



EYFS POLICY

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1. This policy is to be read in conjunction with the following policies:

- Keble Prep Promoting Positive Behaviour Policy
- Supervision of Pupils Policy
- Safeguarding and Protecting the Welfare of Pupils Policy
- Feedback/Marking Policy
- SEND Policy
- EYFS Supervision of Staff Policy
- First Aid Policy
- Keble Prep Educational Visits Policy
- Retention of Records Policy

2. The Foundation aims are:

- To provide excellence in education
- To bring out the best in every individual child
- To develop moral integrity and the confidence in pupils to be themselves
- To nurture pupils from childhood to adulthood
- To build a sense of community and environmental awareness

3. EYFS Framework Section 1: The Learning and Development Requirements EYFS

Principles at Keble Prep

To Value Early Childhood

- **A unique child.** We recognise that every child can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement appropriately as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting, extending and celebrating the children's learning. Classrooms and outdoor spaces enhance the children's sense of curiosity, awe and wonder. There are areas across the learning environment where the children can be active, quiet and restful.
- **Learning and development.** Early Years areas are organised to allow children to explore and learn securely and safely. Through observations we assess the children's interests, stages of



development and learning needs before planning challenging and appropriate activities and experiences to extend their learning.

Early childhood is the foundation on which children build the rest of their lives. At Keble Pre-Prep we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as both a preparation for and a part of life, not solely preparation for the next stage of education.

'Early Years' encompasses all children in our Nursery and Reception classes. At Keble Pre-Prep we believe that children learn in a variety of ways; through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe, secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Early Years classes, all children are given the opportunity to gain independence, constructive feedback and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in and out of the classroom, broadening what they know and deepening their understanding.

Foundation Stage Curriculum

In the Foundation Stage the Key Person allocated to each child will be the class teacher/s, who ensure/s the child's care is tailored to meet their individual needs. The Nursery and Reception teachers are assisted by one TA. The class teacher and TA will be responsible for communication with parents. Every member of the Early Years team is aware of the need for confidentiality and privacy of information. As the child progresses through the Foundation Stage the teachers will make judgements based on their observations of the child in all seven areas of learning as well as the Characteristics of Effective Learning.

The children's progress is assessed against the Early Learning Goals at the end of the Reception Class. This is recorded in a variety of ways including through observations for different areas of learning. The information is shared with parents who also contribute to these records with their own observations of the child via Seesaw.

More information about the EYFS can be found at [Early years foundation stage - GOV.UK \(www.gov.uk\)](https://www.gov.uk). A copy of the Early Learning Goals is also accessible here [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and is shared with the parents at the Reception Class curriculum meeting.

There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and



- personal, social and emotional development

Support is also provided for children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, fine and gross motor skill and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food and to manage their basic needs independently such as brushing their teeth and toileting.

Personal, Social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to have confidence in their own abilities and be reflective learners. **British values** are embedded through these ideals.

Literacy development involves encouraging children to link sounds and letters, mark-make at every opportunity and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure. Beginning with concrete objects then moving towards pictorial representations with an end goal for children to understand mathematical concepts in the abstract.

Understanding the World involves guiding children to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We welcome parents to come into class to share their own celebrations and experiences with the children.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The above areas are underpinned by **The Characteristics of Effective Learning:**



- **Playing and exploring** – showing curiosity and seeking challenge
- **Active Learning** – concentration and determination
- **Creating and thinking critically** – ideas and decision making

These involve assessing how the children are learning in order to provide quality experiences for the children, guiding them to be reflective, independent learners.

Principles into Practice – the teaching approach

Teachers will:

