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future  
*starts here*

## Beechwood Park School

### EYFS POLICY

Website: [www.beechwoodpark.com](http://www.beechwoodpark.com)

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## OVERVIEW:

Beechwood Park is a co-educational day and flexi boarding Preparatory School for children from rising 3 to 13 years. This policy details the registration, assessment and admissions procedures for entry to Beechwood Park School.

## EYFS Framework January 2024

*“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.*

*The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”*

### **Introduction to the Statutory Framework 2024**

At Beechwood Park the following four guiding principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways** and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

In line with EYFS principles, at Beechwood Park we:

- Provide quality and consistency across the whole Early Years Foundation Stage (EYFS).
- Have a key person approach which develops close relationships with individual children and their families.
- Provide a secure and safe learning environment, indoors and out.
- Provide a balanced curriculum.
- Plan challenging and enjoyable learning experiences, based on the individual child, informed by observation, assessment, and the child’s interest.
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated.
- Work in partnership with parents and within the wider context.
- Provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.

## The Early Years Curriculum

Using the important and inter-connected Prime and Specific Areas of Learning from the Statutory Framework for Early Years (2024) and the Non-Statutory Guidance 'Development Matters' (September 2023) we plan an exciting and challenging curriculum based on our observation of the children's needs, interests and stages of development.

In planning and guiding pupil activities, we reflect on the different ways that pupils learn and ensure we are enabling them to explore, create and think critically and be active. Planning offers experiences across the Prime and Specific Areas of Learning, using both the inside and outside learning areas. We follow the pupils' interests, and this is reflected in our short-term planning. We continually draw on our links with the community to enrich their experiences by taking them on visits and inviting engaging speakers and workshop providers into the School.

The Prime Areas are crucial in igniting the pupils' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
Self-regulation Managing Self Building Relationships	Gross Motor Fine Motor	Listening, Attention and Understanding Speaking

Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension Word Reading Writing	Number Numerical Pattern	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive

Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching, including regular small group time with their Key Person, the former increasing during the Summer Term of their Reception year, thus preparing them for the more formal environment of Year 1.

In planning and guiding what children learn, our Early Years practitioners reflect on the different rates at which children develop and adjust their practice appropriately. Three characteristics of effective teaching and learning are at the heart of what we do.

Characteristics of Effective Learning		
Playing and Exploring	Active Learning	Creating and Thinking Critically

## Inclusion

We value all of our pupils as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our pupils matter and we give each and every one of them the opportunity to achieve their best.

We continually monitor pupils' progress and strongly believe that early identification of individuals requiring additional needs is crucial in enabling us to give the pupil the support that they need. We provide additional in class small group or 1:1 support for those needing extra time to consolidate learning and work closely with parents and outside agencies.

We plan challenging activities for pupils whose ability and understanding are more advanced.

We use resources which reflect diversity and are free from discrimination and stereotyping.

## **The Learning Environment**

EYFS Learning Areas are organised to allow pupils to explore and learn independently and collaboratively, securely and safely. The rooms are set up to promote a child-led approach to continuous provision, with inside and outside areas which support the Characteristics of Effective Learning as well as the Prime and Specific Areas.

## **Observation and Assessment**

We recognise assessment plays an essential role in helping parents/carers and School staff to recognise pupils' progress, understand their needs, and to plan activities and offer appropriate, targeted learning opportunities.

All pupils, accompanied by their parent(s), are invited to a *Woodlands Welcome* meeting prior to being offered a place at Woodlands Nursery. All children are then assessed prior to entry into Reception, whether they come from our Nursery or from another Early Years setting. These sessions are age and stage appropriate, and their aim is to ensure that the School is one where the entrant will flourish socially, emotionally and academically.

Ongoing assessment is an integral part of our learning and development process. Staff observe the pupils to understand their level of achievement, interests and learning styles, and to shape learning experiences for them reflecting those observations.

We ensure assessment opportunities do not entail prolonged breaks from interaction with pupils, nor require excessive paperwork. Observations (formative assessment) are recorded and flagged on the platform Tapestry. All parents/carers have a login to Tapestry, thus having the opportunity to access and view the digital learning journey as well as contribute their observations of learning and achievements captured at home.

Pupils are assessed (summative assessment) in September of their Reception year as a baseline. The progress of EYFS pupils is continually monitored, with regular meetings scheduled to discuss pupil progress and implement targeted support where necessary.

Formal reports for Woodlands pupils are provided at the end of the academic year, whilst in Reception parents/carers receive a short report after their first term and then a full report at the end of the academic year. In the Michaelmas Term, the report comments on 3 of the 7 areas of learning: Communication and Language, Mathematics, and Personal, Social and Emotional Development. In the Summer Term report, comments cover each of the EYFS seven areas of learning. An overview, which indicates attainment against each of the 17 Early Learning Goals, is also published to Reception parents. Parents are given the opportunity to discuss these judgements with the child's Key Person in preparation for Year 1.

