



The Study Prep
WIMBLEDON

THE EARLY YEARS FOUNDATION STAGE POLICY

The “Early Years” comprises all pupils in our Reception classes who have their fifth birthday before 31st August. Pupils at this stage in their development are active learners and learn best through investigation, experimentation, watching, listening, using their senses, social interaction, questioning and exploring. Pupils are given the opportunity in Reception to learn through structured play and guided work. The planned activities enable them to develop their skills and understanding of the world around them and become confident and independent learners.

The School follows the broad outline of the Early Years Foundation Stage (EYFS) Framework with its seven areas of learning, although the School is exempt from the learning and development requirements as prescribed by the DfE. This gives the School greater flexibility in delivering an Early Years curriculum tailored to the needs of the pupils in our setting. The School complies with the Independent School Standards Regulations (which currently apply to the over 5s) suitably adjusted to reflect the younger age profile. The ISSRs are much broader in their approach and contain less detailed prescription on education matters than the EYFS. The welfare requirements of the EYFS remain statutory and we continue to comply with these. These are detailed in the School’s policies which can be found on the School website.

The School’s aim is for the pupils to achieve the Early Learning Goals by the end of Reception with some developing beyond this.

In order to achieve the Early Learning Goals in each of the seven areas of learning the School aims to:

- Ensure a smooth transition from Nursery to school and a continuation of the EYFS curriculum.
- Provide a safe, caring and stimulating environment in which pupils can develop curiosity and enthusiasm for learning, form positive relationships and thrive.

To achieve these aims we will:

- Provide a range of well-planned activities helping each pupil to develop emotionally, socially, intellectually, physically, creatively, spiritually and morally.
- Ensure equal access and opportunity to all aspects of the curriculum.
- Value each pupil’s own experiences, imagination, curiosity and the range of skills they bring to school and use these as the starting point for their learning.
- Encourage, support and extend pupils in all areas of their learning.
- Value parents as partners in their daughter’s education and keep them informed of progress.
- Provide an atmosphere which encourages confidence and independence.

Areas of Learning

The Early Years Foundation Stage curriculum is organised into seven areas of learning. All areas are important and inter-connected:

The Prime Areas:

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

The Specific Areas:

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

Communication and Language

- **Listening, Attention and Understanding:**
We provide a language rich environment in which we encourage pupils to 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.
- **Speaking:**
We encourage pupils to develop their confidence in expressing themselves effectively, by participating in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; expressing 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

This involves settling into school, leaving parents/carers easily, forming good relationships, working as part of a group, and developing confidence and independence in all aspects of their learning.

- **Self-Regulation**
We encourage pupils to: 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.

- **Managing Self**

We encourage pupils to: 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 (See EYFS Personal Hygiene Policy), including dressing, going to the toilet and understanding the importance of healthy food choices.

- **Building Relationships**

We encourage pupils to: 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

- **Gross Motor Skills**

We encourage pupils to negotiate space and obstacles safely, with consideration for themselves and others; to demonstrate strength, balance and coordination when playing; to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Pupils take part in three PE lessons and one Ballet lesson with specialist teachers each week. In the Autumn and Spring terms, the PE lessons include two outdoor games lessons and one gym lesson and in the Summer term all PE lessons are outdoors. Other opportunities for physical exercise are provided as part of the day-to-day outdoor curriculum.

- **Fine Motor Skills**

We encourage pupils to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; to use a range of small tools, including scissors, paintbrushes and cutlery; to begin to show accuracy and care when drawing.

The art and craft and day-to-day table top activities provide a range of opportunities to develop control and coordination, using tools, construction equipment and craft materials safely and effectively. These activities are closely linked to our creative topics.

The Specific Areas

Literacy

Pupils have access to a wide range of reading materials in class including books, poems, rhymes and online resources.

- **Comprehension**

We encourage pupils to 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.

- **Word Reading**

We encourage pupils to 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.

In Reception, we read in groups, as a whole class and individually – we use a range of reading schemes including Monster Phonics, Oxford Reading Tree, Collins Big Cat, Songbirds and more. Guided reading takes place once a week in small groups to introduce a new text, revise sounds, read focus and high frequency words and read the story. The children take two books home in the Autumn term, three in the Spring and up to a book a day in the Summer term.

- **Writing**

We encourage pupils to write recognisable letters, most of which are correctly formed; spell words by segmenting sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.

We learn the Monster Phonics black cat sounds in the Autumn Term and begin to teach vowel digraphs in the last two weeks of the Autumn and throughout the Spring term. High Frequency and tricky words are taught alongside these sounds and this is reinforced at home through activities provided in the pupils' Weekly Overview Folder.

We provide a range of writing experiences both self-chosen and guided. We teach correct letter formation as we introduce each letter sound using the School's handwriting script (letters start at the top and end with a flick) and encourage pupils to use their phonic sound knowledge to have a go at writing independently.

Mathematics

- **Number**

We encourage pupils to have a deep understanding of number to 10, including the composition of each number; 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.