- Enable children to make an effective and happy transition from home to school, through effective liaison and support.
- Plan stimulating activities using the EYFS Statutory Framework to ensure progression from the Foundation Stage to Year 1.
- Provide a curriculum that is delivered through a range of child initiated, independent and teacher directed activities, achieving a healthy balance with clear learning intentions and objectives that develop children's skills and knowledge
- Use information from entry assessment to track pupil progress and identify the different learning needs of each individual.
- Value children's own experiences, imagination, curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To promote an atmosphere that encourages confidence, reflection and independence.
- Make use of the extended classroom (outdoor provision) throughout to provide challenge and stimulation across the seven areas of learning.
- Use observations and assessment to identify individual's ongoing next steps and the differing needs and abilities of the children.
- Inform parents if progress in any of the prime areas gives cause for concern and agree how to support the child.
- Plan for differentiation, including necessary support for EAL children and children with SEN, ensuring that all children are given tasks that will appropriately stimulate their thinking, including enrichment.
- Ensure through planning and appropriate resources, that all children have equal access and opportunities.
- Record children's progress in Autumn and Summer Term written reports to parents.
- In the final term of Reception, assess each child against the Early Learning Goals.
- Value parents as partners in the education of their child. Share observations with parents and encourage parental involvement. Keeping parents well informed about the curriculum and their child's progress. Conducting regular Parent Consultation Evenings and keeping records of these.
- Welcoming parents into the classroom to be part of their child's learning journey, through trips, performances and topic-based sessions.
- Pass up to date records and assessments to the next class teacher, together with face to face



discussions about each child referring to skills and abilities in relation to the three key characteristics of effective learning.

- Record each child's learning through a Learning Journal.

Outdoor Provision

In the Nursery and Reception class children have free flow access to the outdoor learning environment throughout the day. This learning environment is set up to support, promote and extend children's learning in all areas of the curriculum. The EYFS children are also brought to the Headmasters garden for outdoor learning opportunities.

Planning

The Foundation Stage Curriculum is planned mainly through a thematic approach to learning with PSHE, phonics, handwriting and maths also taught discretely. Planning is also linked to the children's interests and therefore may be adjusted as the week and term progresses. Termly plans and detailed weekly plans are produced by all early years class teachers. The Early Years teachers have regular EYFS team meetings with the Head of Pre-Prep and SENCO to discuss children's progress in learning and the EYFS curriculum.

The Organisation of the Nursery

At Keble Pre-Prep we believe that a gradual introduction into school life is the most reassuring and comfortable start for each child joining our Nursery. In the summer term prior to starting nursery, children are brought in for a 'Play and Stay' session with their family. A New Nursery Parents Introduction Evening is held each summer term providing parents with key information, before the academic year commences.

At the start of the new school year families are asked to come in for another 'Play and Stay' session. This enables the children to make themselves familiar with the staff and environment before their first official day. It also allows Nursery staff to talk to the parents and find out valuable information about each new child. Following this, the nursery children attend a transition week whereby they start in our nursery for a few hours each day, gradually building up to staying for lunch by the end of the first week. This allows a gentle introduction to the Nursery environment; the children and the staff get to know each other making the children feel more secure in their new environment.

During the Nursery year the children are gently introduced to a wider school environment. They soon become accustomed to having different teachers for PE and Music and sometimes attending school assemblies. They gradually begin to feel that they belong to the larger community, thus making the transition from Nursery to Reception with little difficulty. It is our aim that the children are ready and eager to make the move to the next stage.

Learning through Play - we do not make a distinction between work and play. Children learn through planned play activities and staff will use their professional judgements to decide when child-initiated or adult led play activities would provide the most effective learning opportunities.



4. EYFS Framework Section 2: Assessment

Observation, Assessment and Planning: Developing child-led and adult-directed learning that is play based.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. We use observations and assessments to inform planning and set next steps for individuals using the EYFS areas of learning and Early Learning Goals. All staff working in the early years are involved in this process. An online programme called Seesaw is used to take in the moment observations and inform teachers of the next steps to progress an individual's learning.

One entry assessments are conducted at the beginning of the academic year. These are used to support the staff to plan for the needs of individuals and groups.

In the final term of Reception Class, the EYFS profile is completed for each reception child. Development is assessed against the Early Learning Goals. This is shared with parents through written reports. A transition meeting is held by the reception and nursery teachers providing the next teacher with assessment information for each child including commentary on each child's skills in relation to the characteristics of effective learning.

