



# **Keble Prep Early Years Foundation Stage Policy**

## **Aims**

At Keble Preparatory School we aim to provide the highest quality care and richest education for all our boys giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable boys to become confident, resilient and independent learners. We create a rich environment that encourages questioning, enquiry and debate, thus enabling boys to develop key skills for future learning. We value the individual child and work alongside parents and others to meet their needs and help every boy to reach their full potential.

As outlined in the Statutory Framework for the EYFS, '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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

## **Principles into Practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those boys who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual boy, informed by observation and assessment
- Offer rich, stimulating and appropriate experiences which will provide each boy with opportunities to develop their personal skills, competency and thinking to the best of their ability within the curriculum
- Aim to extend boys in their learning and promote their progress ensuring they are Year 1 ready

- Provide opportunities for boys to engage in activities that are adult-initiated and child-initiated, supported by adults
- Have a key person approach to develop close relationships with individual children with the class teacher being ultimately responsible for the overall care, safety and education of all of the boys in their class
- Provide a secure and safe learning environment indoors and out
- Report on the progress boys make towards achieving the Early Learning Goals by the end of the Reception Year to parents, the Year 1 teacher and the Local Authority
- Report on each boy's Characteristics of Learning in an annual report to parents and to the Year 1 teacher
- Deliver termly updates on the boy's progress to their parents through written and oral feedback
- Use an electronic assessment program to enable parents to be more connected to their son's learning and development.

### **The Early Years Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of the boy's needs, interests, and stages of development across the seven areas of learning to enable the boys to achieve and exceed the early learning goals.

We value all seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting the boy's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

#### **These three areas are the prime areas:**

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

Boys are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

#### **The specific areas are:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Boys are provided with a range of rich, meaningful first-hand experiences in which boys explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In the Early Years, we write medium term plans using the EYFS curriculum based on a series of topics, each of which offers experiences in all seven areas. We also follow the boy's interests where appropriate. These plans then inform our weekly planning, alongside our observations, which remains flexible for unplanned circumstances or boy's responses.

Boys experience whole group and small group sessions planned carefully throughout the school day which increase as they progress through the Reception year with planned times for a daily phonics session and teaching aspects of Mathematics, Literacy and Understanding of the World, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’

We plan a healthy balance between boys having time and space to engage in their own child-initiated activities and those that are planned by the adults. During the boys play, early years practitioners interact where appropriate to stretch and challenge boys further.

In planning and guiding boy’s activities, we reflect as practitioners on the different ways that boys learn and reflect these in our practice ensuring the Characteristics of Effective Learning are also being enabled.

We also encourage indoor and outdoor learning in our outdoor learning environment.

### **British Values in The Early Years Foundation Stage:**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded and actively promoted through our Early Years Foundation Stage. We aim to develop the boy’s awareness of the British Values through a range of ways:

#### **Democracy**

- Encourage boys to know their views count and encourage them all to value each other’s opinions and values.
- Provide activities that involve turn-taking, sharing and collaboration
- Give boys opportunities to develop enquiring minds by creating an atmosphere where all questions are valued

#### **Rule of Law**

- Ensure that boys understand their own and others’ behaviour and its consequences, helping them to distinguish right from wrong
- Work with boys to create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and ensuring the boys understand that the rules apply to everyone

#### **Individual liberty**

- Provide opportunities for boys to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing boys to take risks on an obstacle course and talking about their experiences and learning
- Encourage a range of experiences that allow boys to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions

### **Mutual respect and tolerance**

- Encourage and explain to boys about the importance of tolerant behaviours, such as sharing and respecting each other's opinions
- Promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of boy's experiences
- Provide resources and activities that challenge gender, cultural and racial stereotyping
- Create an ethos of inclusivity and tolerance in our setting where views, faiths, cultures and races are valued
- Arrange visits whereby boys can engage with the wider community
- Encourage boys to acquire a tolerance, appreciation and respect for their own and other cultures by discussing with boys the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions
- Share and discuss practices, celebrations and experiences

British Values are also developed through our weekly PSHE Jigsaw sessions which also aim to promote the boys well-being and the other areas of learning across the EYFS.

