



## **The Froebelian School** **EYFS Policy**

### **1. Introduction**

This policy refers to all aspects of the school including Breakfast Club, HAC, Froebees and Holiday Clubs and should be read in conjunction with all whole school policies and with particular reference to the latest versions of the following policies and documents:

- Safeguarding & Child Protection
- Keeping Children Safe in Education
- Guidance for Safer Working Practice for Adults who work Children and Young People in Education
- Online Safety
- Health, Safety & Welfare
- Electronic Communications Policy for Staff

Every child's progress is carefully observed, monitored and recorded throughout the Foundation Stage (referred to within school as Lower Kindergarten/Nursery and Kindergarten/Reception). Since we became exempt from the Learning and Development requirements of the EYFS, we now conduct our own assessments which we feel are appropriate to Froebelian.

The school also has well-developed links with the SENIT (Special Educational Needs and Inclusion Team) which provides support, advice and training around all aspects of SEND. This team has expertise of working with Early Years children.

The Lower Kindergarten children all attend school for a minimum of four mornings (08.40-12.00), with the option of staying for the afternoon 'Froebees' nursery session. Kindergarten children attend school full time (08.40-15.30) except for Wednesday afternoon, which is optional. The two Foundation Stage classes join together for various activities such as parties and trips and are included in many of the Pre-Prep events e.g. Nativity, Sports Day and assemblies. Kindergarten children attend two weekly full-school assemblies and Lower Kindergarten children join when appropriate. All the Pre-Prep children mix in the same playground at morning break and for part of the lunchtime break.

Significant investment has been made recently in EYFS to provide a brand new, bespoke unit and continuous outdoor provision which was completed in the summer of 2021. A great deal of further information about the school is available on our website at [www.froebelian.com](http://www.froebelian.com) including a list of whole school policies and those that apply specifically to the Foundation Stage.

## **2. Admission**

- Parents visit the school before a decision is made to place their child's name on the registration list for entry in the September following his/her 3rd birthday.
- There are places for up to 24 children
- The admission process is non-selective.
- Once a place has been accepted children, parents have the opportunity to visit the school on several occasions prior to entry in September. The children are usually invited for two taster sessions to meet the staff and other children.
- Parents are provided with detailed written information about the school and have access to all the information provided on our website ([www.froebelian.com](http://www.froebelian.com))
- The child's present setting or main carer is contacted for useful information that may be available prior to entry.

## **3. Wrap around care**

We understand that parents lead busy and demanding lives. In recognition of this, we provide wrap-around care from 07.30 to 18.00 during term-time. The Breakfast Club is available from 07.30 each morning and is supervised by suitably qualified and experienced members of staff who hold a paediatric first-aid qualification. They are assisted by one of the catering staff who provides healthy breakfast food including cereals, toast, yoghurt and fruit.

After school care, known as HAC (Homework and Activities Club) runs from 15.30 to 18.00 during term-time. Again, it is supervised by suitably qualified and experienced staff, at least one of whom holds a paediatric first-aid qualification. Additional Pre-Prep staff are available to help with supervision should the need arise. Children may leave HAC at any stage when collected by parents/carers. Healthy snacks and drinks are provided.

There are separate charges for Breakfast Club and HAC. Details may be obtained from the School Office.

We also operate in-house holiday clubs throughout the year with the exception of Christmas week. It is run by suitably qualified and experienced staff (including a member of the EYFS staff), at least one of whom holds a paediatric first-aid qualification.

## **4. Security**

The school is a very secure environment with high walls surrounding the whole site. Pedestrian access for much of the day is via a security gate, which is only open for a specific length of time at the start and finish of the school day when the playground is supervised by staff. For the rest of the day the gate is locked and entry is possible only by means of an intercom system. All visitors have to identify themselves and must attend the School Office where they are recorded, provided with essential information and given an identification badge to wear. Adults who collect children during the school day must visit the School Office.

