



'Early Years' comprises all children in our Transition and Reception classes. At Danes Hill we believe that children are active learners who learn 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 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 knowledge.

In Transition and Reception we are required to use the EYFS framework and to complete an EYFS profile for each child at the end of the Reception year in which they reach the age of five. At Danes Hill we follow the *Development Matters in the Early Years Foundation Stage* document with the Mini Transition and Transition classes working towards 30-50 months targets and beyond and Reception working on 40-60 months targets, the Early Learning Goals and beyond. The profile is shared with parents in the Summer term during parent conference times and is available for parents to see upon request with the class teacher. Parents who wish to find out more about the EYFS can do so in a number of ways:

- Approach their key person/ class teacher
- A meeting with the Head of EY
- Online search for EYFS

In Mini Transition, Transition and Reception the **Key Person** will be the class teacher and the class teaching assistant. The class teacher will be responsible for liaising with parents. Every member of the Early Years team is aware of the need for confidentiality and privacy of information. Our ratio in Mini Transition is 1:6, our ratio in Transition is 1:8 and our ratio in Reception is 1:11.

Every child matters so our Principles and aims are:

- To provide a **solid foundation** in the three prime areas and four specific areas of learning through well planned activities. To provide a range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally within their expected age range.
- To enable children to make an effective and happy transition from home, playgroup or Nursery to school through effective liaison.
- To value children's own experiences, their imagination, their curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To ensure the children feel safe and secure within their learning environment.
- To provide a caring, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure equal access and opportunity.
- To prepare children for their continuing education through effective liaison with their next teacher.
- To value parents as partners in the education of their child. To keep parents well informed about the curriculum and their child's progress.
- To value early childhood itself.
- To ensure that children with special needs are identified and receive appropriate support wherever possible.
- To promote an atmosphere that encourages confidence and independence.
- To plan and structure activities with clear learning intentions and objectives.

Principles into Practice – The teaching approach

Teachers will:

- Plan stimulating activities using the *Development matters in the Early Years Foundation Stage* to ensure progression from the Foundation Stage to Key Stage One.
- Provide a curriculum that has a balance of approach between child initiated and teacher directed activities and that prepares the children for the transition to KS1. This balance between child initiated and teacher directed activities is at the discretion of the class teacher, based on the abilities of the children and clearly addresses the needs of the child as they develop.
- Make use of the extended classroom (outdoor provision) throughout to provide challenge across the three prime and four specific areas of learning.
- Use observations and assessments to enable all staff to be aware of the differing needs and abilities of the children which will be recorded on Tapestry.
- Use information from on entry Reception baseline assessment and Aspects assessment for on entry Transition.
- Plan for differentiation, including necessary support for children with SEND and ensuring that more able children are given tasks that will challenge and stimulate their thinking.
- Ensure through planning and providing equipment appropriately that all children have equal access and opportunities.
- Record children's progress in mid and end of year written reports to Parents. Discuss children's progress in Parent Consultation Evenings. Ongoing assessment will be recorded in Tapestry.
- Pass on up to date records and assessments to the next class teacher.

Supervision of children in the EYFS

Transition Classes Children are supervised continuously and follow the requirements for adult:child ratios set out in *Independent School Standards Regulations*. The Transition team consists of teachers with QTS and/or EYPS and assistants with NVQ Level 3 qualifications, who are present throughout day to ensure this is met.

Reception Classes Each reception class has a fully qualified teacher (allowing a ratio of 1:30) and a teaching assistant. Half the TA's have an NVQ Level 3 qualification. This ensures that each class is well within the ratios required.

The overall management of the department lies with the Head of Pre Prep who in their absence will be deputised by the Head of EY.

Staff training and development

Practitioners are provided with training opportunities through internal and external service training. Surrey Childcare Education Partnership organise courses on a range of issues relating to the development of young children. The organisation also produces documents related to the Foundation Stage and arranges cluster group meetings for practitioners. There are opportunities to attend courses and education shows each academic year.

Courses in paediatric first aid, food hygiene and Prevent will be provided at regular intervals so staff who wish to gain or renew qualifications can do so.

In addition to the school's normal performance management, at every start and end of the year all EYFS staff have an appointment with the Head teacher to discuss their performance and supervision. Staff are given the opportunity to discuss issues and identify solutions on a day to day basis, as well as receiving regular coaching to improve their personal effectiveness.

