advent and Lent terms, planning is based on: Movement, Sense of space, using equipment, and Using tools and materials. In the Pentecost term, planning surrounds preparation for the whole school sports day. The children practice different events: skipping, egg and

spoon, sprint, and sack race etc. Spontaneous learning opportunities, both indoor and outdoor, are provided daily to ensure that the children are continuing to develop their fine and gross motor skills. Pupils' fine motor skills will be developed through a whole range of exercises with malleable materials to develop manipulative skills. This will include the use of play-dough, plasticine and other suitable materials.

Changing for PE: Part of the EYFS curriculum involves teachers assessing children's ability to dress and undress independently. At St Bernard's this takes the form of children changing clothes at school after PE lessons. Dressing and undressing is a vital life skill which we feel is an essential part of the curriculum. Changing is always done with two members of staff present. Staff members assist children where necessary, but do all they can to encourage children to change independently.

## **Personal, Social, and Emotional Development**

Early Learning Goals (expected outcomes):

6. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their needs and feelings, and form positive relationships with adults and other children.
7. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
8. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Specific teacher led Circle Time lessons are held weekly to explore these issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Weekly assemblies are also held that cover the PSED topics. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity.

## **Literacy**

Early Learning Goals (expected outcomes):

1. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
2. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Reading. In the EYFS Jolly Phonics is used. In EY1, the alphabet is presented as sounds of the week and the week's focus is on formation and identifying words and objects with that initial sound. This is supported through the Jolly Phonics program. Jolly Phonics is a thorough foundation for reading and writing. It uses the synthetic phonics method of teaching the letter sounds in a way that is fun and multi-sensory. In Reception, the year begins with a continuation of Jolly Phonics e.g. The first half of the Autumn term focuses on the Communication and Language prime area of learning through its seven aspects, general sound discrimination of environmental sounds, instrumental sounds, and body percussion, rhythm and rhyme, alliteration, voice sounds, and oral blending and segmenting. This is in conjunction with the teaching of the Jolly Phonics sounds. Specific teacher led lessons and activities are presented weekly that focus on the sounds of the week and reading skills, such as rhyming or identifying middle sounds. Spontaneous learning opportunities, both indoor and outdoor, are provided to promote their reading skills through providing a range of fiction books within the classroom at appropriate reading ages, as well as alphabet puzzles, nursery rhyme games, sand and water, matching sound cards, and role play.

IN EY1, the children receive a weekly Jolly Phonics activity that correlates with the sound of the week. These are not compulsory and are merely a fun activity for the children and parents to share together. As the term goes on, the children are encouraged to return them so that the staff can assess their progress. The children also receive "Talk Homework" which is when the children are asked to look for items at home, with their parents, for either the theme

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

or letter of the week. The children can then bring these items into school to talk about in front of a group. This is a fun activity, which enables the children to develop both their language and literacy skills. The children also receive a weekly discussion book and library book to take home.

In Reception, the children begin the reading scheme. To begin with, each pupil is given a sound book, complete with the Jolly Phonics sound pages. They move through the book at their own pace, continuing on to a new sound once they have mastered the current one. After single sounds, they take home a 'word box', a list of ten words for the children to practice blending and reading. This continues as they move up through the school. Teachers should match the scheme to the reading needs of each pupil. When a pupil is increasingly becoming an independent reader there should be at least 80 - 90 % word accuracy to ensure that the pupil is not reading at frustration level. Pupils in Reception will be given a reading record along with a suitable book, which will be completed and signed three times a week by a responsible adult (parent, guardian, grandparent etc.) This will continue throughout the pupil's school journey until they are able readers who 'read to learn'.