Access to school internally is also restricted via number codes on gates to playgrounds and a magnetic locking system on the main entrance to school.

The safety and wellbeing of pupils always has been and will remain our highest priority.

Our new EYFS unit is based on the ground floor in the main part of school, entry by children is from the back and all children are greeted by a member of staff each day. All gates are kept shut in the outdoor area at all times.

## **5. Staffing**

The EYFS Leader is responsible for leading and managing the EYFS department, children and staff. Both Lower Kindergarten and Kindergarten have a qualified teacher in charge, who works in partnership with two suitably qualified teaching assistants. Music is taught by a specialist teacher.

- Subject specialists may deliver some lessons e.g. P.E./Games and ICT.
- The optional afternoon sessions (Froebees in LKG and Wednesday in KG) are led by suitably qualified and experienced assistants who work in the EYFS.
- Children are fully supervised at all times including before and after school, at breaks and lunchtimes by qualified and/or experienced playground supervisors, assistants and teachers.

## **6. Our Foundation Stage Curriculum**

At the Froebelian School we offer a broad and balanced Foundation Stage curriculum for our youngest pupils, which is based upon the Development Matters and the seven areas of learning with adaptations and extension work, where appropriate, to fit in with the expectations and academic ethos of the school. Our bespoke unit provides us with many opportunities to explore the outdoors and an opportunity to open the bi-folding doors so both early years classes can join together both indoors and in the outside area.

All children are given equal access and opportunities to develop their knowledge and skills in:

### **Prime Areas**

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language (C&L)

### **Specific Areas**

- Literacy (Lit)
- Mathematics (Ma)
- Understanding the World (UtW)
- Expressive Arts and Design (EA&D)

In Lower Kindergarten (N) and Kindergarten (R) classes, we introduce different topics through which the children explore a variety of mediums, including books, teacher directed activities, child-initiated activities, art, drama, music, ICT, crafts and model making. Mathematics is introduced through different activities, such as counting games, weighing activities and measuring. A large amount of practical tasks both inside and outdoors take place. Literacy is also taught daily. In Lower Kindergarten, children learn by many practical tasks and planning is flexible to allow children the opportunities to initiate things that they are interested into

the daily/weekly planning. More structured written work is a gradual process depending on each child during their year in LKG.

All children are encouraged to participate in dance, Music, ICT and physical activity and in some instances these subjects are taught by specialist teachers. Children are introduced to the principles of writing, and to the use of computers and iPads. By the end of the Foundation Stage, the children in Kindergarten are enthusiastic and confident learners, who are ready for the more structured environment of Transition (Year 1).

## **7. Assessment and Recording and Reporting to Parents**

- On entry to Froebelian, each child is carefully assessed by a member of staff so they can build on what he/she already knows and can do. There is careful liaison between the staff in Lower Kindergarten and Kindergarten to ensure that they make a seamless transition between the classes at the end of the year.
- There is continual on-going assessment both informal (e.g. observations shared verbally by the staff) and formal (e.g. class checklists, observations, photographs and examples of work).
- Tapestry is used throughout the EYFS as an online record of their learning in school.
- The 'Good Enough' test (which involves each child drawing a self-portrait) is carried out at the beginning of every year and it acts as another perspective on the child's development.
- In Kindergarten, some standardised, published material is used to make assessments based on national standards (e.g. Baseline)
- Two parent consultations are held during the year, and a full written report is provided at the end of the Summer Term. In addition, there is a 'New Teachers' Evening' annually and teachers are available to talk to parents at short notice.
- There are regular discussions between Foundation Stage staff and with other colleagues.

## **8. Assemblies**

As required by statute, in school there is some form of collective worship daily. Assemblies are held on a Monday, Tuesday, and Friday. On the days when an Assembly does not take place, some suitable kind of reflection takes place in the classroom. Assemblies are formal occasions which foster many developments including spiritual awareness, and understanding of the needs, views and achievements of others, self-restraint and a collective spirit. Assemblies provide an excellent public setting in which to commend children for special work, acts of kindness or helpfulness, and to reward them (e.g. with special awards and Froebelian Flyers). The whole school meets for an assembly on a Monday morning where a whole school ethos theme is set for the week. This is linked to our PSED Jigsaw scheme so is appropriate to all ages.

