Early Years Foundation Stage (EYFS) Policy

Introduction

At MHSG Preparatory School, we believe that a child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) extends from birth to the end of the Reception year. Entry into the Preparatory School is at the beginning of the school year in which a child becomes five years of age.

Our children are valued as individuals, who learn through first-hand experiences and by exploring their own interests. Our practitioners are committed to providing a stimulating and interactive environment, where learners are inspired and engaged whilst developing their skills, knowledge and understanding. We encourage strong partnerships with our parents to enhance their children's learning and enjoyment. Challenging experiences enable our learners to be independent, confident and enquiring; they enjoy using all their senses to understand the world around them.

This policy outlines the purpose and nature of Early Years Education in this school.

Rationale

Children develop rapidly during the Early Years- socially, emotionally, physically and intellectually – and each child is entitled to provision that supports and extends knowledge, skills, understanding and confidence.

- The Early Years Foundation Stage is a valid stage of learning in itself, not simply a preparation for the next stage of education.
- Personal, social and emotional well-being is the basis for successful learning and development.
- The whole child is important; social, emotional, physical and intellectual developments are inter-related.
- Young children do not learn in subjects. Learning is holistic.
- Children develop individually and at their own rates and need to be given time to move through the developmental stages at their own pace.
- Observation and monitoring of children's progress is vital. It informs the planning of the next steps forward for each child and is essential for the early identification of those with special needs.
- Children learn best when they are in control and therefore need to be given the opportunity to be responsible for their own learning.
- Children need a stimulating and challenging environment, both indoors and outdoors, in which to develop. In particular, it should promote personal and social skills and support the acquisition and development of language.
- Children find abstract learning difficult. They need experience of doing things, handling objects and exploring the physical and social world before they are ready to understand abstract concepts.
- Children learn best when they are actively involved where situations make 'human sense' to them. Therefore, children should have the opportunity to learn through first-hand experience. Planning should be based on individual children's interests and their needs.
- Adults should display positive attitudes to all of the children and to each other to promote high self-esteem and make children feel valued.
- Parent/carers are recognised as a child's first educator, even before they start in a setting.

A PRINCIPLED APPROACH TO LEARNING PROVISION IN THE EYFS

Teaching at MHSG Preparatory School is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At MHSG Preparatory School we believe children learn best when:

1. Learning activities are well planned, ensuring equality in opportunity, quality, consistency and progress in the short, medium and long term.
2. Teaching and learning activities engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
3. Quality and consistent assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, around their individual needs and interest.
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe.
5. There are strong links between home and school, and the importance of parental partnership in their children's learning is recognised, valued and developed.

First Key Principle

Children learn best when learning activities are well planned, ensuring equality in opportunity, quality, consistency and progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's development and learning in all areas
- Provision for individual needs, preferences and interests, and activities to support these within the indoor and outdoor environment.
- Focused activities to support, develop and extend children's learning at their own pace.
- Support and provision for children with English as an additional language, enabling them to access the EYFS curriculum, develop their knowledge of English and feel valued.
- Tracking of children's engagement and progress across the curriculum.

TEACHERS WILL ENSURE THAT:

- The children enjoy a wide range of different learning experiences that reflect their interests and the different ways that children learn.
- When planning activities, they focus on how children learn (playing and exploring, active learning, creating and thinking critically) as much as what they are learning.
- Those learning experiences both reflect the children's interests and planned around half-termly topics that provide a balance of the seven EYFS areas of learning and opportunities for children to work towards the 17 Early Learning Goals.
- Weekly plans will provide details of indoor and outdoor purposeful play activities and will be adapted and modified daily according to the children's interests.
- Strong partnerships with parents and carers allow children's home learning and interests to filter into planning.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The EYFS profile will be completed for each child leaving Reception and discussed with Year 1 teachers, informing them of each child's stage of development and learning needs and assist with the planning of appropriate activities in Year 1.

- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny and portfolio checks.

Second Key Principle

Children learn best when teaching and learning activities engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- A wide range of indoor and outdoor resources that stimulate children's play and encourage them to explore and investigate in a safe environment.
- Children being given the freedom to instigate, direct and extend their own play.
- Children enjoying and being engaged in their play.
- Play-based activities that enthuse children so that they persevere when faced with tricky problems and are keen to learn more.

TEACHERS WILL MAKE SURE THAT:

- They provide an enabling environment in which children's experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The principles and value of investigating and exploring through play enrich children's learning throughout the rest of the school.

Third Key Principle

Children learn best when quality and consistent assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, around their individual needs and interests.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children being given opportunities to develop their own ideas, thoughts and opinions about their play activities.
- Activities being extended/modified according to what the children like/find tricky.