Security

The security and safety of the children at Danes Hill is paramount and to that end the school has regularly sought advice from specialist security consultants and other professional bodies, including the local Police Crime Prevention and Police Safer Neighbourhoods Team Officers, considered the security guidelines to schools advised by the Department of Children Schools and Families and undertaken regular periodic internal reviews. This ensures that the children also feel safe and secure within their learning environment. The site is secure and during the school day the exits are all locked by key pads ensuring any visitors can only enter the site via a manned Reception.

Foundation Stage Curriculum

The EYFS profile sums up and describes each child's development and learning achievements at the end of their Reception Year. It is based on ongoing observation and assessment in the three prime and four specific areas of learning and development. Each Reception teacher will be the children's main key person. There is a classroom assistant in each class who will help the teacher observe and assess the children on a regular basis. The responsibility of planning and sharing information with parents will be with the Class Teacher. As the child progresses through the Foundation Stage the teachers will make judgements based on their observations of the child in all areas of learning. The Foundation Stage Profile will be completed for Reception children to assess progress against the Early Learning Goals and a written report will be given to parents at the end of the child's time in the Reception Year.

The Foundation Stage Curriculum is organised into three prime and four specific areas of learning.

The three prime areas are:

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

The four specific areas through which the three prime areas are strengthened and applied are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

Communication and Language

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.

See Appendix 1 – Prime area: Communication and Language.

Physical development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. At Danes Hill these sporting activities are taught by specialist teachers. The children engage in a physical lesson every day. Lessons taught include gym, swimming, dance and multi sports.

See Appendix 2 – Prime Area: Physical Development.

Personal, social and emotional development.

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; and to have confidence in their own abilities.

See Appendix 3 – Prime Area: Personal, social and emotional development

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

See Appendix 4 – Specific area: Literacy

Mathematics

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 measures.

See Appendix 5 – Specific area: Mathematics.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

See Appendix 6 – Specific area: Understanding the world.

Expressive arts and design

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. At Danes Hill music, dance and drama are timetabled lessons led by specialist teachers.

See Appendix 7 – Specific area: Expressive arts and design

Planning

The Foundation Stage Curriculum is planned mainly through topic work. Termly plans, detailed weekly and daily plans are produced by all Early Years Class Teachers.

Planning – Learning through play

At Danes Hill we value the importance of play in our Early Years environment. The overwhelming body of research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Well planned play is a key way in which young children learn with enjoyment and challenge. In playing they behave in different ways. Through different forms of well-organised play, different challenges are presented to increase the children's learning about themselves, other people and the world in which they live. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing and sometimes they will be quiet and reflective. An important context is provided for the development of knowledge, skills, concepts and attitudes.

Through play, in a secure environment with effective adult support, children can

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn to control impulses and understand the need for rules.
- Be alone, alongside others or co-operate as they talk or rehearse their feelings.

- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive anxious experiences in controlled safe environments.
- Establish warm, caring relationships, raise self-esteem and confidence.

At Danes Hill the learning environment in the Early Years is well planned and well organised providing a structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. The Foundation Stage prepares children for learning in Key Stage One.

Outdoor Provision

In the Transition class children have free flow access to the outdoor space. Reception children use the outside area at play and lunchtime and have access to other outside areas throughout the day. This learning environment is set up to support and extend children's learning in all areas of the curriculum. In addition to the playground, all Early Years children visit The Paddock once a week. The Paddock is a large wooded area with a pond where children can engage in both teacher led and child initiated activities. A separate risk assessment has been completed for the Paddock. Children engage with a Forest School Leader for a block session of Forest Schools.

Missing Child / Late collection

See Missing Child Policy / Late collection procedure

Moderation

Every year the EYFS can be moderated by the Local Authorities, with its findings made available to OFSTED. Recommendations are made so that the provision for the children can be improved further.

Every half term the Reception teachers meet to moderate the children's profile scores, checking that all classes are progressing at a similar rate. Children who are under achieving are highlighted as well as those who are working above the expected scale points in most areas of development. It is also a time for teachers to see where they are lacking evidence and observations in certain areas and for certain children, therefore being able to adapt their planning accordingly.