### **Observation and Assessment**

As part of our daily practice we observe and assess boy's learning and development to inform future planning. We record our observations in a variety of ways such as narrative and incidental observations as well as through whole class objective record tracking sheets. Everyone is encouraged to contribute, including parents and discussions take place regularly. Significant observations of children's achievements are collated in their personal learning journey in their books and through Seesaw, which are all shared with parents. There are two Parent Consultations, during the Autumn and Spring terms, to discuss the boy's progress and targets, along with a report at the end of the Autumn term, Spring term and a full report at the end of the school year which also gives a summary of how that boys learns commenting on their Characteristics of Effective Learning.

In Reception, the end of year report is based on their development against each of the Early Learning Goals. The parents are given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1. The Reception staff and Year 1 staff also meet to discuss each boy and plan transition accordingly.

We also carry out termly assessments on phonic recognition and keyword recognition. This enables us to ensure that every boy is making steady progress with their Literacy development and plan intervention where need be. Baseline assessments are carried out within the first half term that the boys start at Keble and we assess each area of learning termly using the EYFSP to monitor progress. We are in the early stages of using Arbor as a way of tracking progress further across the EYFSP.

### **Health and Safety**

The boy's safety and welfare are paramount. We create a safe and secure environment and provide a curriculum which teaches boys how to be safe, make the

correct choices and assess risks. We have stringent policies, procedures and documents in place to ensure boy's safety.

We promote the good health of the boys in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection and Illness and Injury.

### **Inclusion**

We value all our boys as individuals at Keble Preparatory School, irrespective of their ethnicity, culture, religion, home language, background or ability. We plan a curriculum that meets the needs of the individual boy and support them at their own pace so that most of our boys achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the boy the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Learning Support.

### **Parents as Partners and The Wider Context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a boy's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. We run parent meetings and workshops before the boys join Keble and throughout the Reception Year to strengthen parents' ability to support their sons in his learning. Parents are able to communicate to us in a range of ways including during morning drop off and afternoon pick up, via email and through the Seesaw application. Parents are encouraged to complete 'wow moment stars' to share learning moments from home and they are also encouraged to continue a dialogue in the boys home/school reading diaries. Moreover, parents are invited to attend class trips and class assemblies as well as celebration events such as Reception Prize Giving. We value the importance of strong communication links with parents being a catalyst to the boys learning.

Working with other services and organisations is integral to our practice in order to meet the needs of our boys. At times we may need to share information with other professionals to provide the best support possible. This will have been discussed and agreed with parents prior to doing so.

We draw on our links with the community to enrich children's experiences by taking them on outings and also by inviting members of the community into our setting for example when celebrating Diwali and Chinese New Year.

### **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the boy's needs and establish effective partnerships with those involved with the boy and other settings, including nurseries and childminders. Home visits are planned, and boys attend introductory sessions to our Reception Class to develop familiarity with the setting and the practitioners. This also gives us the opportunity to make early observations on the boys to support and ease their transition into school. The boys have a staggered entry into Reception

Class in the autumn term and are gradually encouraged to line up independently in the mornings and come into school without their parent or carer. This also supports transition into Year 1.

Parents are also supported with the school transition through a parents introductory meeting, meeting the early years practitioners who will be working with their son and workshops are run during the autumn term to support parents with areas of learning such as early reading and writing.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each boy's development against the Early Learning Goals in order to support a smooth transition into Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **Links to other policies**

This school policy should not be read in isolation and should also be read in co-ordination to the 'Admissions', 'Behaviour' and 'Teaching and Learning Policies'.

### **Evaluation and Review**

This policy will be reviewed on an annual basis taking into account the views of the boys, parents and staff.

Next review: January 2021