TEACHERS WILL MAKE SURE THAT:

- They make observations and assessments of the children's significant achievements, interests and learning styles.
- In their interactions with children, they respond to their own day-to-day observations about children's progress and observations that parents and carers share.
- At the end of Reception, the EYFS profile will be completed for each child making a best fit judgement for each of the Early Learning Goals.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The EYFS Profile will form a baseline assessment for Year 1 teachers and inform a dialogue between Reception and Year 1 teachers about each child's stage of development.

Fourth Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Easily-accessible resources allowing children to initiate their own play safely.
- Safe and easy access between indoor and outdoor areas.

TEACHERS WILL MAKE SURE THAT:

- Each child is assigned a key person (class teacher).
- Provision is made with space for children who wish to relax or play quietly, equipped with appropriate furniture.
- At least one person who has a current paediatric first aid certificate will be on the premises at all times when children are present.
- Risks have been assessed carefully before carrying out any practical activities or trips.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- MHSG is fully compliant with the welfare requirements as stated in the DfE document: *Statutory Framework for the Early Years Foundation Stage 2021*.

Fifth Key Principle

Children learn best when there are strong links between home and school, and the importance of parental partnership in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Parents and carers being encouraged to share learning moments from home
- Children's home-learning being valued, for example, through use of Seesaw, Wow Wall

TEACHER'S WILL MAKE SURE THAT:

- Parents and Carers have opportunities to share their knowledge and expertise with the children.
- The teacher will be available to meet parents and exchange information at the beginning and end of the day.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, email, Seesaw and the school website.

A PRINCIPLED APPROACH TO THE EYFS CURRICULUM

The EYFS principles which guide the work of all practitioners are grouped into four distinctive but complementary themes:

1. The unique child

Every child is a unique person who is constantly learning and can be resilient, capable, confident and self-assured. Every child is a competent learner. We celebrate the uniqueness of each child by offering personalised learning opportunities and through working closely with families and professionals from other settings who have knowledge of the child. In the MHSG Preparatory School every child matters.

Our skilled professionals understand the process involved in children's growth, development and learning. The curriculum and the opportunities we offer are designed to help children develop a

positive sense of their own identity and culture. We recognise that children learn in different ways and at different rates and we accommodate this in the provision we offer.

2. Positive relationships

Children learn to be strong and independent from a base of secure, warm and supportive relationships. We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and carers.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and will continue to play in educating their children. At MHSG, the class teacher acts as 'Key Person' to all children in their class, supported by the other EYFS practitioners:

- We talk to parents about their child before their child starts in our school.
- Teachers visit all children in their home or nursery setting prior to their starting school. This can be done remotely via Teams or Zoom when necessary.
- We give children an opportunity to spend time with their teacher before starting school during Moving Up sessions.
- We invite parents and carers to an induction meeting during the term before their child starts school: the New Parents' Introduction Evening.
- We hold one-to-one meetings within the first half term to discuss transition and their child's learning at home and school.
- We offer parents regular formal and informal opportunities to talk about their child's development.
- Parents are encouraged to come into the classroom regularly to share in their child's learning, looking at their work and photographs.
- Learning and photographs are shared regularly with parents via Seesaw
- Over the course of an academic year, we have three formal parental meetings to discuss individual children's progress.
- During an academic year, we provide two written reports for parents, detailing their child's progress.

3. Enabling environments

Children learn and develop well in environments that are supportive and also challenging: environments that offer rich learning opportunities, stimulating resources and strong partnerships between practitioners and parents and carers. At MHSG Preparatory School, we recognise that the physical and human environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend their children's learning.

Observation, Assessment and Planning

Planning is based on each child's ongoing formative assessment. We also have long, medium and short term plans to ensure coverage is equitable but these do change according to the needs of individuals and the class. Assessment in the EYFS takes the form of observation, and this involves all adults working with the child.

At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below. The teachers will record each child's level of development against the 17 ELGs as either emerging or expected. The profile is then completed with a brief commentary of the child's skills in relation to the three key characteristics of learning. A written summary of these judgements, including a commentary on the Characteristics of Learning, will be provided for parents and Year 1 teachers. Parents are given opportunities to discuss these judgements with the practitioners.

The Learning Environment

Our learning environments are organised to enthuse children to explore and learn securely and safely. The classroom is arranged into learning areas, where children are able to find and locate equipment and resources independently. Our classrooms have their own enclosed outdoor area and learning opportunities are reflected in both areas. Children have the opportunity to free-flow between the two environments. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all seven areas of learning.

