

# LVS ASCOT



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**LVS Ascot**

A Co-educational Day & Boarding School  
for young people aged 4 - 18

## INFANT AND JUNIOR SCHOOL EYFS POLICY

<b>Relevant Statutory Regulations:</b>	<a href="#">Early Years Foundation Stage Framework</a> (July 2023) <a href="#">Independent School Standards Regulations</a> (April 2019) <a href="#">Keeping Children Safe in Education</a> (Sept 2023) <a href="#">Working Together to Safeguard Children</a> (Dec 2020 update)
<b>Nominated member of SMT responsible for the policy:</b>	Frances Izod (Head of EYFS - Penelope Mainwaring)
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# **LVS ASCOT**

## **Introduction**

This policy is based on requirements set out in the 2023 statutory framework for the Early Years Foundation Stage (EYFS).

This policy outlines the teaching, organisation and management of the EYFS at LVS Infant and Junior School. LVS Ascot Infant and Junior School is exempt from the Statutory Framework for the Early Years Foundation Stage (EYFS) learning and development requirements, however we use the framework to guide our teaching and assessment of pupils on a day-to-day basis. **(DoE reference 21EYFSISR026)** .

At LVS Ascot we recognise that a young child's potential should not be underestimated and should be nurtured in an appropriate learning environment with knowledgeable adults who challenge them in a supportive manner. We consider the child as a whole: their social, emotional, moral, physical, intellectual and cultural development is interrelated. Every child is individual and as a result displays a range of characteristics and their natures vary greatly. They may be creative or destructive, quarrelsome or co-operative, sociable or solitary. They can be vulnerable, energetic, talkative, wilful, clever, inquisitive – the list is endless. In aiming to understand each child we can provide for their needs.

## **Aims and Objectives**

We aim to:

- Secure a broad and balanced curriculum that fosters the intellectual, emotional, physical, spiritual, moral, social and cultural development of children.
- Ensure that all children have access to the curriculum and make progress commensurate with their developing abilities, irrespective of their gender, ethnic, social or religious background or special educational needs.
- Enable children to learn and develop skills, attitudes and understanding that prepare them for continuing education.
- Enable children to make an effective transition from home to school.
- Value each child as an individual and teaching and learning is based on the understanding that children develop at different rates
- Create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience.
- Foster a place where children feel safe, secure and confident and are challenged to develop their independence.
- Develop caring, respectful, professional relationships with the children and their families.
- Ensure that we fully implement the EYFS Framework and adhere to all safeguarding legislation and guidance.

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### EYFS Curriculum

Our curriculum follows the seven areas of learning and development statements in the '[Development Matters non-statutory guidance July 2021](#)' and the Early Learning Goals set out in the '[Early Years Foundation Stage Profile Handbook 2023](#)'

At LVS we value each area of learning, with a particular focus on the three prime areas of learning, which are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, building relationships and thriving.

The seven areas of learning are as follows:

Prime Areas of Learning	
Communication and Language	This area underpins all seven areas of learning and development. It allows children to experience a language-rich environment. By building on children's language introducing them to new vocabulary, reading to them frequently from a range of genres and through conversation and sensitive questioning, they gain confidence in expressing themselves and are equipped with the skills that will enable them to speak and listen in a range of situations.
Personal, Social and Emotional Development	This area of learning focuses on emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition towards learning. Additionally, children learn to regulate themselves to enable them to manage their emotions, set simple goals and persist and wait for what they want, directing attention as necessary. They will be supported to understand how to keep their bodies healthy including healthy eating and managing personal needs independently.
Physical Development	This area of learning includes large- and small-scale physical activity, where children develop fine and gross motor skills. Children have repeated and varied opportunities to explore and play developing confidence through an awareness and increased control of their own bodies, and enabling them to keep safe and lead happy, healthy and active lives.