5. EYFS Framework Section 3: The safeguarding and welfare requirements.

Safeguarding

Please see Keble Prep's **Safeguarding Policy**

This Policy has regard to the statutory guidance issued by the Department for Education (the 'DfE') in Keeping Children Safe in Education (September 2023) (the 'KCSIE'), Prevent duty guidance and Working together to Safeguard Children. Regular training from specialist external providers and annual Safeguarding updates are completed so that the staff understand the safeguarding policy and procedures to ensure an up-to-date knowledge of safeguarding issues. This training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These include:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person



working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities

- the inappropriate sharing of images

The Designated Safeguarding Lead for safeguarding in Keble Prep is the Deputy Head, Mr James Fleet jfleet@kebleprep.co.uk The Deputy Designated Safeguarding Leads are Miss Katie Callaghan, Head of Pre-Prep kcallaghan@kebleprep.co.uk, Mrs Ferzana Rahman, Reception Class Teacher, frahman@kebleprep.co.uk and Mr Perran Gill, Headmaster, pgill@kebleprep.co.uk.

Our recruitment process ensures that all staff recruited in the early years have been subject to the relevant checks, including a prohibition from teaching check (for teachers) and an enhanced criminal record check. Any delay to the DBS being obtained would warrant constant supervision from another member of staff when they are in contact with the children, and successful completion of other checks including the barred list.

Mobile phones, cameras and all other electronic devices with imaging and sharing capabilities in the EYFS setting.

Members of staff keep their phones and other electronic devices away when the children are present. Personal cameras are not permitted in the setting and school camera equipment is used for the taking of any photographs (school iPads are used for observations of children). Visitors to the school are not permitted to use mobile phones at all in the school building and are advised of this when signing into the school. Foundation staff and contractors may use their phones in the school office only.

On school trips staff may only use their mobile phones in case of an emergency or to communicate amongst staff if groups have been separated. Staff must not use their mobile phones to take photos or videos. Parent helpers are kindly asked not to use their mobile phones while supervising children on a trip. Parents are given a 'parent code of conduct' to read and sign explaining the school expectations of parent volunteers on a trip including use of mobile phones.

Disqualification

A provider or a childcare worker may be disqualified from registration. In this event the provider would not continue as an early year's provider. Where a person is disqualified, the provider would not employ that person in connection with early year's provision. Where an employee becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.

Staff Medication

Staff must seek medical advice about medication they are taking which may affect their ability to care for children. Staff medication is always safely stored away out of the reach of children. Staff are aware that they must declare to either Perran Gill, James Fleet or Miss Callaghan if they are taking any



medication, which might affect their ability to work with children. Staff handbags must be always stored out of reach of children.

Staff Induction

All new members of staff receive a full induction that includes:

- Help in understanding roles and responsibilities, including supervision duties
- Information about emergency evacuation procedures
- Procedures, responsibilities and expectations for safeguarding and child protection
- Information on school and foundation policies, including the equality policy
- Health and Safety information, procedures, and issues
- Curriculum familiarisation

Alongside this, members of staff are provided with a detailed staff handbook.

There are designated members of staff working in the EYFS and across the Pre-Prep that are Paediatric first aid-trained.

Staff Supervision

All Early Years staff members are given thorough induction programmes that allow them to understand fully their roles and responsibilities, this induction also includes Safeguarding and Child Protection, emergency and evacuation procedures and health and safety. Staff are also provided with opportunities to attend training and relevant professional development. This is further ensured through our Supervision structure and through Professional Development opportunities which seeks to support staff to undertake appropriate training and professional development to ensure that they can continually improve the quality learning and development experiences they offer for children. The concept of 'supervision' is a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. *Please see **Keble School Supervision Policy**.*

Staff records are kept confidential.

Supervision of Children in the EYFS

Staffing arrangements in our Nursery class and in all our Reception classes meet the needs of all the children and ensure their safety. We are compliant with the statutory requirements for staff: child ratios which state that for children aged three or over:

'In Reception classes, where the majority of pupils are five or over within the school year, the staffing ratio is 1:30 (as in maintained schools) provided that a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children. Such a person may be an overseas qualified teacher or an



'instructor' (someone with the necessary qualifications or experience or both, where the governors/proprietor are satisfied with the qualifications or experience)

In other EYFS classes for children of three and above, with a person with Qualified Teacher Status (or other suitable person as defined above), the ratio is 1:13, and at least one other member of staff is required to hold a full and relevant level 3 qualification. In EYFS classes for children of three or above, without a person with Qualified Teacher Status (or other suitable person as defined above), the staffing ratio must be at least 1:8. At least one member of staff must hold a full and relevant level 3 qualification and at least half of all other staff must hold a full and relevant level 2 qualification.

