



**ALLEYN COURT
PREPARATORY SCHOOL
EYFS**

**EARLY YEARS FOUNDATION STAGE
POLICY**

COMPILED BY: Head of Pre-Prep
VERSION 5 – September 2021

DATE FOR NEXT REVIEW : September 2022



ALLEYN COURT PRE-PREPARATORY SCHOOL

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COVID 19 AMENDMENT

The following documents have been sent to families regarding the protocols to be followed as children start the Autumn Term 2021.

Alley Court Guidance for Families Booklet

Alley Court COVID 19 Risk Assessment for September 2021 Version 11

Alley Court COVID Contingency Summary 2021

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Children attend the Pre-Prep from the age of 2 to 5 at either our Westcliff or Thorpe Bay premises. On each site we have a Lower Nursery and Upper Nursery and two Reception classes at Thorpe Bay, which cater for each appropriate age group - rising threes, fours and fives. Our intake works in academic year groups and children starting Lower Nursery will have their third birthday within the academic year. Upper Nursery children will have their fourth birthday and reception children will turn five. Throughout the year we provide many opportunities for the whole Pre-Prep community to come together to celebrate events and to utilise our shared facilities.

Life in the Pre-Prep starts between 8.30-9.00 and for Reception classes at 8.30 am. We have an open-door policy allowing parents to bring and settle their child into class. Due to continued presence of legislation around the pandemic, we are currently unable to have our open-door policy and parents will drop and collect children and see staff at the Pre-Prep gate or door. Morning school finishes at 12 noon and day school finishes at 3pm. Collection from each the gate or door offers the opportunity to talk to staff and share the day's events. Morning school includes a healthy snack and day school provides a hot nutritious lunch. During the pandemic Nursery children will bring a packed lunch, however this will be reviewed on a regular basis.

Due to the continued presence of legislation around the pandemic, during the Autumn Term we will be starting at 8.45 and our open-door policy will be restricted. Collection times will be from the main Pre-Prep gate or door and will be limited in time to prevent adults assembling together. Communication with parents will be through email and Tapestry. Snack and packed lunch will be brought in from home and reviewed at half term.

Our Lower Nursery classes are Tinkerbell and Peter Pan. Children celebrate their third birthday in this class. Class sizes are small with a maximum of 12 children allowing the two staff to welcome and nurture each child into the Alleyn Court family. Children attend a minimum of two morning sessions where they can play and explore in our stimulating indoor and outdoor areas allowing their independence, curiosity and confidence to flourish. Children who stay for the afternoon sessions join our Upper Nursery classes. Specialist teachers take weekly drama and music lessons.

Our Upper Nursery classes are Mickey and Minnie. Children celebrate their fourth birthday in this class. Class sizes are a maximum of 20 children. The staff continue working with children on a one to one basis whilst also fulfilling their need to socialise, play and learn. With a little more structure to the day, children have weekly phonics and maths lessons alongside the Montessori curriculum and explore topics of interest. Children attend a minimum of four sessions. During morning school there is more focus on academic activities. After lunch and rest time the children enjoy a range of activities from art and craft to imaginative and physical play. Specialist teachers take weekly drama and music lessons. There are four after school clubs available to the nursery children; ballet, yoga, tennis and football.

Our Reception classes are Paddington and Winnie the Pooh. Children celebrate their fifth birthday in this class. Class sizes are a maximum of 20 children. The staff facilitate the children's learning transitioning from our Montessori roots to more traditional teaching in preparation for their next stage of Alleyn Court. Within this transition we continue to embrace children's independence, self confidence and positive approach to learning, encouraging them to take risks and challenge their skills and ability. Children must attend a minimum of 5 mornings and two afternoons increasing to full time by the term of their 5th birthday. Specialist teachers take weekly French, drama and music lessons.

There are five after school clubs available to the reception children; fencing, ballet, yoga, tennis and football.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Montessori approach starts from the fundamental belief that all children are unique individuals with potential to learn. The Montessori methodology offers children freedom to make choices, encourages them to respect others and their environment and to take pride in their accomplishments. There are five areas of the Montessori curriculum, Practical Life, Sensorial, Language, Maths and Cultural. Our school aims are supported through our Montessori ethos where children's independence, confidence, **curiosity**, creativity, **compassion**, resilience, risk taking, **courage** and love of learning is promoted and accomplished.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, teachers reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

5. Assessment

At Alleyn Court Pre-Prep ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests

and learning styles. These observations are used to shape future planning. Teachers also take into account observations shared by parents. We use the online system Tapestry to record observations and this is shared with the child's parents who can also add observations and comments.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This '2-year-old progress check' highlights the areas in which a child is progressing well, their strengths and the areas in which additional support is needed.

Termly Learning and Development Assessments (LDAs) are completed and shared with parents. The Lower Nursery are assessed in the 3 prime areas with Upper Nursery and Reception also assessed in the specific areas. The LDA indicates how the child is achieving within the 7 learning and development areas and highlights the relevant age band:

Numbers indicate age bands that your child is working in as follows:

3 = 2 and 3 year olds (Lower Nursery)

4 = 3 and 4 year olds (Upper Nursery)

5 = 4 and 5 year olds (Reception)

ELG = End of Reception

Highlighted colours show:

Yellow – Action plan, ISP or EHCP in place

Orange – working within this age band

Green – secure in this age band

Blue – beginning to work beyond this age band

At the end of the EYFS, reception teachers complete the EYFS Profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels
- Meeting expected levels of development

The Profile reflects ongoing observations and discussions with parents. The results of the profile are then shared with parents and/or carers and Year 1 teachers. Profile results must be reported to the Local Authority upon request and they are under a duty to return this data to the relevant Government department.

Reasonable adjustments for children with SEND must be made as appropriate. We will consider whether we may need to seek specialist assistance to complete the Profile. Children will have differing levels of knowledge, skills and abilities across the Profile and assessment in all areas of their development will inform plans for future activities and identify any additional support needed.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents.

Parents and/or carers are kept up to date with their child's progress and development. The 2-year-old progress check, LDAs and EYFS Profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In the spring term Pre-Prep hold an annual parents' evening. Additional parents' evenings, for reception, take place in the second half of the autumn to review progress and in the summer term to discuss their child's Profile results.

Each child is assigned a key person (class lead teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person and EYFS Senco also help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See managing children with allergies or who are sick and infectious
Administering medicines policy	See first aid policy
Emergency evacuation procedure	See fire risk prevention policy and fire evacuation procedure
Procedure for checking the identity of visitors	See health and safety policy
Procedures for a parent failing to collect a child and for missing children	See uncollected child and missing child policy
Procedure for dealing with concerns and complaints	See complaints policy