Parent evenings are held in both the Michaelmas and Lent terms, and give the opportunity to discuss a child's social, emotional and academic gains and areas for ongoing target.

## **Transitions**

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the pupil's needs and establish effective partnerships with those involved; with the pupil and other settings, including our own and other nurseries and carers. Before starting at Woodlands Nursery, and where at all possible, children will have a Home or Setting Visit from a member of the Nursery team. During the Summer Term, Woodlands' pupils will visit the Reception Learning Areas, the Junior Department Buildings and other key areas of the School. Pupils who are joining Beechwood Park from other Early Years settings or from home will be visited by the Head of Junior Department or by a member of the Reception Team at their setting/home. All pupils will also have a classroom induction morning, to develop familiarity with the setting and School staff, prior to joining in Reception.

In the final term of Nursery/Reception, the Reception/Year 1 practitioner/teacher will meet with the Nursery/Reception staff and discuss each pupil's progress and development on the Annual Pastoral Transfer Record document. This supports a smooth transition into Reception/Year 1 and helps the Reception/Year 1 practitioner/teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual pupil.

## **Partnership**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at School.

Working with other services and organisations is integral to our practice, in order to meet the needs of our pupils. At times we may need to share information with other professionals, providing the best support possible.

## **Statutory Information for Parents**

The academic year consists of three terms; the Michaelmas (Autumn), Lent (Spring) and Summer terms. Our website includes the term dates which are available to parents one year in advance. Parents/Carers can also find relevant school policies here too.

## **Key Person**

Every Early Years child has a named Key Person. Parents are informed who their child's Key Person and what their role is the term before they start in either Woodlands Nursery or Reception.

## **The School Day/Routine**

For children in Woodlands Nursery the normal school day is between 08:20 and 15:15 (half day sessions are sometimes available). For Reception, the normal school day is between 08:15 and 15:30. Wraparound care options are also available for most EYFS children.

At Beechwood Park, we offer a broad and balanced Foundation Stage curriculum, based upon the seven areas of learning in the EYFS. We introduce different themes which the children explore through a variety of media, including books, art, drama, music, IT, crafts and model making. Staff teach Phonics and Literacy on a daily basis, through a structured approach, and provide daily "Maths Mastery" sessions, explored through and enhanced by a variety of adult-led and enhanced activities and provocations as well as the child-led learning that is always on offer.

An outline of a sample Early Years school day at BPS is provided below although this will vary depending on the daily timetable. Woodlands' pupils have PE with specialist staff twice a week. Reception pupils have PE, swimming, music and singing lessons with specialist staff once a week. Early Years children will attend assemblies once a week with Mrs McIntosh and have regular Forest School sessions with Mrs Le Bas.

Woodlands		Reception	
Time	Activity	Time	Activity
08:20	Arrive and settle	08:15	Arrive and settle
08:45	Registration closes	08:30	Registration closes
09:15	Phonics	09:15	Phonics
09:45	Exploring and Playing (CIL)	09:45	Exploring and Playing* (CIL)
10:15	Snack	10:15	Snack
10:30	Outdoor play	10:30	Maths
11:00	Outdoor play	11:00	Exploring and Playing (CIL)
11:30	Maths	12:00	Lunch
12:00	Lunch	12:30	Exploring and Playing (CIL)
12:45	Outdoor Play	13:00	Focus Group
13:30	Key Group	13:30	Exploring and Playing (CIL)
14:00	Exploring and Playing (CIL)	14:30	Snack
14:30	Snack	15:00	Form Time
15:00	Story Time	15:15	Story Time
15:15	End of School Day	15:30	End of School Day

\*Children in Reception have free flow access between indoor and outdoor learning areas during all Exploring and Learning sessions. They will also use Orchard Green Playground and other larger outdoor spaces at various points throughout the week.

## Communication

We use the secure online Learning Journal Tapestry, to communicate with parents and to celebrate key achievements. Parents are able to respond to these observations and upload their own observations and photographs from their child's life at home. We can then communicate and celebrate these successes, milestones and achievements in school.

## Food and Drink

Staff ensure that drinking water is available throughout the day, as we fully recognise the importance of proper hydration. We provide a mid-morning snack such as vegetables, fruit, cheese, crackers or a healthy cookie alongside water or milk and a biscuit and a piece of fruit mid afternoon. Holroyd Howe, our catering providers, manage the dietary requirements of any children with allergies, intolerances or religious/lifestyle preferences.