Writing. Pupils will learn how to form letters as soon as they are able to control a pencil adequately through weekly handwriting sessions (in the Reception year) and daily practice. Time in the EYFS is spent in reinforcing the manipulative skills needed to form each letter singularly. Before the pupil begins to learn to form letters it is essential to determine appropriate grip and flexibility of hand movement. The large pencils should be used first since they are more readily gripped by little fingers. Pupils learn how to use the letter sounds to write words and practice during daily phonics lessons. Specific teacher led lessons and activities are presented weekly that focus on the sounds of the week and the writing skills, such as the parts of a sentence or exclamation points. In addition, weekly handwriting sessions progress from letter formation to word writing. Sentence writing is taught and practiced during each term, with the children creating class books, lists, news and holiday cards etc. Spontaneous learning opportunities, both indoor and outdoor, are provided to promote their writing skills through using a range of materials, chalk, paintbrushes, crayons, to write in a range of situations, shopping lists, letters, stories, captions, or prescriptions. The children are encouraged to include writing in all areas of learning.

## **Mathematics**

Early learning goals (expected outcomes):

9. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers or count on or back to find the answer. They solve problems, including doubling, halving and sharing.
10. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Numbers 1 – 20 are presented as numbers of the week and the week's focus is on formation and counting to that number. The other topics that complete the learning goals are presented throughout the weeks as well. Activities such as sorting, numbers to 10+, and addition to 10+, are used weekly in Reception classes to review specific skills and prepare for the more structured lessons of Year 1. Specific teacher led lessons and activities are presented weekly that focus on the number of the week and the learning goals that are being focused on, such as adding one more or money. Spontaneous learning opportunities, both indoor and outdoor, are provided to promote the social skills and developing Mathematical understanding of young pupils through stories, songs, rhymes and finger games, board games, sand and water, construction on a large and small scale, imaginative play, outdoor play and "playground" games, cooking and shopping, two - and three - dimensional creative work with a range of materials, and by observing numbers and patterns in the environment and daily routines.

## **Understanding the World**

Early learning goals (expected outcomes):

11. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

12. Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
13. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Spontaneous learning opportunities include: providing role play opportunities with a variety of resources reflecting diversity, sharing stories to reflect the diversity of children's experiences, and visiting different parts of the local community.

Spontaneous learning opportunities also include: providing stories that help children make sense of different environments, providing resources to create and explore maps and plans, paintings, drawings, and models of observations of known and imaginary landscapes, and giving opportunities to design practical environments.

The EYFS covers technology topics through the specific learning area of Understanding the World and corresponding learning goal "Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes." Spontaneous learning opportunities are created with the use of tablets in the classrooms during free play and free flow numeracy and literacy times for the children to explore educational websites or programs. Structured ICT lessons are presented weekly (Reception) to extend the children's knowledge of how to use technology. These lessons may focus on the parts of the computer, using the internet and other programs on the computers, or making pictures in Paint. Additionally, technology on the Interactive White Boards is used daily. Each Reception class has an Interactive Whiteboard in their classroom and the Nursery has an Interactive Whiteboard also.

The EYFS covers Science topics through the specific learning area of Understanding the World and corresponding learning goals "Children know about similarities and differences in relation to places, objects, materials, and living things" and "They make observations of animals and plants and explain why some things occur, and talk about changes." Science topics are linked with units of study such as All About Me, Toys, People Who Help Us, Light and Dark, and seasonal topics such as Spring and Winter. During the All About Me unit in the Autumn Term, the science topics of "Our Body" and "5 Senses" are explored using a regular teacher led activity on parts of the body and the five separate senses. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity. During Toys or People Who Help Us the science topic of "Materials" is explored using a regular teacher led activity on how we can use different materials to do different jobs, such as the appropriate materials for underwater toys or a fireman's coat. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity. In the Summer Term, the science topics of "Animals and their Habitats" and "Minibeasts" are explored using a regular teacher led activity on life cycles of butterflies and frogs, habitats of the creatures studied in class, and the patterns found in nature, including symmetry and camouflage. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity.

## **Expressive Arts and Design**

Early Learning Goals (expected outcomes):

14. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
15. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play, and stories.