## **9. Outdoor Learning**

We value opportunities to learn and discover through play and activities outdoors in our new area which is being developed through many hands-on opportunities. All EYFS children have provided a bag of spare clothes that they can change into on wet, muddy days. The children are encouraged to always have access to the outdoors in the day. The area provides the children with experiences across the curriculum such as a writing shed, planting area, stepping stones for counting and matching numbers, water and sand play etc. A sun-cream policy can be found in Appendix 1.

## **10. Visits**

We believe that children learn a great deal from opportunities to visit interesting places away from school and to enjoy experiences that are not normally available in a school setting. We organise a visit to a pantomime, or invite a theatre company into school, for the whole of the Pre-Prep at the end of the Autumn Term. The Foundation Stage classes will often join together for other trips. Trips often take place when the weather is kinder, typically just before Easter and at the end of the summer term. We also invite visitors into school such as the fire brigade and police; we also invite parents to share their professional experience (e.g. dentists or engineers) or their knowledge of different cultures with us. We always send information regarding trips well in advance, telling parents/carers about every visit and, if appropriate, the cost and whether it involves an extension to the normal length of the school day. Copies of our policy on visits for EYFS children are available on request.

## **11. Behaviour**

Our youngest children are encouraged to behave towards each other with kindness and consideration. They begin to learn to look after their own possessions and to respect other people's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. Each class has a behaviour focus which is appropriate to the age of the children and children are praised and rewarded in an age appropriate way for following the behaviour rules and expectations. Unacceptable behaviour is logged on an online school behaviour management system. On the rare occasions when necessary, parents will be informed by the relevant teacher. We encourage the children to follow the special school rule of 'Safe Hands, Safe Feet, and Safe Voice'. This is explained to all children from LKG.

For further information, please see the whole school policy on 'Promoting Positive Behaviour'.

## **12. Food and drink**

Children in Lower Kindergarten and Kindergarten are offered a piece of fruit or a cracker and cheese (or similar snack) and a drink of water or milk at morning break. Children are encouraged to bring a water bottle in everyday with a sports cap to help to avoid spillages. Children are encouraged to drink regularly throughout the day.

LKG children who choose to stay for their lunch eat in their classroom with the EYFS staff. KG children go to the HUB at 11.50 to choose their food and they join other Pre-Prep classes to eat. EYFS staff go and assist them with choosing their food.

The School lunch menus are carefully planned by the professional chef and are available on our web site. We offer hot meals throughout the period covered by the Winter menu (November-April) and a mixture of hot and cold food at other times. Fresh fruit, vegetables and salads are always available and pupils are encouraged to eat healthily.

## **13. Special Diets**

We cater for a wide variety of dietary requirements including religious, ethnic and medical needs. Children are provided with a different coloured plate if they have a different diet so they can be easily recognised by the chef.

Parents of children who have allergies to any food product, or who have special dietary requirements, are asked to make this clear on the admission form before their son/daughter starts school. Parents should inform the school at once if their son or daughter subsequently develops an intolerance of any food. The Kitchen maintains a list of which children have food allergies to ensure their specific needs are met.

#### **14. Keeping in touch**

We appreciate that sending a child to school is a big step and that it is understandable that some parents may worry or feel anxious about their child's well being and happiness. That is why we invite parents to a 'New Parents' Evening' each year to pass on a host of useful information including details about the first few weeks, what to expect and also practical activities you can do at home to prepare for the special day.

Each child's class teacher has the main responsibility for your child's pastoral care and quickly gets to know every individual child extremely well. Parents/carers will see the class teacher regularly, typically when they drop off and collect children, and many worries are speedily resolved by an informal chat. Otherwise, parents/carers are welcome to make an appointment for a longer (or more private) conversation with them. Any concerns will always be treated in complete confidence.