Children are usually within sight and hearing of staff members. At lunch times Nursery and Reception children eat in the main dining room where they are supervised by qualified members of staff and teaching staff are also present to support. These ratios are adhered to at break and lunch times. Following lunch, the Nursery children have a rest period called 'Sleeping Lions' and are supervised by Nursery staff adhering to the ratio requirements. Any sleeping children are checked frequently.

After-school activities

Reception children attending after school clubs do so under the minimum requirement of their normal class ratios (1:30 but usually much less) and only where a suitably qualified member of staff or external coach is directly supervising/instructing.

Our externally run after-school care facility 'Dreamworks' is open to Nursery and Reception children and operates on a 1:8 ratio due to the presence of Early Years children and the qualifications of the staff leading the care. Information about the nature of this provision is given in our parent handbook and at our information evenings. Further information about Dreamworks can be found here:

Dreamworks Afterschool Club
C.I.C Keble School
Wades Hill
Winchmore Hill
London
N21 1BG

Club Manager: Edith Victoria MA, BA Hons, STL3
Club Mob: +44 (0) 7596 849 761

Email: TheTeam@DreamworksAfterschoolClub.co.uk

Website: dreamworksafterschoolclub.co.uk

Hours of operation: Monday to Friday from 2:30pm - 6pm term time only

Information about staff deployment is shared with parents at our 'New Parents' meeting prior to their pupils starting at the school in the summer term. This information is also in our ***Supervision of Pupils Policy***.



Health/Medicines

Parents are provided with the relevant medical forms during the acceptance process, this ensures relevant medical information is shared in order to promote the good health of pupils at Keble Pre-Prep. Please see **First Aid Policy** for further information. The detail within these policies, including the procedure for responding to children who are ill or infectious, is shared with parents at the information evening for new parents and in the parent handbook.

All accidents and first aid treatment are recorded and communicated to parents as soon as possible or appropriate. Training is given to any member of staff for administration of medicines that require medical or technical knowledge. Prescription medicines must not be administered unless prescribed by a doctor, dentist, nurse, or pharmacist (and medicines containing aspirin must have been prescribed by a doctor). There are first aid boxes located in each EYFS classroom as well as in the entry area to the Pre-Prep building and medical room on the ground floor of the senior building where the children have their lunch.

There are staff members working in the EYFS at Keble Pre-Prep who are Paediatric first aid trained, along with others so trained in the Pre-Prep building and the rest of the school.

Intimate Care

On some occasions it may be necessary for EYFS staff to give intimate care to pupils. These are defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene. For pupils in the Early Years, it can be contact with, or exposure to, the genital area when for example, changing children, or for all ages, assessment of illness or injury. Full PPE will be worn if carrying out these tasks:

- Apart from wetting/soiling issues in Early Years pupils, intimate care will only rarely be required.
Routine personal hygiene is not carried out by teachers or assistants, but they will offer verbal support for pupils who may require this.
- Pupils will be treated with respect; each stage of the procedure will be carefully explained and will only proceed with the pupils' consent. Should the pupil become uncomfortable, distressed, or withdraw consent the procedure should be halted until they are comfortable and willing to continue.
- Any member of staff who is reluctant to participate in intimate care in a specific case or situation must inform the Head of Pre-Prep.
- If there are any safeguarding concerns relating to any illness or injury of an intimate nature the staff must inform the Designated Person.
- Communication about the wetting or soiling incident will be handled sensitively and discreetly between members of staff and to the parents of the child.
- Further information can be found in the Keble Pre-Prep toileting and intimate care policy 2023
- As part of entry into the EYFS, all children should be toilet trained.



