



## BROOMWOOD PRE-PREP

### EYFS POLICY

This is an overarching EYFS Policy in accordance with the Statutory Framework for Early Years, 2024, giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years, 2024 states, "Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Broomwood School, children can join us at our preschool, Little Broomwood, when they are 3. Others join in Reception at the beginning of the school year in which they are four or five.

Whilst we are exempt from the Learning, Development and Assessment requirements of Statutory Framework for Early Years, 2024, 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 Broomwood we:

- Provide quality and consistency across all EYFS classes
- Have a key person approach which develops close relationships with individual children
- 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 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 children's activities, we reflect on the different ways that children learn and ensure we are enabling them to explore, create and think critically and be active. Schemes of work are based on a series of topics, offering experiences across the Prime and Specific Areas of learning, using both the inside and outside learning areas. We follow the interests of the children, 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 children's 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 Patterns	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive
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Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching, the former increasing as the pupils move through their Reception year, thus preparing them for the more formal environment of Year 1.

We strive to ensure our 5 Learning Powers (confidence, independence, communication, curiosity and resilience) which provide strong values for our children are embedded in our daily practice. Growth Mindset is taught throughout the school, and this starts in the preschool.

### **Inclusion**

We value all of our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our children 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 children with additional needs is crucial in enabling us to give the child the support that they need. We provide additional 1:1 support those needing extra time to consolidate learning and work closely with parents and outside agencies. Our Head of Learning Support works closely with parents, teachers and pupils to ensure those with additional needs are met.

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. We encourage our EAL children to share and celebrate their language and culture with their peers.

### **The Learning Environment**

The EYFS classrooms are organised to allow children to explore and learn independently and collaboratively, securely and safely. Daily safety checks are completed to ensure the children are learning in a clean and safe environment.

### **Key person**

Each child has a key person who oversees their academic learning, wellbeing and pastoral care. In both Little Broomwood and Reception, this is the form teacher. Each class is supported by a qualified teaching assistant.

### **Observation and Assessment**

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

Ongoing assessment in the EYFS is an integral part of our learning and development process. Staff observe the children 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 children, nor require excessive paperwork. Observations (formative assessment) are recorded on the platform Seesaw. All parents/carers have a login to Seesaw, thus have the opportunity to access and view the digital learning journey as well as contribute their observations of learning and achievements captured at home.

All children in the EYFS are assessed (summative assessment) each term in all 17 sub-strands of learning and their progress is continually monitored. Each half term a progress meeting is scheduled to discuss judgements, set targets and implement booster and support groups where appropriate.

## **Preschool**

All preschool children are visited in their nurseries/home settings prior to arrival at Broomwood.

In the Autumn term we administer a BASE assessment for all Preschool children on a 1:1 basis. In May/June, the preschool children complete an on-exit assessment to monitor progress. Children are closely monitored throughout the year using the Development Matters framework.

Formal written reports for all children in preschool are provided at the close of the Winter and Summer Term.

Parent evenings are held in both the Autumn and Spring terms, and give the opportunity to discuss children's social, emotional and academic gains and areas for ongoing targets.

## **Reception**

All pupils are assessed prior to entry into Reception. These sessions are referred to as 'Come and Play' and aim to ensure that the school is one where the entrant will flourish socially, emotionally and academically. We also visit all the children in their nursery settings. This is an excellent opportunity for us to get to know the children, speak to their teachers and gain an understanding of their individual needs prior to starting school.

In the Autumn term we administer on a one-to-one basis, the 'on entry' CEM BASE assessment (summative) for all Reception children, giving standardised baseline data in literacy and mathematics. In May the Reception children complete the CEM 'on exit' BASE assessment, again giving standardised data and allowing for an analysis of progress across the year to be made.

Formal written reports for all children in Reception are provided at the close of the Autumn and Summer Term.

In the Summer term, parents will also receive an overview which indicates their child's attainment against each of the 17 Early Learning Goals, and a summary on their Characteristics of Effective Learning. Parents are given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Parent evenings are held in both the Autumn and Spring terms, and give the opportunity to discuss children'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 child's needs and establish effective partnerships with those involved; with the child and other settings, including nurseries and carers.

In the summer term, EYFS children attend either a 'Come and Play' (preschool) or a Teddy Bears' Party (Reception) to develop familiarity with the setting and School staff prior to joining Broomwood. As previously mentioned, the children are visited at their nurseries to allow their transition to Broomwood to be as smooth as possible.