4. Learning and development

Children develop and learn in different ways and at different rates; these are described through the three prime and four specific areas of learning, all of which are equally important and interconnected. We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Through our teaching and learning we ensure that children feel secure at school and develop a sense of well-being and achievement. Our practitioners understand how children develop and learn, and consider this when they plan teaching opportunities.

We offer children first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play. Our carefully planned curriculum helps children work towards the Early Learning Goals throughout EYFS.

We enable children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Children are encouraged to communicate and talk about their learning, and to develop independence and self-management. Learning is supported by appropriate and accessible indoor and outdoor space, facilities and equipment. We identify progress and future learning needs of children through observations, which are shared with parents.

CHARACTERISTICS of EFFECTIVE LEARNING in the EYFS

The Tickell review of the EYFS curriculum (2011) identified three Characteristics of Effective Learning which are essential for children's holistic development. These are:

1. Playing and Exploring

2. Active Learning

3. Creativity and Thinking Critically

EFFECTIVE LEARNING, DEVELOPMENT and the EYFS CURRICULUM

Aims

At MHSG Preparatory School, we aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. Active learning is at the heart of the developmental process, children learn most effectively from hands on experience: we offer a well planned, active indoor and outdoor curriculum. Each child comes to our setting from a different starting point and planning the curriculum must take account of this. Activities are appropriate to meet the needs of the individual child: flexible enough to take account of individual diversity as well relevant to each child's developmental needs.

The EYFS curriculum at MHSG Preparatory School underpins all future learning by promoting and developing the seven areas of learning and development. These areas are divided into three prime areas and four specific areas. The three prime areas form the foundations for school readiness and future progress linked with the National Curriculum; they are crucial for igniting children's curiosity and enthusiasm for learning and for supporting their capacity to learn. They comprise:

- Communication and Language (CL): Listening, Attention and Understanding, Speaking
- Personal, Social and Emotional Development (PSED): Self-Regulation, Managing Self, Building Relationships
- Physical Development (PD): Gross Motor Skills, Fine Motor Skills

There are then four specific areas of learning through which the three prime areas are strengthened and applied. These comprise:

- Literacy (L): Comprehension, Word Reading, Writing
- Mathematics (M): Number, Numerical Patterns
- Understanding the World (UW): Past and Present, People, Culture and Communities, The Natural World
- Expressive Arts and Design (EAD): Creating with Materials, Being Imaginative and Expressive

Education programs, as outlined in the EYFS Statutory Framework, are planned to involve activities and experiences for children in each of the areas of learning. Levels of development that children are expected to have attained by the end of Reception are set out below:

Communication and Language
ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences,

including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Organisation and Planning in the MHSG EYFS:

We organise our EYFS classes to ensure that we offer all children opportunities to explore all areas of learning and development, with an emphasis on planning to meet the effective characteristics of learning in the EYFS. In addition we will:

Develop the child intellectually by:

- Providing a stimulating environment in which each child can learn through first-hand experience.
- Promoting the use of language.
- Stimulating the child's curiosity.
- Giving opportunities for children to make their own decisions.
- Encouraging active learning.
- Encouraging self-evaluation.
- Giving children opportunities to develop their own thinking.

Develop the child physically, improving skills of co-ordination, control, manipulation and movement by:

- Providing opportunities for children to use their bodies effectively by providing space for learning experiences both indoor and outdoor.
- Develop fine motor skills through activities such as modelling, Finger Gym, Dough Disco, painting and construction.
- To develop an awareness of their physical ability.

Develop the child aesthetically and creatively by:

- Providing a stimulating environment in which creativity, imagination, originality and expressiveness are valued.
- Providing opportunities to experiment with a variety of materials.
- Providing opportunities for children to use and explore their senses
- Encouraging children to be creative and express themselves through a variety of media, music, dance, role-play art activities.

TEACHING for LEARNING: APPROACHES Every Child Matters

All our practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Provision

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe this encourages independent learning. We layer the provision activities so that all abilities can be challenged and inspired. Children are responsible for tidying up; this is also part of learning.

Child-initiated (free-flow exploration) versus Adult-led learning

Each of the seven curriculum areas are implemented through planned, purposeful learning activities and through a mix of child-initiated and adult-led activity. Exploration is essential for children's development, building their confidence as they learn to investigate, to think about problems, and relate to others. Children learn by leading their own explorations, and by taking part in learning which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and the types of activities led or guided by adults. Practitioners respond to each child's emerging
needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults (including carefully planned, differentiated focus activities), to help children prepare for more formal learning, ready for Year1.

THEMES:

In Pre-School learning is linked to themes, often led by the interest of the children and with a book focus.