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Specific Areas of Learning	
Literacy	It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Children experience a wide range of reading materials to help ignite their interests and to foster word reading and comprehension. Children practise these skills using fully decodable books linked to their current phonic ability. They will use these skills to develop their writing, including transcription (spelling and handwriting) and composition.
Mathematics	This area focuses on a strong grounding of number which is essential for children to develop the necessary building blocks to excel mathematically. Children will develop a deep understanding of number including the relationship between numbers and the patterns within them. Children will also have the opportunity to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measure.
Understanding the World	In this area of learning children are developing the crucial knowledge, skills and understanding that helps them to make sense of their physical world, their community and other cultures. They will be provided with a range of personal experiences, including visits, visitors and stories. This area forms the foundation for later work in science, design and technology, history, geography and ICT.
Expressive Arts and Design	This area provides the children with the chance to express their creativity through a variety of art, music, movement, dance, imaginative and role-play activities. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

### 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 three prime areas. Staff also consider 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, practitioners reflect on the different ways that children learn and include these in their practice.

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Our planning shows how the principles of EYFS will be put into practice and is always informed by observations we have made of the children in order to understand and consider their current interests. We plan for each area of learning to be taught through a mix of adult-led and child-initiated activities. It is acknowledged through good teaching practice in the Early Years that children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. Teaching staff take into consideration the characteristics of effective learning when considering how different children learn. These help children to develop into effective learners and include playing and exploring, active learning, and creating and thinking critically. Staff are encouraged to develop their Early Years skills by attending courses which develop their good practice.

The three stages of planning the EYFS curriculum are:

### **Long Term Planning:**

These are overviews which set out the basic themes and topic areas to be explored over the year. They help ensure that all areas of the learning goals are being covered. There is a degree of flexibility to allow for practitioners to follow the interests of the cohort.

### **Medium Term Planning:**

These are termly plans in which the themes and topics are addressed in more detail and activities/experiences for each area of learning are specifically identified.

### **Short Term Planning:**

This is weekly or daily planning which identifies specific learning objectives, which will be taught through teacher directed tasks, child-initiated activities and continuous play provision. These plans allow for flexibility, revision and modification, informed by on-going observations and assessment.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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 the gradual transition to more formal learning in Year 1.

**The LVS Learning Values and Skills** are referenced throughout the Early Years curriculum. These form a part of the pupils' overall approach as they access EYFS curriculum. Learning Values are referenced in planning. The teachers use appropriate props to discuss and remember the qualities of the following Learning Values.

- **Independence and Initiative** are used through playing and exploring within the Early Years Curriculum, an example of this can be when a child selects resources to complete a task that they have chosen.

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- **Self-Confidence and Collaboration** are used when a group of children work as a team to complete a task and when the children take part in assemblies and the nativity.
- **Curiosity and Creativity** are used in the Early Years through encouraging children to ask questions and make discoveries or a use of different media.
- **Empathy and Reflection** are enforced through our PSHCE curriculum and the use of fairy-tale themes e.g., Goldilocks writes a sorry letter to the three bears. Children are encouraged to take the time to think about how their actions affect others and time to be quiet and think about their day.
- **Risk-Taking and Resilience** are enhanced through the numerous physical activities that the Early Years children develop such as Forest School, swimming, playing on the outdoor equipment and trying new foods. Pupils are encouraged to persevere when facing a challenge to develop resilience and a Growth Mindset approach.

### Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress checks in school help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The class teacher ensures that their learning and care is tailored to meet their needs. The class teacher supports parents and/or carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate. Parents are invited into school for regular parent consultation evenings and receive a full written report at the end of the autumn and summer terms.

### ICT

ICT is used regularly in the Early Years curriculum. The classroom in Reception has an Interactive Whiteboard. A mix of iPads, Surface Gos and other technological equipment are used flexibly to enhance the Early Years curriculum. There is a strong focus on building children's early IT skills to prepare them for a blended learning curriculum in Key Stage 2.

### Outdoor Learning

The outdoor environment is utilised in all areas of the Early Years curriculum. The Reception classroom has an additional outdoor space to allow free flow for the children. There are extensive grounds in school where the children can explore and learn to take risks in a controlled environment. All pupils in the EYFS have the opportunity to take part in Forest School activities under the leadership of a Level 3 qualified Forest School Leader. These activities take place weekly on site in our dedicated Forest School area. Children will participate in activities to enhance their learning and excitement in all areas of the curriculum and support them in developing social confidence. Reception children experience several trips and visitors throughout the year to complement their interests and enrich the curriculum.