In the Summer term, we have a 'move up morning' where the current preschool children spend the morning with their new Reception teacher.

At the end of the summer term, Preschool and Reception, teachers will meet with the children's next teacher to discuss each child's development against the Early Learning Goals and their Characteristics of Effective Learning. This supports a smooth transition and helps the new teachers to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual child.

When EYFS children first start school in September, we offer a parent teacher meeting to enable parents to talk about their child, ensuring a smooth transition to the Pre-Prep.

### **Partnership and Communication**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children 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 children. At times we may need to share information with other professionals, providing the best support possible.

Parents may contact the class teacher using the prep diary or via email. Emails must be sent within the hours of 7am-7pm-Mon-Fri.

### **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 children 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 Broomwood Hall School's Child Protection and Safeguarding Policy and Procedure

## **Emergency evacuation**

All staff are made aware of their duty in a fire. Notices are displayed in each classroom explaining the action to take in the event of a fire and indicating the fire evacuation point for the building.

Where disabled persons use the premises, specific arrangements will be made to ensure they can escape in an emergency. Disabled persons will be kept on the ground floor wherever possible to facilitate escape. For disabled staff and pupils, a Personal Emergency Evacuation Plan will be put into place.

Visitors are expected to sign in when they first arrive at the school and sign out when they leave. In an evacuation, the school secretary brings the sign-in book to the evacuation point. The Fire Officer is responsible for accounting for all persons believed to have been in the building: visitors, staff and pupils. Information on persons unaccounted for should be passed onto the fire service as soon as possible.

Children in the EYFS gather in the Vicarage playground in the event of a fire. If the site is not safe, children will be taken to the playground at 50. If this space is also not safe, they will be taken to Broomwood Prep Girls.

Visitors to the school will usually be accompanied for safeguarding reasons. In the event that they will not be accompanied on the premises they will be briefed on fire procedures by the person they are reporting to on site.

Each term there are two fire drills: a planned drill and an unplanned drill. The Fire Officer will be aware of all fire drills throughout the year. In the event that the alarm sounds on a date that is not set for a drill, the Fire Officer will investigate immediately and if required will call the emergency services immediately.

## **Visitor and Visiting Speakers**

Broomwood assures all visitors a warm, friendly and professional welcome whatever the purpose of their visit. The school has a legal duty of care for the health, safety, security and wellbeing of all pupils and employees. This duty of care incorporates the duty to "safeguard" all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the school to ensure that this duty is uncompromised at all times. In performing this duty, the school recognises that there can be no complacency where Child Protection and Safeguarding procedures are concerned. The school therefore requires that ALL VISITORS (without exception) to comply with these procedures. Failure to do so will result in the visitor being escorted from the school site. Visitors to the school, for whatever reason, should be planned in advance to ensure that their visit runs smoothly, taking into account the need to safeguard the pupils, the reputation of the school and the visitor. We log all visitors that come onto the school site and also include those who deliver workshops online on our school logs. Where appropriate, risk assessments are undertaken.

*There are a number of different types of visitors to the school:*

- Visitors who attend the school in connection with the pupils and have a professional role, for example Governors, Peripatetic Teachers, sports coaches, Educational Psychologists, social workers, SEND officers, targeted support workers, health related professionals and exam invigilators.
- Invited guests.
- Visiting speakers.
- Visitors who attend the school in connection with the building, grounds or equipment, for example builders, contractors, maintenance staff and IT workers.
- Other legitimate visitors, for example parents and parent helpers.

*Upon arrival at the school, all visitors MUST*

- report to the Vicarage front desk where they will be signed in and issued a visitors' badge which must be always worn prominently
- bring photographic proof of identity with them which will be verified (passport or driver's licence photo card)
- read all details displayed in the signing-in books which relate to fire regulations, first aid, photographs, details of Designated Safeguarding personnel. Mobile devices must NOT be used whilst on school grounds.
- wait in the school office until they are met by a member of staff.
- be accompanied at all times whilst on the school grounds by a member of staff.
- be escorted to the School Office and signed out at the end of their visit.