In Reception learning is linked to a theme for each half term. These are:

- Autumn 1 Marvellous Me,
- Autumn 2: Colour and Celebrations
- Spring 1: Materials and Traditional Tales,
- Spring 2: Manchester: Then and Now
- Summer 1: People Who Help Us, Keeping Myself Healthy and Safe
- Summer 2:. Around the World

Quality core texts are linked to the theme in order to consolidate the language, concepts and skills inspired by the book. All the core-books are high-quality texts that challenge our children's linguistic acquisition. For example: 'Elmer', 'Brown Bear, Brown Bear', 'Town Mouse, Country Mouse', 'Old Bear'

Our EYFS children also benefit from a fantastic range of educational visits and visitors, all of which are carefully chosen to introduce or consolidate learning linked to the half term's theme. For example: SmithillsFarm, Whitworth Art Gallery, Fire Engine Visit, Royal Northern College of Music, Vet visit, church visit etc

RESOURCES and the LEARNING ENVIRONMENT

The learning environment, both indoors and outdoors, encourages a positive attitude to learning. Children have access to fresh drinking water at all times of the day as well as access to quiet areas in the classroom. Materials and equipment that reflect both the community that the children come from and the wider community are used throughout the EYFSday. Children are encouraged to make their own selection of the activities on offer to support independent learning.

ASSESSMENT for PUPIL PROGRESS in the EYFS

Assessment helps parents / carers and practitioners to recognise children's progress, understand their needs, and to plan appropriate activities that both challenge and support.

Ongoing assessment, also referred to as formative assessment, is an integral part of the learning and development process at MHSG Preparatory School. In the EYFS, it involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share. The EYFS Profile is completed for each child at the end of their Reception Year at MHSG. The Profile provides parents and carers, practitioners and future teachers with a well-rounded picture of a child's knowledge, understanding and abilities and their progress against expected levels in each of the curriculum areas, as well as in the Characteristics of Learning. The Profile reflects all ongoing observation and all relevant records.

Baseline: on-entry assessment:

Each child is assessed using the CEM BASE assessment system within the first two weeks of school starting. The results are analysed externally by Durham University and are used to identify patterns of attainment within the cohort of children. Baseline information is shared with parents at the parental consultation meeting in October, and used for differentiation in short term planning for individualised pupil progress by the EYFS staff team. This marks the child's starting point with us at MHSG and helps measure the practitioners' impact, along with the children's progress.

Tracking:

Children are then assessed in July using CEM's BASE assessment system. The results provide a standardised score in Reading, Phonics and Maths. Ongoing assessments are completed throughout the year, including half termly phonics assessment, in order to build a more detailed development picture of attainment in literacy and numeracy for each child: these assessments provide detailed data and gap analysis that is used to inform EYFS planning, and Year 1 planning for the autumn term.

During an academic year, class teachers continue to track progress throughout the year. They will be analysed and used to inform planning and next steps for all individuals. At the end of the summer term, this document is used to analyse transition needs for each child at the start of Year 1; additionally, the Head of Prep and the Assistant Head of EYFS and KS1 use the data to draw out any development implications for practice in the EYFS moving forward.

Early Learning Goals Assessment: The Early Years Foundation Stage Profile (EYFSP):

In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year One. The Profile reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. At the end of the Reception year, the teacher indicates whether a child has met the expected levels of development. Teachers make judgments about each child's characteristics of learning based on ongoing observations, assessments and any other relevant evidence.

The EYFS staff team complete observations throughout the year. At the end of each term a tracking grid is highlighted to show each individual child's attainment in each of the Early Learning Goals. This tracking is available to parents and carers throughout the school year and is shared formally at parent meetings.

At the end of the final term in Reception a summary of these assessments is sent to the Manchester LA for analysis. A short report summarising a child's skills and abilities in relation to: playing and exploring; active learning; creative and thinking critically; is completed by the Reception teacher for their Year 1 teacher, who uses this information to inform planning. This information is also shared at parental consultation meetings and in the written end of year report.

Parents are invited in to discuss the completed Profile at the end of the Reception year.

N.B. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile. The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. We report the EYFS Profile results to local authorities, upon request. We also take part in all reasonable moderation activities specified by the local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

Effective Marking and Feedback in the MHSG EYFS:

All feedback to Pre-School children is verbal and usually involves the use of stickers and stampers

Use is made of a developmental ladder of different strategies to give Reception children feedback on their work as the academic year progresses:

- September strategies: verbal feedback, stamps, stickers, challenge questions given verbally.
- Summer term strategies introduced: 'star and wish' stickers; 'Think Pink' strategy - "Why is the thing we've underlined in pink?"; self-evaluation faces; challenge questions written in order to facilitate transition to Key Stage 1.