We send invitations/ letters to parents regarding a number of events during the year, and very much hope to see them at the following:-

- The Nativity Play (each December)
- Parent consultations
- Festival performances (just before Easter)
- Sports Day (June)
- Come Dine With Me
- Our Open Day in the Autumn Term at which the children's work is displayed.
- Class assemblies

#### **15. Home/School Links**

- During the Foundation Stage strong links are forged, with staff and parents working together to achieve effective impact on the child's development and progress.
- The parents' role in the education of their children is respected and they are given guidance in what they can do at home, to reinforce what is taught at school.
- Parents are welcome to come into school to discuss issues concerning their child but are encouraged to choose a time when teachers are able to give them their full attention.
- Weekly information about school matters are emailed out to you via the teacher's weekly newsletter.
- The Headteacher sends emails regularly to parents to update them on achievements and developments in school.
- Parents are all automatically members of the Parent Teacher Association and are encouraged not only to attend events but to be actively involved in the organisation of the FPTA.

## **16. Parent Consultations**

In Lower Kindergarten and Kindergarten, these take place twice a year, in line with the rest of the school. During the Summer Term there is a New Teachers' Evening for all classes including those parents whose child will be joining Lower Kindergarten or Kindergarten the following September.

## **17. Reports**

Children are assessed throughout their time in EYFS through observations, questioning and formal recoding with reference to the Development Matters.

Written reports are prepared on each child and sent to parents at the end of the Summer Term.

## **18. Complaints**

We hope that parents will not feel the need to complain formally and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, a copy of the Complaints Policy which details the school's complaints procedures (which apply equally to the Foundation stage) is available on our web site or a copy may be requested from the School Office.

## **19. Safeguarding and Child Protection**

The school's Safeguarding and Child Protection Policy, including its policy for the Safer Recruitment of Staff, are enforced rigorously throughout the school, including the Foundation Stage. Copies of the policies, which apply throughout the school, are on our web site or may be obtained from the School Office. All staff are trained regularly on child protection issues. Mrs Townend, Miss Sibson and Mrs Bowling are the Designated Safeguarding Leads.

## **20. Medical matters**

We expect parents/carers to keep a child at home if he or she is ill or infectious, and 'phone us on the first day that s/he is ill. A poorly child will not be happy in school, and may infect others. We will therefore telephone parents/carers and request that they collect a child if he or she becomes ill during the day. Please follow medical advice when deciding when it is suitable for a child to return to school after a period of illness.

First aid boxes are located in all classrooms. All staff in school receive regular training on emergency aid and most of the Foundation Stage staff hold an additional paediatric first aid qualification.

We will *always* contact parents/carers at once if your child suffers anything more than a trivial injury, or if he or she becomes seriously unwell during school day, or if we have any worries or concerns about his or her health. We will inform parents/carers by note if he or she has a bump on the head. If we are concerned, we will ring to inform you so you can come and collect them.

## **21. Children with Medical Needs or Special Education Needs who require special adjustments**

If a child has medical needs, special education needs or disabilities, or requires any special adjustments, we will invite parent/carer to a meeting with the class teacher, Special Educational Needs Co-ordinator, Deputy Head, Headteacher or any outside specialist who has been involved with the care of your child, to discuss thoroughly the regime that is most appropriate for his or her individual care, well before s/he joins the school. Regular meetings will be arranged once such a child has joined the school to monitor progress. A care plan will then be set up to ensure all staff are aware of the child's needs.

## **22. Medicines and Treatments Brought to School for Pupils**

Parent/carers must advise the School Office and class teacher of any medication that is brought into the school for a child. If a child has a medical condition which necessitates regular access to medication, the relevant staff will be informed, in confidence, of any condition that is likely to affect him/her in any area of school life. We will work with parents/carers in making arrangements that work best for him/her.

A copy of our Policy for Administering Medicines can be seen on our website.