The EYFS covers the corresponding learning goals "children safely use and explore a variety of materials, tools and techniques, experimenting its colour, design, texture, form and function." and "Children use what they have learnt about media and materials in original ways, thinking about uses and purposes" through spontaneous learning and structure lessons. Spontaneous learning is provided through opportunities, both indoor and outdoor, for children to explore accessible materials and use their skills and explore concepts and ideas through their representations. Reusable resources such as Lego, Mobilo, Playdough, Marble Run, and Cogs & Gears are available both in the

classrooms and on the playgrounds for further spontaneous learning. Structured lessons are presented throughout the year to supplement the units of study: making puppets in Toys, minibeast homes, diva lamps etc.

The EYFS covers the corresponding learning goals "Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting its colour, design, texture, form and function." and "They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories" through spontaneous learning opportunities and weekly teacher led art activities. Spontaneous learning opportunities are created through making materials accessible so that children are able to imagine and develop their projects and ideas and providing resources for mixing colours, joining things together and combining materials. Structured art activities are presented weekly to extend children's experiences and expand their imagination. These may be topic based, self-portraits in All About Me, Christmas decorations during December, aliens after reading Aliens Love Underpants, or style based, pastel drawings, pointillism paintings using ear buds, watercolours.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult the other curriculum policies, the 'Early Years Foundation Stage Profile Handbook 2016-17' (Standards and Testing Agency), 'Statutory Framework for the Early Years Foundation Stage' (DCFS 2017), and 'Development Matters in the Early Years Foundation Stage' (British Association for Early Childhood Education, 2012) and 'Early years Outcomes'(September 2013)

### **Organisation of Resources in the EYFS**

We make resources accessible to the children, wherever possible, so that they access resources independently. We label all resources so that children can find and return resources and equipment safely and easily. We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

### **Transition in the EYFS**

#### **Induction into the EYFS**

Children will be invited into the Early Years Department for an induction afternoon during the term before they are due to start. This enables the children and their parents to meet members of the EYFS team. Information will be gathered from parents/carers regarding the child's home life, development, dietary requirements, favourite activities and any areas of concern. This helps staff to build up a picture of the individual child and their family. The child will be encouraged to spend the afternoon taking part in activities independently from their parent/carer, therefore giving staff the opportunity to assess how they might settle in the future. Parents will be provided with information about the structure, routine and uniform. They will also be given information regarding The Early Years Outcomes. The settling in period is unique to each child, this will be discussed with parents during the induction afternoon and, if necessary, in further detail before their child's start date.

#### **Transition from Nursery to Reception**

During the Summer Term, the children in EY1 who are going to progress to the Reception classes will be prepared for the transition.

The staff will introduce the children to the classrooms and discuss how things will be different for them when they go into the Reception class, e.g. change of uniform and routine. This is always undertaken in such a way that builds the child's confidence and truly prepares them for full time education. The children will all take part in a Transition Morning, where they have the opportunity to meet their new classmates and their new teachers. They spend the morning getting to know their new classroom and making new friends. Teachers will also answer any questions that parents may have. In the week before the start of school, a letter is sent out to all children with photographs of the teachers, and a welcome message. This helps children to feel prepared for the big step of starting school.

#### **Transition from the EYFS to KS1**

A transition morning is held at the end of the Reception Year for children to meet their Year One teachers and explore the new setting of the main school building. Children are made familiar with the building throughout the Reception Year by attending whole school Assemblies. Reception teachers meet with the new Year One teachers to share the information in the EYFS Profile.

## Planning in the EYFS

Details of topics/themes used in our setting are kept in the setting. Planning documentation includes: the long-term plan for the year, medium-term plans outlining each topic/theme. This ensures breadth and balance of the curriculum, as well as a variety of planned and free choice activities, detailed weekly/daily plans for activities, weekly timetables. Teachers collaborate over planning, sharing ideas for activities, resources and special events. We plan on a medium term and short term basis, in line with yearly targets. Medium term planning is reviewed by the Foundation Stage Coordinator for each new topic to be covered. Previous topics include: All about Me, Toys, People who Help Us, Light and Dark etc. We also give the children many opportunities to direct their own learning by exploring themes through their own investigation and play.