We use stickers and stamps to recognise good work, providing brief written explanation of what needs to be done next, then there is a follow-up with a verbal comment and explanation. When giving verbal feedback to children, practitioners avoid vague comments like "very good" or "brilliant". The comments must inform the child about what aspects of their work are successful and provide a brief critique that highlights their 'next step'.

Parents are encouraged to add special stickers and to make comments on their child's work at Parents' Evenings.

(Refer the MHSG Preparatory Assessment, Feedback and Tracking Policy for further information).

Moderation:

Moderation activities are carried out throughout the year.

Special Educational Needs

(Refer to MHSG Whole school SEN policy for further information).

The development of all children in the EYFS is continually assessed and monitored throughout the year. If a member of staff is concerned about a child's development in any of the four areas of need (communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs) or is concerned that a child does not appear to be reaching expected levels in an area of the EYFS curriculum, the cycle of action assess/plan/do/review is used to create a graduated response to needs.

If a specific educational need is identified, weekly 1:1 intervention session with the Learning Support Coordinator, following an agreed pattern, will begin. Parents will be informed and an IEP will be written. Parents will be involved in discussion about whether or not it is appropriate to involve external specialists.

English as an Additional Language

When a child with English as an Additional Language joins ourEYFS

, we plan and provide opportunities for them to develop and use their home language in play and learning, supporting their language development at home. When assessing Communication, Language and Literacy skills, practitioners assess children's skills in English. If a child does not have a strong grasp of English language, practitioners explore the child's skills in the home language with parents/carers, to establish whether there is cause for concern about language delay; appropriate intervention strategies are planned and discussed with parents and progress monitored.

INCLUSION

The core values of our School emphasise the need to value and respect everyone in our community. It is our intent in MHSG Preparatory School to promote equal opportunities, inclusion and race equality.

(Cross reference with MHSG Whole school policy for Equality Policy)

We meet the needs of all our children in the EYFS through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress, and providing support (such as speech therapy), as necessary.

The Role of the Adults in the MHSG EYFS

The professional team comprises: the teaching staff and classroom assistants. Others involved in the partnership are: the Head of Prep, the Assistant Head with responsibility for EYFS and KS1 and parents/carers and governors. All members of staff are given copies of policies and procedures at their induction, and are informed of any updates; procedures and relevant policies are explained to parents / carers at their new parents' event in June, and at the information meeting at the start of the Autumn Term. Key policies are accessible on the school website, all additional policies are available on request from the Head of the Preparatory School.

The role of the professional team is to:

- Plan the curriculum
- Organise the learning environment
- Interact with the children to extend their learning opportunities
- Monitor and assess children's learning
- Record observations and assessments
- Communicate with all involved
- Meetings with the Foundation Stage team are held on a regular basis to establish agreed frameworks and common approaches.
- Adults in the Foundation Stage setting work together as a team. The nursery nurse and the teaching assistants work in partnership with the teachers and are an invaluable part of the professional team. Voluntary support from parents/cares and other members of the community is welcomed.

The Role of the Key Worker

The Key Person for each child at MHSG Preparatory School is the class teacher. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents / carers in guiding their child's development at home.

Parent/Carer Involvement

The role that parents/ carers have played in the early education of their child needs to be valued and recognised. Their involvement is crucial to the development of children's future learning. Parents/carers need to be involved in a positive partnership.

At MHSG Preparatory School we encourage strong partnerships with parents to enhance their children's learning and enjoyment. We do through this in several ways; these include:

- Home and nursery visits.
- Making parents / carers feel welcome in school.
- Keeping parents informed prior to admission intoEYFS : a meeting is held to explain procedures and routines and our philosophy on Early Education.
- Involvement in home reading scheme.
- Involving parents/carers in discussions on their child's progress during formal and informal meetings.
- Induction curriculum meetings: where the year ahead is outlined.
- Celebration Days: these happen at the end of each term. Parents observe a teaching session and then look at their child's Learning Journey Folder and add their contributions.
- Parent Consultation Meetings – these take place three times a year.
- An annual report goes out midway through the year - this outlines achievements, targets and attainment is measured against national expectations.
- Core-book reading sessions.
- Educational Visits: parents are encouraged to come along and help. Informal discussions happen on a daily-basis.

Information for parents and carers

Prior to starting school, and in addition to the School Handbooks, parents are provided with a EYFS Parent Handbook which details how the EYFS is being provided in our setting, it includes: the Prep School's EYFS curriculum provision, including information on the range and type of activities and experiences provided for children; information regarding daily routines and timetables; how we support children with SEN or disabilities at MHSG; how parents / carers can access more information about the EYFS at MHSG.