***Please note that we need appropriate written consent for every medicine before we are allowed to give it to a child.***

## **23. Provision for learning difficulties and disability, those who might be exceptionally gifted or talented (G&T) and those for whom English is an additional language (EAL)**

- The school is non-selective and will work to provide an inclusive curriculum for all children. Teaching strategies and resources will be adapted whenever possible to meet different needs, including, if appropriate, children for whom English is an additional language.
- The school has a Special Educational Needs and Disabilities Co-ordinator (SENDCo) and SEND Policy which includes Gifted and More Able.
- There is a Learning Support Register which is compiled through discussion between class teachers, parents and the SENDCo.
- Parents are kept informed of any concerns.
- There is access to outside agencies if required.
- There are a variety of diagnostic materials available, including some that can be used for the assessment of young children.

## **24. Maintaining a safe and secure environment**

The safety of the children is our highest priority, and because they are young, we need to be vigilant. We will therefore:

- Register all pupils at the start of the morning and afternoon sessions.
- Only allow children to go home with parent/carer, unless we have received advance permission (preferably by email) that he or she may be collected by another adult.
- Never allow a child to leave the premises unsupervised. There are always at least two adults in charge of the outside play area.



- Ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in, wear security badges with appropriately coloured lanyards and are escorted throughout their visit if necessary. They sign out on leaving.
- Sign all pupils out as they are collected by their parents or carers.

Our school is a very secure site, with high walls and fences surrounding the school. Gates are locked during the day, with the exception of drop off/pick up times. Access to the premises is via a double entry intercom system with the office (intercom at main gate and main door).

## **25. Health and safety**

We regularly review our risk assessments on the Foundation Stage classrooms and other indoor areas, the outdoor play space and all the equipment and toys used by the children every year in order to ensure that everything children may come into contact has been assessed and those potential hazards are kept to a minimum.

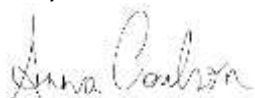
## **26. Review**

We are aware of the need to review the EYFS Policy regularly so that we can take account of new legislation, initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Staff will be made aware of any changes to the teaching and learning in EYFS at the earliest opportunity. Any necessary changes will then be implemented and included in the revised policy document.

This policy is reviewed regularly by the EYFS Leader, in consultation with the Headteacher, in the light of experience, research and good practice.

Policy Date: July 2023

Policy Review Date: July 2025



Signed (Headteacher):



Signed (Chair of Governors):

## **Appendix 1**

### **The Froebelian School Sun Protection Policy in EYFS**

#### **Introduction**

This policy refers to all aspects of the school including Breakfast Club, HAC, Froebee and Holiday Club.

At The Froebelian School, we want staff and children to enjoy the sun safely. We work with all staff in the EYFS to achieve this by:

**Education** – providing an environment that enables children and staff to stay safe in the sun.

- Parents and guardians will be informed what we are doing about sun protection and how they can help at the beginning of the Summer Term.
- Reading appropriate stories and talking to the children about how they can protect their skin.

**Protection** – learning about sun safety to increase knowledge.

**Collaboration** - working with parents and the wider community to reinforce awareness about sun safety in school.

**Shade:**

- Activities are set out under the shelter or on the decking where there is plenty of shade.
- Seats and equipment are moved to shady areas.
- Organised activities make use of the shade available.

**Timetabling:**

- Children will spend more time playing outside before 11am and after 3pm, and will be encouraged to play in the shade over the lunchtime period.

**Clothing:**

- We will actively encourage all children to wear a suitable hat when playing outside.
- Ties and jumpers are removed on very hot days.

**Sunscreen:**

- Parents are encouraged to apply a '12 hour' sun cream to their child before they arrive at school.
- If a child arrives at school without sun cream on, we do invite parents to sign a form giving us permission to apply sun cream to their child.
- A letter is sent out to parents informing them all about sun protection.

We will monitor our progress and review the policy regularly.