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### **Staffing**

Early Years Practitioners and teaching assistants in the Early Years classrooms are an essential part of the learning process, taking an active part in the planning and preparation of work, responsibility for activities and, under the direction of the class teacher, involvement in observation and assessments. In the Reception classroom there is a full time teacher and teaching assistant who is qualified to Level 3 in Early Years. All staff are given the chance to reflect on their work with children and families in a supportive way with their line manager. This is in addition to regular appraisals and staff training and is intended to discuss issues and identify solutions as well as developing their personal effectiveness. The statutory ratios are always met.

### **Assessment**

- At the start of the year, all children joining Reception will be assessed in order to inform a baseline judgement, this is done using the CEM baseline assessment.
- During the year, regular assessments are made of children's learning and this information is used to ensure that future planning reflects identified needs.
- Observations are recorded using Seesaw, which is an online tool. Parents are invited to make comments and share observations on their child's learning journey at regular intervals.
- Assessment in EYFS takes the form of observation and discussion as well as photographic evidence. In the 2023 framework there is a much greater emphasis on teacher judgement and making time for high quality interactions with children. These interactions will take precedence over evidence-gathering and will support teacher assessment of pupil progress.
- At the end of the year pupils complete progress tests in Maths and English from the GL suite of assessments. These are completed on a 1:1 basis to ensure a robust process and an accurate reflection of ability.
- Ongoing observations enable staff to track progress. The end of year summary report will summarise each child's development in each area of learning. This is assessed using the triangulation of the Early Learning Goals, teacher judgement and formal assessments.

### **Children with Special Educational Needs and Disabilities (SEND)**

Early Years children may have been identified as having SEND prior to starting school. In such cases the appropriate agencies should contact the school to discuss the provision and support the child could need. When children have started school SEND could be identified through ongoing assessment, teacher or parent observation, or by outside agencies. If a child's progress in a prime area of learning is of a particular concern to staff during their Reception year this will be discussed by the class teacher, SENCo, parents and outside agencies if appropriate. Where necessary, we aim to help families access relevant and local support services to help aid their child's development. Depending on the difficulties the child is experiencing an Individual Educational Programme will be written to support the child, in line with the requirements of the Code of Practice. The concern will be entered in the Special

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Needs Register and progress carefully monitored. Parents will be regularly informed and encouraged to support the programme.

### **Children who are Highly Able**

We recognise the fact that there are children with a wide range of abilities in EYFS and we provide suitable learning opportunities to challenge all children. Children in the Early Years are monitored and assessed for signs of being highly able. If a pupil shows potential in any aspect of the Early Years curriculum, advice is taken from the Highly Able Co-ordinator and appropriate guidance is given. Often the pupil's name will be added to the highly able register and this is monitored regularly. Pupils listed on the highly able list will be subject to a Pupil Provision Tracker which specifically identifies targets relevant to their needs and talents.

We aim to achieve this by:

- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks that are differentiated to challenge the MAGT children.
- Providing resources of different complexity according to the ability of the child.
- Using Teaching Assistants, where appropriate, to challenge and extend the work of individual children or groups of children.

### **Children with EAL**

The School takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language. The following resources are used:

- Dual language books
- Picture books
- CDs
- Google Translate
- Resources provided by parents
- Parental visits and support
- The EAL department

Through planned activities, children are able to share similarities and differences through celebration of their own language and culture. We are committed to making appropriate provision for the teaching, learning and the overall well-being/pastoral care of pupils for whom English is an additional language.

We aim to achieve this by:

- Ensuring all members of staff are informed of a pupil on the EAL support list
- Recognising the importance of the role of parents and the need to communicate with parents in their first language where appropriate and possible
- Valuing the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate



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- Providing appropriate cultural resources where possible celebrating language and cultural differences
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiating in the planning of lessons
- Providing additional learning support for EAL outside of normal lesson times where appropriate
- If a child does not have a strong grasp of the English language, then they are assessed, where possible, in 5 of the 7 areas of learning in their home language. All children's communication, language and literacy skills must be assessed in English.

### **Transitions**

#### **Nursery to Reception:**

- The EYFS teacher meets with nursery staff, where possible, to discuss new intake children.
- Parents and children are invited to stay and play sessions prior to their joining in September.
- Pupils are invited to three transition visits in the term preceding the September start, these allow children to familiarise themselves with their teachers and learning environments.
- Parents receive an introductory pack to welcome them and their child to our school.
- Parents will also be invited to an Information Evening in June and a Meet the Teacher session within the first few weeks of school starting in September, which will cover more on the curriculum and daily routines within the Reception classroom.