- The EYFS Parent Handbook has the names and roles of all staff involved with the Pre-School and Reception classes as appropriate, including the direct dial Preparatory School telephone number and email address, in case of emergency.

- Parents are invited to a New Parents' Information Meeting in the June before their daughter starts school and a curriculum evening in September to further discuss EYFS provision and routines. At these events details of procedures in the EYFS are covered for parental information including: food and drinks provided for children; staffing in the setting

  – including the name and role of each child's key person; details of policies and procedures – including *collection, missing child and absence* policies; information on how parents can access further details of policies and procedures for the EYFS, Preparatory School or whole School.

- Seesaw is used to share photographs and progress with individual families.

- Leaflets are sent home to give parents ideas about how to share learning at home, including supporting children's Reading, Phonics, Mathematics and Topic work.

  A menu is available on the school website. The menu is based on a 3- week cycle. Parents are invited into school in the Autumn term for 'Dine with your Daughter' to experience the catering provision.

Information about the child

In addition to each child's full name, date of birth and home address, the following information is kept about the children in the EYFS:

- Name and address of every parent/carer known to school.
- Details of whom (parent or carer) the child resides with.
- Detail of all persons with parental responsibility.
- Emergency contact details.

At MHSG Preparatory School, we maintain confidentiality of records about both staff and children, with access only available to those who have a right or a professional need to see them: in the event of an emergency, Schoolall information is available on SIMS.

THE SAFEGUARDING AND WELFARE REQUIREMENTS

At MHSG Preparatory School we follow all statutory requirements for safeguarding and welfare, as stipulated in the EYFS Statutory Framework

Child Protection

Refer to whole school Safeguarding Policy, including Prevent policy and E-safety Policy

- The Head of the Preparatory SchoolSchool is responsible for safeguarding children in the EYFS classes. The Assistant Head for EYFS and KS1 and the Assistant Head for KS2 both serve as Deputy DSLs

- All staff within the EYFS are trained in safeguarding and this is updated regularly.

- Staff-owned electronic devices with imaging and sharing capabilities are stored securely in a locked classroom cupboard throughout the day.

- Anyone working in the EYFS in an ad hoc way such as the Ballet teacher, will also have their phone stored securely.

- A mobile telephone is used in After School Club to receive emergency calls from parents. This telephone does not have a camera. Personal mobile technology, belonging to staff and Sixth Formers working in the After School club will be kept in a locked cupboard at all times
- School - owned electronic devices with imaging and sharing capabilities such as: cameras, video recording equipment and iPads are used by staff and children to record evidence for 'Seesaw' and Profile. Personal cameras, videos and iPads are not used in school.
- Visitors are prohibited from using mobile phones in all EYFS areas.

Staff: Child ratios in the Pre-School Class

- EYFS children are always within sight or hearing of staff.
- The Pre-School Class has a fully qualified Early Years Teacher and Early Years Teaching Assistants.
- The TAs are the named 'Key Workers'.
- Supervision at other times of the day as follows:

Time	**Staffing**
Before School 8-8.15 8.15-8.45	 2 members of staff (for EYFS) Class teacher and TA
Morning break 10.25-10.40am	 2 members of staff (for Pre-School)
Lunchtime 11.40-12.15 (eating) 12.15-1pm	2 members of staff with Pre-School 3 members of staff (for EYFS)
End of day collection	2 members of staff
After School Club	1 ASC staff member for EYFS children Ratio 1:8 *(see Wrap-around care Policy)*
Bus escort	241 Bus – Mrs Dawes All other buses - 1 staff member for each bus

Staff: Child ratios in the Reception Class

- EYFS children are always within sight or hearing of staff.

- Each EYFS Class has a fully qualified Early Years Teacher and an Early Years Teaching Assistant.
- The class teacher is the named 'Key Worker'.
- Supervision at other times of the day as follows:

Time	Staffing
Before School 8-8.15am 8.15-8.45	2 members of staff (for EYFS) ~~3 members of staff (for Reception, Yr1 and Yr 2)~~
Morning break 10.25-10.40am	3 members of staff (for Reception, Yr1 and Yr2)
Lunchtime 11.40-12.15 (eating) 12.15-1pm	2 members of staff with Reception 3 members of staff (for EYFS)
Afternoon break 2.15-2.30pm	3 members of staff (for Reception, Yr1 and Yr2)
End of day collection	2 members of staff
After School Club	1 ASC staff member for EYFS children Ratio 1:8 *(see Wrap-around care Policy)*
Bus escort	241 Bus – Mrs Dawes All other buses - 1 staff member for each bus

Suitable adults

All staff that have contact with EYFS children are suitably qualified and have an enhanced disclosure that is a pre-requisite of starting work in our EYFS team. Prohibition from teaching checks are carried out for all staff as a pre-requisite of starting work in our EYFS team. Additional criminal record checks are made for anyone who has lived or worked abroad and this information is stored on the Single Central Record. Parent helpers, visitors or any other person whose suitability has not been checked, including through a criminal records check, are not allowed unsupervised contact with the children being cared for. Helpers and visitors do not provide personal care.