- **Numerical Patterns**

We encourage pupils to 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.

- **Shape, space and measure**

We encourage pupils to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems; to recognise, create and describe patterns; to explore characteristics of everyday objects and shapes and to use mathematical language to describe them.

The School follows the White Rose Maths Scheme. In Reception, we follow the daily Rose White programme. We adopt a very hands on approach to number work, providing a range of class, group and individual practical and written activities to develop these mathematical skills.

Understanding the World

We encourage pupils to make sense of and develop an understanding of their physical world and their local and wider communities.

- **Past and Present**

We encourage pupils to 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.

- **People, Culture and Communities**

We encourage pupils to 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.

- **The Natural World**

We encourage pupils to 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.

These three areas of learning are covered through our termly topics, computing based activities and lessons, festival and cultural celebrations, French lessons, class discussions and the activities provided in the classroom and outside area.

Pupils have one French, one fun Spanish and one Computing lesson per week. In French and fun Spanish they are introduced to the language involved in greetings, colours, numbers, food, songs etc. Computing lessons cover keyboard, mouse and iPad skills leading to the creation of multi-media products. They are also introduced to the foundation stages of computing.

Expressive Arts and Design

- **Creating with Materials**

We encourage pupils to 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.

- **Being Imaginative and Expressive**

We encourage pupils to 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.

The School provides a range of art and craft materials and activities in the classrooms and in our shared area and outside. Some activities are adult guided and many are self-initiated. We have a junk modelling area and a well-resourced role-play area which changes each term to reflect the topic we are covering.

Pupils have three Music lessons a week and one Ballet lesson with specialist teachers.

Mobile phones

Personal mobile phones must be out of sight and reach of the children at all times and kept in a locked cupboard at the rear of the classroom with the key stored out of the children's reach. Only school iPads are to be used to take images in the EYFS. On outings, each class teacher will take a school iPad to take photographs and a school phone can be taken to make calls if needed.

Assessment

Each area of learning works towards the overall Early Learning Goals for Reception aged children. Pupils are assessed on entry into school using our own internal assessment and progress is monitored throughout the year through observation and tracking. Pupils complete the GL English and Maths assessments in the Summer Term, in line with the rest of the school. The majority of pupils achieve all Early Learning Goals by the end of their Reception year with some achieving beyond these goals.

Differentiation

Pupils in the EYFS learn through a combination of self-chosen and teacher-led activities. Self-chosen work is open-ended with pupils working within the seven areas of learning at a pace and level suitable to their individual ability. Staff will support and extend this learning through observation and questioning. During teacher-led activities, pupils are sometimes grouped. Support is provided for those needing additional support and extension activities are given to more able pupils who need to be challenged. Pupils needing support with letter sounds and numbers are identified early on and are given additional 1:1 or small group within the classroom setting with additional support given by the Learning Support Team if needed. Their progress is monitored on an ongoing basis.

English as an Additional Language (EAL)

As a School, we value the opportunities which a culturally diverse pupil cohort provides. Where practical and appropriate, pupils are sometimes given the opportunity to use their first language. We will also give them the opportunity to talk about and celebrate their heritage. The School provides EAL support with specialist staff as and when required. (see EAL Policy)

Communication with Parents

The School invites parents into school at the end of the Summer term prior to their daughter starting with us. Parents are given an information pack, containing the Reception Class brochure and all the necessary forms to be completed by September. At this meeting, we discuss aspects

of Reception and first day arrangements. The pupils also come for an afternoon visit in the Summer term to familiarise themselves with their new surroundings and to get to know staff.

In September, the School invites parents in again for a Curriculum Meeting focusing particularly on aspects of Literacy and Mathematics and how parents can help and support their daughters at home.

Throughout the year we have an “open door” policy in Reception and parents are welcome to speak to staff at the beginning and end of the school day or email with any urgent issues. Appointments may also be made at any time to discuss specific or confidential concerns. There are two Parents’ Evenings during the course of the year; one in October and one in the Spring Term. Parents will also receive two written reports on their daughter’s progress; a short settling-in report at the end of the first term and a full report at the end of the Summer Term.

From time to time throughout the year parents are given a specific invitation to visit the classroom and look at their daughter’s work with her.

The School’s Safeguarding Policy, as well as the Complaints Policy can be found on the School Website.

For EYFS, all written complaints will be investigated and complainants notified of the outcome, within 28 days of receiving the complaint. All related documents will be kept by the School for a period of three years.

Parents of children in EYFS, who wish to make a complaint to Ofsted should make contact as follows:

<http://www.ofsted.gov.uk/contact-us/how-complain> or by calling 08456 404040

The School will provide, on request, to Ofsted a written record of complaints made during any specified period and the action that was taken as a result of each complaint. The record of such complaints will be kept for at least three years. Parents may also complain to the Independent Schools Inspectorate (ISI) if they so wish. ISI can be contacted on 0207 600 0100 or by email at concerns@isi.net

Policy reviewed: October 2024