#### **Reception to Key Stage One:**

- In the final term of Reception, the Year 1 teacher will meet with the EYFS staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. During this meeting, the Year 1 teacher will be given a copy of each child's learning profile.
- This discussion and information helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.
- Parents will also be invited to a Meet the Teacher session within the first few weeks of school starting in September, which will cover more on the curriculum and daily routines within the Year 1 classroom.
- During Year 1 the pupils will gradually transition from a continuous provision model to more formal learning by the summer term.

### **Safeguarding**

LVS Ascot has a separate safeguarding policy which incorporates and applies to the EYFS. This policy includes and recognises the need for staff in the EYFS to prevent people from being drawn into terrorism and to have due regard for the Prevent Duty guidance. Staff within the EYFS have undertaken comprehensive and regular safeguarding training including FGM and the contents of 'Keeping Children Safe in Education 2023' as well as 'Working Together to

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Safeguard Children' (2020 update) documents. The policy sets out the procedures and actions to be taken when there are safeguarding concerns about a child and in the event of an allegation being made by a member of staff. All staff are required to sign the staff code of conduct and are provided with training during induction in the school behaviour policy.

Children in the EYFS are made aware – in an age-appropriate way – of who they can talk to if they are worried or concerned, a poster reminding them of these people, including photographs, is displayed in the EYFS setting. The PHSE curriculum includes age appropriate RSHE education and units which enable staff to teach the children about keeping themselves safe both physically and online.

The Infant and Junior School also has an Intimate Care policy which gives staff guidance on the care and treatment of pupils requiring assistance with toileting.

All pupils are assigned a key worker during their time in the EYFS. The key worker for Reception children is the class teacher.

The designated safeguarding lead for the EYFS at LVS Ascot is the Deputy Head Wellbeing, Mrs. Laura Collins, the Deputy Designated Safeguarding Leads are Mrs Kate MacKrell and Mrs Frances Izod.

### **Health and Safety**

LVS Ascot takes all reasonable steps to ensure staff and children in our care are not exposed to risks. Daily risk assessments are undertaken by the EYFS staff in the classroom and outdoor learning spaces. The LTC Estates team arrange regular safety inspections of all play equipment and surfaces. Health and Safety in the EYFS is a standing item on trustee meeting agendas. There are separate organisational health and safety policies which also apply to the EYFS.

### **Mobile Phones**

Mobile phones should not be used within the EYFS setting for the protection of both staff and pupils. Any photographs or footage of pupils taken for the purpose of observation and assessment must be done on school owned devices. The EYFS have iPads available for this purpose. Under no circumstances must staff use their personal devices to capture images of children. During the school day, all staff owned devices must be securely stored away.

### **Medicines and First Aid**

LVS Ascot has separate medical policies under the supervision of the Health and Wellbeing Centre which also apply to the EYFS. No prescription medication must be administered to pupils unless prescribed by a doctor/dentist/nurse or pharmacist. Written consent from the parent or guardian must be obtained before medication is administered. Any pupil requiring medication is sent to the Health and Wellbeing centre where qualified nurses will administer the medication in line with parental instructions or permissions. A written record is kept of all medicines administered to pupils and parents are informed as soon as possible that medicine has been given.

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As part of the admissions process parents are required to fill in a medical form which is returned to the Health and Wellbeing Centre. Relevant information is passed to the Infant and Junior School staff as necessary. Information is stored on the school management information system (iSAMS) which ensures accurate medical records and information can be accessed prior to trips off site. Parents are responsible for keeping the Health and Wellbeing Centre Lead Nurse informed of any changes in the medical needs or requirements of their children. The Lead Nurse is then responsible for disseminating relevant information to the EYFS staff.

Staff in the EYFS have been trained to administer EpiPens by an accredited trainer.

Staff medication must be stored securely away from pupils. Staff have a duty to ensure that any medication they take whether on prescription or over the counter does not impede their ability to care for children. LVS Ascot ensures that staff members only work directly with children if medical advice confirms that medication is unlikely to impair that staff member's ability to look after children properly.