Supervision meetings for the EYFS staff team

Supervision meetings will be arranged termly in for the MHSG Prep School EYFS staff team. However, the frequency of supervision meetings may vary with the experience of individual members of staff, how long they have been in post, the complexity of their role and any particular support needs that have previously been identified. Supervisions will provide a supportive dialogue for staff to identify and request training needs with the Head of Prep in order that they undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer to the children.

Staff Induction

This supervisory dialogue provides an additional advisory strand for the formal induction process for all staff that includes:

- Help in understanding roles and responsibilities.
- Information about emergency evacuation procedures.
- Safeguarding and child protection procedures and policies.
- The MHSG equality policy.
- Health and safety issues.

Key responsibilities for individuals carrying out supervision (Head of Prep)

- Sessions will be organised in advance and arrangements will be changed only in exceptional circumstances.
- Meetings will be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.
- An appropriate place will be selected for the meeting that is free from interruptions. All the areas included within the supervision guidelines will be covered.
- The meeting will be recorded accurately on the MHSG Prep EYFS supervision minutes pro forma and a copy will be provided for the supervisee.

Completing the written record of the supervisory meeting

Every supervisory meeting will result in an agreed written record of what has been discussed and what actions should be taken next. Notes will be taken by the supervisor and then written up at a later date, or a handwritten record of the meeting will be completed as the meeting progresses. The record will include points for action with clear timescales and identified responsibilities. The supervisor and supervisee should agree on the content as an accurate record of the meeting, by both individuals signing and retaining a copy of the notes for future reference.

Health and Medicines

Parents are asked to complete a form detailing any medical issues before starting school and have responsibility for updating this information as necessary. Parents are informed of the procedures for responding to children who are ill or infectious at the new parents' welcome evening, the EYFS induction meeting at the start of the year and in the EYFS Parent Handbook.

At least one qualified paediatric First aider is in each Reception class and additional paediatric first aiders are available at all times. All newly qualified entrants to the Early Years team will have a Paediatric First Aid certificate within 3 months of starting. Until that point, they will not be included in staff ratios. Paediatric first aiders work under the direction of the on site school nurse. Regular training is provided to update all staff on prescribed medicine procedures including administering epipen and inhalers. The school nurse keeps a copy of all Paediatric First Aid certificates.

Prescription medicine will not be administered unless prescribed by a doctor/ dentist/ nurse/ pharmacist. If a child is to have **prescribed medicine** within the school day, parents must:

- Complete a 'Medicine Form' to give permission to administer the medicine, at what time and in what quantity.
- Send the medicine to school in a clearly named bottle.
- The school nurse or, in her absence, a paediatric first aider is to administer medicine.

After prescribed medicine is given, this is recorded exactly and a written record is given to the parent/carer.

Un-prescribed medicine e.g. Calpol

Parents sign a consent form at the beginning of each school year. A written note and phone call to parent is made by the nurse or first aider to inform the parent on the day of why, when and how much medicine was administered.

Staff Medication

Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.

Accident and Injury

A First Aid box is kept in the EYFS area which can be accessed at all times. It is checked and maintained by the First Aiders team. Paediatric First Aiders are available at all times of the school day, including at After School Club. All incidents are recorded precisely: parents are also informed in writing and staff will speak to parents and carers as soon as reasonably possible on the day of the incident. Staff PFA certificates are available for parents to see and lists of PFAs are displayed in various points in the School including the Reception area and classrooms.

Food and drink in the EYFS

Training in food hygiene is provided by the school's catering manager for staff involved in preparing and handling food.

Fresh drinking water is available at all times for pupils in the MHSG EYFS.

Managing Behaviour

Corporal punishment is illegal and is never used or threatened at MHSG.

Physical intervention is allowable (for example to avert immediate danger of injury). Any incident when physical intervention has been necessary will be recorded and parents informed the same day.

Refer to MHSG Prep School policy for Behaviour, Discipline and Pastoral Care for further detail.

Safety and Suitability of premises

Refer to Health and Safety policy for Whole School.

EYFS Premises

There are currently 27 children in the EYFS. The toilets are shared with 49 Year 1 Key Stage 1 children. There are 8 infant toilets and 3 large hand basins available.