Short term planning is completed collaboratively during weekly planning sessions. These plans outline the adult supported learning and activities provided for spontaneous learning as well as link to the Foundation Stage profile points to be assessed for all areas of learning. Teachers evaluate their plans weekly and these evaluations are considered for future planning.

Outdoor learning is planned on a short term basis. These plans include provisions for all areas of learning, both spontaneous and teacher led.

## Assessment and the EYFS profile

We adhere to the Childcare Act Section 39(1)(a) 2006 which stipulates that Early Years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended 2012). We therefore assess each child at the end of the Reception Year against the 17 Early Learning Goals (ELGs) as set out in the Foundation Stage Profile Handbook 2016-17(Standards & Testing Agency). Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process.

We use Tapestry to support our assessment of children. Please see our Tapestry Policy

At St Bernard's Preparatory School we collect evidence and knowledge throughout the year to enable us to be able to assess each child against the ELGs at the end of the year. This evidence is used to produce an Early Years Profile for each child in the summer term. A completed profile contains 20 items of information: the attainment of the child assessed in relation to the 17 ELG descriptors (i.e. whether they are meeting the **expected** outcome for the end of the EYFS, **exceeding** the expected outcome, or if the skill is **emerging**), together with a short narrative describing the child's three learning characteristics. The information in the EYFS profile is passed on to the Year One team at the end of the year to allow them to provide an easy transition into Key Stage One. It is also shared with the parents/carers throughout the year and at our formal parent's evenings in October, January and July. This allows teachers and parents to track children's progress and identify targets that practitioners will be focussing on with each child over the following term.

At St Bernard's Preparatory School we are mindful of the fact that the EYFS profile should not be completed solely with the knowledge of a single practitioner. As such we take into account a range of viewpoints when making our final judgements for the EYFS profile in order to build a more holistic view of each child's skills and achievements. This will include information from other adults who are in contact with the children: teaching assistants, specialist teachers and support staff where applicable. Our EYFS profile is moderated on a three yearly cycle by Slough LEA.

We use a range of methods to assess. We capture spontaneous moments of learning using informal methods such as post-it notes, photos, and work samples. This information is then uploaded on to Tapestry. We also plan to observe children using running observations, and complete informal assessments such as practical Mathematics assessments which are completed on a 1:1 basis with each child. Our assessments are always based on our knowledge of the children in our care. These observations are then evaluated by the teacher, focussing on the areas of learning that they demonstrate, and the possible targets or areas for further development that may arise from them. A Learning Journey is completed for every child.

When children enter the reception class we assess their knowledge of letters and sounds. This enables us to teach each child to read in a way which best suits their learning style and needs. We assess reading continuously, by reading with every child several times a week. This is recorded in a Reading Record, which each child takes home with them. The children's parents may also then comment on their child's progress in reading, so as to better inform the teachers, and provide an alternate perspective on each child's abilities.

All assessment in the EYFS is ongoing: we collect evidence throughout the year and use the descriptors listed in the document 'Early Years Outcomes' to enable us to monitor and assess children's progress continuously throughout the year and best plan for the future learning and development of the children in our care.

The EYFS profile is created at the end of the year. The teacher will examine and review all the evidence collected for each Early Learning Goal (ELG), and using this and their own knowledge of the child, they make a judgement as to which of the level descriptors best fit that child. The level descriptor for each ELG makes up the child's EYFS Profile. Profile judgements are moderated internally, at moderation meetings held at the end of the year, and also externally, by Slough.

### **Tracking children's progress in the EYFS**

We track children's development and progress across the 7 areas of learning, with the ultimate view to creating the Early Years Foundation Stage (EYFS) profile at the end of the Reception year.