The Head of Early Years examines the EYFS Profile scores and notes any trends or areas of success or development. The findings are then fed back to the management team and help to inform the next year's development plan.

Special Educational needs (SEND)

If a teacher has concerns about a child's academic, emotional or behavioural achievement they will complete a form requesting referral to the Learning Support Centre. Following evaluation strategies will be discussed with the teacher and parents who must be in agreement before additional support is provided. At Danes Hill there is a range of practitioners who teach extra weekly sessions on a 1:1 basis for children with specific needs.

If a child starts in the EYFS with special educational needs or if a child is identified with special educational needs during the EYFS, the school SENCO will advise the class teacher, Head of Year and Head teacher of the most appropriate approach with regard to the SEND Code 2015 and, if necessary, an Educational Health Care Plan will be requested and applied for, as appropriate.

Equal opportunities

At Danes Hill we aim to ensure that no one is disadvantaged on the grounds of race, gender, culture, belief or disability. We aim to provide a supportive learning environment for all children and seek to use materials that reflect diversity. We

seek to provide an environment which enables children to develop self belief and understand that others should be respected regardless of their cultures, beliefs and needs.

Behaviour

As a school we have high expectations regarding behaviour which are in line with the whole school policy. The Golden rules form the basis of our expectations of behaviour and are explored through assemblies and circle time. We focus on positive behaviour using a range of strategies including both sanctions and rewards, the main strategy being the rainbow system.

Partnership with parents

At Danes Hill we understand the importance of the parent/school partnership in young children's education and welcome contributions parents make. Parents are invited to attend a range of formal and informal meetings throughout the year. These enable us to share information about their child's development. Staff are also available to meet parents who wish to arrange a meeting if necessary.

We produce information for parents throughout the year ranging from the school newsletter to an introductory curriculum booklet. Class timetables are distributed to parents and displayed in all classrooms. Daily and weekly events are communicated to parents via notice boards. Reports are written by a range of teachers and distributed twice yearly.

In the Foundation Stage parents are invited to watch their children perform in assemblies and concerts. We also organise open mornings which give the parents the opportunity to see their child's work, classroom etc. A limited number of parents are also invited to accompany classes on school trips.

Appendix 1 -Early Learning Goals

Prime Area: Communication and Language

Listening and Attention

Children listen attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions.

They answer "how" and "why" questions about their experiences and in response to stories and events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs.

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Appendix 2 -Early Learning Goals

Prime Area: Physical Development

Moving and Handling

Children show good control and co-ordination in large and small movements.
They move confidently in a range of ways, safely negotiating space.
They handle equipment and tools effectively, including pencils for writing.

Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Appendix 3 -Early Learning Goals

Prime Area: Personal, social and emotional development

Self confidence and self awareness

Children are confident to try new activities and say why they like some activities more than others.

They are confident to speak in a familiar group, will talk about their ideas, and will choose resources they need for their chosen activities.

They say when they do or don't need help.

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable.

They work as part of a group or class, and understand and follow the rules.

They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships

Children play co-operatively, taking turns with others.

They take account of one another's ideas about how to organise their activity.

They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.

Appendix 4 – Early Learning Goals

Specific Areas: Literacy

Reading

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Appendix 5 – Early Learning Goals

Specific Areas: Mathematics

Numbers

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

Shape, Space and measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Appendix 6 – Early Learning Goals

Specific Areas: Understanding the world

People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Appendix 7 – Early Learning Goals

Specific Areas: Expressive arts and design

Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Appendix 8 – Contacting OFSTED and the ISI

The school is inspected by the ISI.

To contact the ISI

- **0207 600 0100**

The ISI – Independent Schools Inspectorate, are responsible for the inspection process in Independent schools. Current inspection reports are available on their website.

We want to raise aspirations and contribute to the long term achievement of ambitious standards and better life chances for service users. Their educational, economic and social well-being will in turn promote England's national success.

Ofsted – the Office for Standards in Education, Children's Services and Skills will inspect and regulate care for children and young people, and inspect education and training for learners of all ages.

To call OFSTED

- **08456 404045** about education
- **08456 014772** if you want to make a complaint or have a concern about any service. Ofsted inspects or regulates(08.00 to 18.00)
- **08456 404040** about children's services or any other aspect of our work

To contact OFSTED by email

- enquiries@ofsted.gov.uk

G Smith

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