Smoking or vaping is not allowed either in or on the premises at MHSG.

Risk Assessment

We take all reasonable steps to ensure staff and children in our care are not exposed to risks. Every area has its own tailored risk assessment and outdoor area risk assessments are completed every morning by a designated person. Specific EYFS risk assessments are checked and updated regularly by the Assistant Head of EYFS and KS1, or earlier according to need: copies of these are stored centrally on the P:drive / Prep School / AA Risk Assessments.

Outings

All EYFS school trips have written Risk Assessments produced and discussed well in advance of the day: for example, for Smithills Open Farm, The Whitworth Art Gallery or MOSI. The Risk Assessment includes organisation requirements for the journey there and back, a consideration of adult-to-child ratios, and the steps taken to remove, minimise and mange identified risks and hazards: copies of these are stored centrally for reference on the Pdrive / Prep School / AA Risk Assessments. There will always be a member of staff with a PFA qualification accompanying the children on outings.

TRANSITION PROCEDURES

Children in a nursery/pre-school setting

In agreement with parents and the pre-school setting, the EYFSclass teacher will visit the new girls in the summer term before they join MHSG. The purpose of this visit is:

- To aid a smooth transition into our EYFS Class
- For pre-school staff to share information and observations about the child.
- For the child to become more familiar with her new teacher
- For the Reception teacher to begin to get to know the child in a familiar setting

Children who are not in a nursery/pre-school setting

In agreement with parents, the new EYFSteacher and classroom assistant will arrange to visit the new girls who are not in a pre-school setting, and live relatively locally at home. The purpose of this visit is:

- To aid a smooth transition into our EYFS Class
- For parents to share information and observations about the child
- For the child to become more familiar with her new teacher
- For the Reception teacher to begin to get to know the child in a familiar setting

All new pupils in the MHSG EYFS

The EYFS staff send an invitation to each child, care of the parents, with a photograph of their new teacher and classroom assistant. This forms an invitation to come into school to meet the new class and to see the new classroom. In June, parents are invited to come into school in order to: meet their daughter's new teacher; see the classroom; find out information about starting school and the MHSG EYFS. Parents are asked to complete and return an 'All About Me' booklet to their daughter's teacher for the first day of the Autumn Term.

- At the start of the Autumn Term, pupils initially attend for half days for a pre-specified amount of time; parents are informed about the purpose of this procedure at the new parents meeting in the Summer Term. This can be extended for individuals as appropriate.
- Pre-school settings are requested to send any tracking documents and copies of reports to school by the end of September.
- Previous nursey/preschool setting and staff are invited to visit school.

Transition from MHSG Reception Pre-School to Reception and Receptionto MHSG Year 1

A number of steps are put in place to ensure that there are seamless transition:

- The new teacher visits her new class a number of times in their current room. The newteacher will have time to observe and to read stories, play games etc in the summer term.
- The EYFSclass will visit their new teacher and new classroom for an afternoon in the summer term.
- The teacherSwill have a transition and progress meeting to discuss each individual child, share observations, assessments, EYFS profile and discuss Characteristics of Learning as appropriate.
- New teachers will send home letters and information for parents. Parents will meet the new teacher formally in September.

COMPLAINTS

Written complaints regarding the fulfilment of the EYFS requirements will be investigated. The complainant is notified of the outcome of the investigation as soon as reasonably possibly and always within the required 28 day period. OFSTED and ISI will have access to a list of complaints by request.

Parents are provided with details of how to contact Ofsted, and / or ISI, if they believe that MHSG is not meeting the EYFS requirements in the EYFS Parent Handbook.

MHSG notifies all parents about an inspection once they have received notification; once the final inspection report has been provided, it is supplied to all parents of children who attend the setting regularly.

MONITORING and REVIEW

As an agreed School policy, all teachers and support staff in the EYFS and the wider Prep School are expected to apply it consistently within the aims of its rationale.

The application and impact of the EYFS Policy will be reviewed as part of the Prep Quality Assurance Cycle. For example, as part of explicit book scrutinies conducted by the Assistant Head of EYFS and KS1, lesson observations and learning walks, practice audits, staff supervisions and through supported discussion and moderation of practice across the EYFS staff team.
Outcomes will be shared more widely in staff meetings to enhance practice across the whole School and to provide opportunities to discuss and create a shared understanding of current best practice in the EYFS.

POLICY REVIEW

This policy will be reviewed as part of the School's policy review cycle.
Policy updated by Sam Gibbons, Head of Preparatory School, February 2024

Approved by Head Mistress , February 2024
Reviewed: by the Head of the Preparatory School and the Assistant Head with responsibility for the EYFS July 2026