Food and drink

All food is prepared in our kitchen on site. The menu is planned to be healthy, balanced, and nutritious and is published for parents to see in advance on the website. Fresh drinking water is always available for pupils. Early Years children are provided with a morning snack consisting of fruit and milk. Up to date records are kept regarding individual dietary needs, a list is distributed to each teacher and the kitchen staff. All children wash their hands before eating. Staff wear gloves and distribute the snack to avoid any contamination. **Early Years Staff in each EYFS class are provided with training in food hygiene.** This helps ensure that staff have a basic understanding of food hygiene principles when preparing or handling food. Fresh drinking water is available for pupils at all times. Children in the EYFS classes bring in their own healthy snack for the afternoon session. This must not contain any traces of nuts as we are a nut free school. Afternoon snacks are discussed with parents at the meeting prior to the children joining the school to support parents with sending in a health, balanced snack. Afternoon snacks are not stored in a fridge and therefore, no meat products should be sent in as a snack.

Accident or injury

Staff are aware of their duty to inform parents of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable and any first aid treatment given. Forms to record this are kept in each EYFS classroom in the Medical folder. . First aid boxes are accessible from all areas of the school and each EYFS classroom has its own medical box.

Behaviour

The Keble Prep Promoting Positive Behaviour Policy applies to the EYFS. Please see the policy for further details.

Physical intervention may be used to avert immediate danger of personal injury. This must be recorded (records held by Katie Callaghan (Head of Pre-Prep) and James Fleet (Deputy Head) and parents informed on the same day or as soon as reasonably practicable. These forms are available from each EYFS classroom and are stored in the Medical folder. Under no circumstances is corporal punishment or the threat of physical punishment used in any capacity in the EYFS, or in any of the Foundation Schools.

Security and suitability of premises

The security and safety of the children at Keble Pre-Prep are paramount and to that end the Mill Hill School Foundation has regularly sought advice from specialist security consultants and other professional bodies including insurers, the local Police Crime Prevention and Police Safer Neighbourhoods Team Officers. We have also considered the security guidelines to schools issued by the DFE and undertaken regular periodic internal reviews. This ensures that the children also feel safe



and secure within their learning environment.

The school is secure at all times, with gates and doors closed and locked (with confidential combinations) at all times except drop off and pick up, when all external doors are manned and monitored by members of staff. Children are only released into the care of individuals who have been notified to us by the parent/carer, a list is kept or Arbor and by class teachers.

We adhere to the legal responsibilities under the Equality act 2010, see SEND Policy.

A staff room allows for staff to take breaks away from areas used by children. Teachers may use a number of rooms depending on the time of day, in order to conduct meetings with parents/carers confidentially.

Smoking or vaping is not allowed in or on the premises.

Risk assessments

Risk assessments are routinely carried out and utilised to minimise a range of risks relating to daily life in the classroom or the school grounds, special activities, trips and clubs. These are kept either on the classroom wall or centrally by the Head of Pre-Prep, as appropriate. They are updated and reviewed at suitable intervals. Daily Risk assessments are completed to cover the areas inside and outside of the Early Years classrooms and are displayed in the Pre-Prep building and held by the Head of Pre-Prep. Risk assessments identify risks that need to be checked on a regular basis, when and by whom, and how the risk will be removed or diminished. Risk assessments for outings must be conducted, though not necessarily in writing. These should take account of adult to child ratios and the steps taken to remove, minimise and manage identified risks and hazards.

Outings

Separate risk assessments are carried out for educational outings. We follow different ratios for educational outings, these are outlined in the ***Keble Prep Educational Visits Policy***.

6. SEND, Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This provision is coordinated by our Keble Prep SEND (Special Educational Needs) Coordinator. This includes providing all children with the opportunity to be appropriately supported and challenged. The four areas of need are: communication and interaction, cognition and learning, social emotional and mental health, sensory and /or physical needs.

We have a clear approach for identifying Special Educational Needs and there is ongoing monitoring of progress throughout the early years. Where a child appears to be below expected developmental levels, the teacher works with the SEND Co-ordinator to gather information and seek early help if appropriate.



Where a child appears to be behind expected levels and 'Early Help' sought, the cycle of action: assess/plan/do/review is used to create a graduated response to needs, this is carried out throughout the year. Decisions to involve specialists are taken in discussion with parents and parents are informed if their children are to receive SEND support. Any child on SEND support will be on an intervention programme where clear targets are set, agreed and reviewed and tracked. The school's SEND Co-ordinator manages these plans and is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary, in close liaison with the child's class teacher (Key Worker). In line with the Foundation's Equal Opportunities Policy, we will endeavour to provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff members are role models and are aware of the influence they have in promoting positive attitudes and using that influence to challenge stereotypical attitudes.