Throughout the Reception year the children are assessed at periodic intervals (usually in October, February and June) against the Areas of Learning identified in the document. A judgement is made as to which developmental stage is the "best fit" description of that child's skills and abilities. The practitioner will then decide whether the child is 'entering', 'developing within' or 'secure in' that developmental bracket. So, for example, in 'PSED: Managing feelings and behaviour', a child might be expected upon entering the Reception year to be either secure within the 30-50 months bracket, or entering the 40-60 month bracket. This allows practitioners to identify children who are not meeting the appropriate developmental milestones for their age. This information is recorded for each child on a termly tracking sheet on Tapestry. At each point of assessment, the practitioner will make a best fit judgement of the child's current level, and also look to see if the child has made progress either onto a new developmental bracket, or if they have moved within the bracket (e.g. from 'entering' to 'developing', or from 'developing' to 'secure'). Any children who are not meeting the appropriate milestones for their age, or who are not making appropriate progress throughout the year will then have a target sheet made for them, which highlights targets for that child to focus on in order to allow that child to move their learning on.

Below is a summary of our more informal tracking in each of the areas of learning:

*Communication & Language*- Children weekly take part in 'sharing' activities such as the 'news' or sharing objects from home. We conduct observations, take photos and note key moments using post-its during this time. At the end of the session these are reviewed to identify areas of communication in which pupils need more help, so that we can plan opportunities to further develop these skills. This allows us to track children's development in Communication and Language.

*Physical Development*- We track the children's fine motor skill development using weekly activities, such as our handwriting sessions, dough disco and activities on our 'Funky Fingers' table. We also monitor children's ability to do and undo their coat buttons. We track their development with regard to gross motor skills through our weekly PE sessions.

*Personal, Social and Emotional Education*- Planned observations form the main basis of our tracking for PSED, as we evaluate running observations and post-it notes on a daily basis as they are completed. These are then compared with previous observations, allowing teachers to monitor progression, and identify specific targets if needed, and areas of weakness.

*Maths*- We complete termly informal numeracy assessments of each child, which, when compared, allow us to identify progress. These are conducted on a 1:1 basis and allow us to assess the key areas of development in Numeracy, focussing on the target areas identified in the last assessment.

*Literacy*- The Reading Records provide the basis of our methods for tracking children's ability to read, as significant developments are noted here daily, along with input from parents. We track children's writing through Observation and informal teacher assessment which allow teachers to notice the children who are not making progress and identify targets for future development.

*Expressive Arts and Design*- Observations are used during expressive arts activities, such as music, role play, dance, and art sessions. These are evaluated alongside previous observations in the same area to monitor children's progression.

*Understanding the World*- Observations form the basis of tracking in Understanding the World. Further evidence can be found on Tapestry.

## **Involving and consulting children and their parents**

Children are involved in their own assessment at St Bernard's Preparatory School, to a level which is appropriate to their age.

We believe that parents are the first educators of young children. The aim of our setting is to support their essential work and not to supplant them. We will endeavour to:

- Inform parents of the daily routine and the educational programme so that they can be involved in their child's learning.
- Make all new parents aware of the setting's systems and policies.
- Ensure that all parents are well informed on a regular basis with regards to their child's progress.
- Ensure that all parents have the opportunity to contribute from their own skills, knowledge and interests to the activities in the setting.
- Welcome contribution of parents in whatever form these may take.
- Ensure that all parents are well informed about meetings, events, etc.
- Encourage parents to play an active part in whole-class activities, such as dinners and parent drinks.
- Make known to parents the system available to register queries, complaints or suggestions.
- Ensure that parents are actively involved in and informed about their child's learning. We will do this through a daily reading record which is used as a 2-way communication tool.

We are also welcome and utilise the input of parents to the EYFS profile. This may be from sources such as the reading record, which charts informally achievements which children make at home, or more formally, through the use of Tapestry, parent meetings and parents' evening. Reception children have a target sheet, and these are shared with parents, who may provide information about how children are progressing against their targets in the home environment.