Both members of staff in the EYFS hold the Paediatric First Aid (PFA) certificate in addition to all KS1 teaching, support staff and the Extended Day manager. All staff have been trained by St John Ambulance accredited first aid trainers and records of all training are held by the LTC HR department. The LTC HR department are responsible for alerting the Headteacher of the expiry dates for PFA training and arranging refresher courses. First aid boxes are available in the EYFS classroom and the KS1 shared area. All staff on playground duty have access to a first aid bag.

Parents are notified of any injuries or first aid administered as soon as practically possible. Where necessary, accident forms are completed and a copy sent home to parents. Any child who has a head injury receives a head bump letter which is sent home the same evening or emailed by the nurse if the child is seen in the Health and Wellbeing centre. The child is also given a wristband that states they have had a head bump so all staff that come into contact with the child are aware.

### **Promoting Good Health**

LVS Ascot promotes the good health, including oral health, of children attending our school. Parents are aware that in the case of illness pupils are looked after by qualified nurses in the health and well-being centre until such time as parents can be contacted and the children collected. Good handwashing routines are established from the first days in reception as the primary source of hygiene and infection control. Government guidance is adhered to in respect of infectious illnesses and notifiable diseases. No smoking or vaping is allowed on the school site.

### **Food and Drink**

The meals provided to all pupils are healthy, balanced and nutritious and only fresh fruit or vegetables are permitted as a snack brought in from home. Fresh drinking water is available at all times. Pupils are supervised while eating by the EYFS staff. Before pupils join LVS Ascot

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parents or carers are asked to provide details of dietary requirements and food allergies relevant to their child. This information is stored on the management information system and shared with the school catering service. Menus are made available to parents via the school parent portal in three-week cycles. All staff preparing food have the relevant qualifications.

### **Partnership with Parents**

We recognise the value of:

- involving parents in the partnership process at the very earliest stages to enable parents and staff to move forward in an atmosphere of mutual trust, respect and confidence.
- an informal induction meeting where issues of everyday routines are explained to parents

### **Starting School**

We ensure children feel secure and confident when they start life at LVS Ascot by:

- deferring the need for children to take part in large unfamiliar gatherings
- arranging the room into small areas to overcome the difficulty of size
- helping parents understand the need for the children to improve self-help skills
- accommodating individual circumstances
- putting out familiar toys and equipment to make them feel more at ease

When the children have started school, we encourage partnership by:

- regular written communication of letters and newsletters
- teacher / parent consultations
- being available for parents to discuss issues of concern

### **Behaviour Management**

LVS Ascot Infant and Junior School has a Reward and Conduct Policy, which applies to the EYFS. The emphasis is always on positive reinforcement and praise, however, there are times when sanctions are necessary and the school conduct policy is applied. No form of corporal punishment is ever used or threatened. Physical intervention may be used to prevent injury, this must be recorded and reported to parents on the same day or as soon as reasonably practicable.

### **Equal Opportunities**

LVS Ascot has an Equality of Opportunity Policy which applies to all pupils including the EYFS. Early Years children will be given equal access to the planned Early Years curriculum and will not be discriminated against for any reasons. Special requirements will be discussed with parents as appropriate.

### **Complaints**

LVS Ascot has a complaints policy which applies school-wide including the EYFS. This policy is available to parents on the school portal. The complaints policy explains the procedure for raising concerns and makes parents aware of how to contact ISI and / or Ofsted should they feel that we are not meeting the EYFS requirements. Complaints in the EYFS sits as a standing

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agenda item in all meetings with the EYFS trustee. All complaints are recorded along with their outcome and responded to within 28 days.

Ofsted [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) telephone: 0300 1234 234.

### Monitoring and Evaluation:

The Principal, Deputy Head, EYFS teacher and Subject Leaders, carry out monitoring of EYFS through observation and discussion as part of the whole school monitoring schedule.

### 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	Safeguarding and Child Protection Policy Intimate and Personal care Policy
Procedure for responding to illness	Health and Wellbeing Centre Handbook Intimate and Personal Care Policy
Administering medicines policy	Administration of Medicines Policy
Emergency evacuation procedure	Fire Procedures Policy, Evacuation and Lockdown Policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Late Collection Policy and Missing Child Policy
Procedure for dealing with concerns and complaints	Complaints Policy