7. Information for parents

Reception Introduction Evening, and Nursery Introduction Evening.

Before the start of each academic year parents are invited to attend a talk on the Nursery and Reception curriculum and how this is provided to the children in our school. They are also given guidance on where to find more information on the Early Years. Parents are made aware of their children's **Key Worker** (their class teacher) at this time and their role and additional staff in the class. They will also be given initial support on how they can help their child's development and readiness for Nursery or Reception at home Our SENDco/Pastoral Lead is also available to parents for further information and advice if required.

At the beginning of the autumn term the Nursery and Reception classes invite the parents into school for a curriculum meeting. During this meeting the class teachers explain the daily routines (including food and drink provisions) organisation and management for the class, the range and type of activities and experiences, the topics for the year ahead and how to help and support their child at home. Parents have the opportunity to ask any questions, thus making sure they are as well informed as possible about the term and year to come.

Formal parents' evenings provide the opportunity to provide child specific feedback on the individuals' progress, and next steps across the EYFS curriculum.

Parents receive a short written report on the progress of their child at the end of the Autumn Term in the Nursery and Reception classes and a detailed report at the end of the school year.

8. Records

Each teacher in the Early Years has access to records which contain the following information: the names of the children in their class, their hours of attendance, their key person and emergency contact details. This information is stored centrally on our school management system, Arbor.



We maintain confidentiality in keeping these records with access being available only to those who may need them. Staff are aware of this and of the right that all parents and carers have to these records, unless relevant exemptions apply under the data protection act. Details about the retention period for records relating to individual children can be seen in our ***Retention of Records Policy***.

9. Parent Handbook

A summary of the details about our EYFS is contained within our Pre-Prep Parent handbook. In addition, they contain details on staffing in the setting, curriculum, homework and emergency contact numbers.

The school policies are available to view on the school website or in the school office on request including the ISI Inspection reports.

10. Complaints

Complaints procedures are explained in ***the Policy on the Handling Complaints and Concerns received from Parents Policy*** which is available for parents to view on the website.

11. Review

This Policy shall be reviewed annually.

This Review: November 2023

Next Review: Autumn 2024



KEBLE PREP

Educating boys and girls aged 3 - 13



Appendix A: EARLY YEARS Curriculum Themes

The children in the Early Years will follow a thematic approach to support their curriculum. These themes are carefully chosen to build on prior learning and to prepare children for their future learning. Children in Early Years will be given the opportunity to explore the theme by addressing their own questions and interests. The themes will enable progressive learning from the EYFS and into KS1 to ensure the children experience a range of themes throughout their time at Keble Pre-Prep and Prep enhancing their sense of excitement and exploration to motivate them as learners.

Appendix B: CONTACTING ISI and OFSTED

Contacting ISI - If you are unhappy with the school's initial response to your complaint ISI can be contacted by writing to: concerns@isi.net. Or by phone 020 7600 0100. The DFE can also be contacted on 0370 000 2288.

Contacting OFSTED - The new Ofsted – the Office for Standards in Education, Children's Services and Skills – came into being on 1 April 2007. It brings together the wide experience of four formerly separate inspectorates. It will inspect and regulate care for children and young people, and inspect education and training for learners of all ages.

To call OFSTED

- 0300 123 1231 for general enquiries
- 0300 123 4666 if you want to make a complaint or have a concern about any service Ofsted inspects or regulates(08.00 to 18.00)

To contact OFSTED by email: enquiries@ofsted.gov.uk

For complaints - CIE@ofsted.gov.uk

Appendix C: GLOSSARY OF ACRONYMS AND ABBREVIATIONS IN ORDER OF APPEARANCE IN THE POLICY

- EYFS – Early Years Foundation Stage
- ISI – Independent Schools Inspectorate
- KCSIE – Keeping Children Safe In Education
- DSL – Designated Safeguarding Lead
- DDSL – Deputy Designated Safeguarding Lead
- KS1 - Key Stage 1
- SEN – Special Educational Needs
- EAL – English as an Additional Language
- DFE – Department For Education
- SENCo – Special Educational Needs Co-ordinator