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks which are given to Nursery and Reception parents;
- attend informal parent workshops;
- attend parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school.
- Provide input relating to their child's learning and development to provide the school with a more rounded view of each child's skills and achievements.

## **Marking in the EYFS**

In the EYFS 'marking' involves going through activities with each child, providing verbal feedback on any written work that they may have produced. Where there has been a whole class activity, the teacher will look through each child's work with them on a 1:1 basis and correct any misunderstandings or errors that may have arisen. In the EYFS we believe that marking should not be solely to focus on errors; therefore teachers will identify strengths of the work with the child, and may suggest to the child what to focus on in the future, for e.g. 'I like the way you have remembered to use finger spaces. That's great! Next time, let's also try to remember to sit our letters on the line'. In more informal, small group work, the teacher or TA will work with the child, providing feedback as the child works through the set activity.

When providing feedback to the child, the teacher will 'mark' the piece of work to indicate that it has been seen and may add a sticker/stamp/smiley symbol to reward the child for good work.

## **Behaviour in the EYFS**

In the EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work in the EYFS will use and promote positive language with children where possible.

Our behaviour management strategies are based on the following key principles:

1. We model expected behaviour

2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

For a more detailed explanation of how each of these principles works in the EYFS, please see the Policy 'Managing and modifying behaviour through positive language in the EYFS'.

### **EAL in the EYFS**

In the EYFS we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The EYFS helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ensuring that our teaching and learning environments are supplemented with visual aids and timetables;
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English, if requested;
- providing opportunities for children to hear their home languages as well as English, if requested;
- providing school information in the language of the parent's choice, if requested;
- If necessary, we also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.

For further information, please see the EAL Policy.

### **SEND and Inclusion**

In the EYFS we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences 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 the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

We are aware that some children may not progress at the expected rate as outlined in the document 'Early Years Outcomes'. We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- Foundation Stage Profile

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- 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 learning needs;

- Providing extra time/ 1:1 activities with the class teacher or teaching assistant that focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children 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. This involves speech therapy for some of our children.

For further information please see the SEND policy.

### **Accessibility in the EYFS**

- All children are accommodated on the ground floor. The front door is accessed via a gradual slope. Toileting and medical facilities are also available on the ground floor level.
- Our classes are located on the ground floor. Meals are eaten in the dining room which is also on the ground floor. The Music room is reached via a small flight of steps. However, we would be able to make provisions temporarily for those who would be unable to access this room.

For further information, please see the school Accessibility Plan.

### **Safeguarding in the EYFS**

If a member of staff suspects abuse e.g. through physical injury etc. they must:

1. Record their concerns
2. Report it to DSL immediately, and at least within 24 hours
3. If there is a requirement for immediate medical intervention, assistance should be called for
4. Make an accurate written record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
  - what they have observed and when
  - injuries
  - times when any observations / discussions took place
  - explanations given by the child / adult
  - what action was taken.

The records must be signed and dated by the author

Following a report of concerns from a member of staff, the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm
2. If there are grounds for concerns they must contact Safeguarding Children Team and make a clear statement of:
  - the known facts
  - any suspicions or allegations
  - whether or not there has been any contact with the child's family

The EYFS Department ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS. Please see school Safeguarding Portfolio for full details.

### **Designated Safeguarding Officer (DSL) and Contact Details**

Mr Nathan Cheesman (Headmaster) - DSL

Mrs Sue Bascombe - Deputy DSL

Mrs Amy Underwood - Designated Member of Staff (DMS) for the EYFS.

### **Effectiveness**

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

**Legal Status:**

Complies with Regulatory Requirements

**Applies to:**

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

**Related Policies:**

SEND, Safeguarding Portfolio, EAL, Data Protection, Health and Safety, all related EYFS Policies and Appendices

**Availability:**

This policy is made available to parents on our website [www.stbernardsprep.org](http://www.stbernardsprep.org) or a copy may be obtained from the school office on request.

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than ONE/TWO year(s) from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by \_\_\_\_\_

Headmaster \_\_\_\_\_

Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_