All EYFS pupils eat lunch with their practitioners/teachers either in the Nursery or in the Dining Room at 12:00. We offer a "family-style" service, with staff serving meals and sitting with the children.

## Contact Information

In case of an emergency please contact Front Desk on 01582 840333.

## Safeguarding and Welfare

Children's safeguarding and welfare is paramount. We have a secure environment and stringent policies, procedures and documents in place. We teach pupils how to be safe, make choices and assess risks.

We comply with the Statutory Framework for the Early Years Foundation Stage (2024) and meet the associated regulatory requirements for Safeguarding and Welfare to:

- Promote the welfare of children.
- Promote good health, including oral health.
- Prevent the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that we maintain the correct pupil to adult ratios and that all staff are suitably qualified.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Maintain records, policies and procedures required for safe, efficient management of the School and to meet the needs of the children.
- Protect the physical and psychological wellbeing of all children. See Beechwood Park School's Child Protection Policy

## Oral Health

Healthy eating habits and good oral health are continually promoted. The latter is further supported by an annual visit from a local dental practitioner.

## Behaviour

The Head of Junior Department is the named person responsible for behaviour management issues regarding Early Years pupils. The School has a Pupil Conduct Policy and an Anti-Bullying Policy, both of which pertain to the Early Years Foundation Stage.

## Ratios

We ensure that pupils are adequately supervised and that children are usually within sight **and** hearing of staff, particularly when eating, and always within sight **or** hearing of staff. We meet the requirements of the Statutory Framework for the Early Years Foundation Stage (2024) with the following adult to child ratios:

*Two-year olds*

1:5
At least one member of staff must hold an approved Level 3 or above qualification
At least <b>half of all other staff</b> must hold a Level 2

### 3-4 year olds

Level 6 or above (with QTS)	1:13
Instructor	1:13
Level 3-5	1:8
Level 2	1:8, in the presence of a Level 3 or above

### Reception

Level 6 or above	1:30
Instructor	1:30
Level 3-5	1:13
Level 2	1:8, in the presence of a Level 3 or above

## Paediatric First Aid

The majority of Beechwood Park EYFS staff hold a recognised Paediatric First Aid certificate, as noted in Annex A of Statutory Framework for the Early Years Foundation Stage (2024). The School therefore meets the regulation that new staff qualifying post 30 June 2016 and working with EYFS children are trained in Paediatric First Aid.

The School ensures at least one person with the aforementioned certificate is on the premises and is available at all times. Paediatric First Aid training is renewed every three years. Lists of staff holding a valid Paediatric First Aid certificated are displayed in the Junior Department including in Woodlands Nursery, Reception corridor and the Key Stage 1 corridor.

## Disqualification from Childcare

All staff working with children aged 8 and under in out of School care, and all those working with pupils in the EYFS complete the declaration on disqualification from childcare.

## Premises

Indoor space requirement meets the Statutory Framework for the Early Years Foundation Stage (2024) requirements, of 2.3 square metres for pupils aged 3-5 and 2.5 square metres for 2 year olds.

## Risk Assessments

We ensure that all reasonable steps are taken to ensure staff and pupils are not exposed to risks. Rigorous daily checks and enhanced cleaning procedures are in place. Written risk assessments, informing staff practice and management of risk, are available on request.

## Staff supervision

EYFS staff receive termly supervision which provides support, coaching and training and promotes the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning pupil development or well-being.



## Monitoring and Review

- Priorities relating to the EYFS are identified in the EYFS Strategic Development plan.
- Relevant staff training and development needs are also outlined in that development plan.
- The Head of Nursery and the Head of Junior Department carry out monitoring of the EYFS as part of the whole School monitoring.
- Whole School policies equally apply to the EYFS, as they incorporate the mandatory requirements. These include but are not limited to:
  - *BPS Curriculum Policy;*
  - *BPS Equal Opportunities (Pupils) Policy.*
  - *BPS Pastoral Care and Welfare Policy;*
  - *BPS PSHE Policy*
  - *BPS Relationships and Sex Education Policy*
  - *BPS Pupil Conduct Policy;*
  - *BPS Safeguarding and Child Protection Policy;*
  - *BPS Missing Child and Non-Collection Policy*
  - *BPS Medical Handbook/Policy (including administering medicines)*
  - *BPS Complaints Policy;*
  - *BPS Recruitment, Selection and Disclosure Policy;*
  - *BPS Staff Whistleblowing Policy;*
  - *BPS Staff Behaviour Policy;*
  - *BPS Online Safety and Acceptable Use Policy;*
  - *BPS Taking and Storing Images of Children Policy.*

## Further Information

A more comprehensive guide and detailed information about the EYFS at Beechwood Park can be found in the following documents which can be found on My School Portal:

- ***Woodlands Handbook***
- ***All about Reception Information Booklet***