#### Visitor Code of Conduct

- All visitors to the school are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions. They must act and be seen to act in an open and transparent way.
- During the course of a visit to the school, visitors may become aware of confidential information concerning pupils or employees. All such information must be treated as strictly confidential, and a breach of such confidence will be regarded as serious misconduct.
- All visitors must follow the School's Health and Safety procedures (emergency evacuation procedures are included on information sheet provided when signing in).
- Visitors should not be alone with pupils unless this is a legitimate part of their role; for example, an Occupational Therapist and the School has assured itself that the visitor has had appropriate safeguarding checks.
- When signing in, contractors and visitors are made aware that personal mobile devices, such as mobile phones and tablets and cameras, must not be used.

#### Visiting Speakers

Broomwood is part of a much wider community. As part of our Curriculum, we often invite speakers from our wider community to our school. These speakers provide pupils with information that helps them make decision at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Speakers should enhance the spiritual, moral, social and cultural development of pupils within the school. We take responsibility to ensure that the information is aligned to the values of the school and to the fundamental British Values. The 'Prevent' Statutory Guidance (The Prevent Duty: Departmental advice for schools and childcare providers, DfE, April 2021) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised. When inviting

speakers, the school follows the statutory guidance Keeping Children Safe in Education DfE (KCSIE 2024) with regards to duties of safeguarding and promoting the welfare of the pupils within the school.

#### Unknown/Uninvited Visitors

Any visitor to the school who is not wearing visitor lanyard will be challenged politely to enquire their identity and business on the school site. They will be escorted to the School Office to sign in and be issued with a visitor badge until they are collected by an appropriate member of staff. In the event that the visitor refuses to comply or is unauthorised, they must be escorted off site immediately and the Head informed.

#### **Oral Health**

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

#### **Behaviour**

The Head is the named person responsible for behaviour management issues regarding Early Years pupils. The Head works closely with the Senior Leadership team to ensure that the behavioural expectations are upheld.

#### **Ratios**

We ensure that the children are adequately supervised and that children are always within sight and 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:

#### **RECEPTION – Children aged 4-5 (until the end of Reception)**

Level 6	1:30
Instructor Status	1:30
Levels 3-5	1:13 in the presence of a Level 6 or member of staff with approved instructor status
Level 3	1:8, in the absence of a Level 6 or member of staff with approved instructor status
Level 2	1:8, in the presence of a Level 3 or above

#### **PRESCHOOL – Children aged 3-4**

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

#### **Registration**



Pupils are registered on arrival to school and after lunch time play. Regular head counts are taken throughout the day. End of day registers are taken as each pupil is personally handed over to their parent/carer. EYFS children self-register using pictures of themselves in the classroom.

### **Paediatric First Aid**

All 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 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 who hold a valid Paediatric First Aid certificate are displayed at the entrance to the Vicarage.

### **Disqualification from Childcare**

All staff working with children aged 8 and under complete the declaration on disqualification from childcare.

### **Risk Assessments**

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

### **Staff supervision**

EYFS staff receive supervision every term, which provides support, coaching and training and promotes the interests of children. 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 children's development or well-being. On top of these termly meetings the staff are continuously supported during staff meetings and have regular opportunities to develop their CPD.

### **Food**

At morning break, EYFS children are provided with fresh fruit and vegetables, a biscuit and milk or water. Preschool children are given a hot lunch at the Vicarage, supervised by a teacher and teaching assistant. Reception children have a hot lunch at Number 50 supervised by teachers and teaching assistants. We cater for a wide range of allergies and dietary requirements. The hot lunch is cooked by our school chefs on site.

### **Monitoring and Review**

SLT carries 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.

### **Complaints**

As we are an independent school, the Independent Schools Inspectorate (ISI) is responsible for inspecting our Early Years Foundation Stage, Reception classes. However, in the event of any complaint to the School, from which you may be dissatisfied with the outcome, you are entitled to contact ISI and Ofsted directly.

ISI can be contacted regarding complaints on [complaints@isi.net](mailto:complaints@isi.net) or by telephoning [0207 6000 100](tel:02076000100).

The leaflet: 'Complaints to Ofsted about Schools: Guidance for Parents', reference 080113 may be downloaded from [www.ofsted.gov.uk](http://www.ofsted.gov.uk). This indicates the procedures for making a complaint.

A complaint may also be made directly to the DfE, using the following weblink:  
[https://form.education.gov.uk/service/Contact\\_the\\_Department\\_for\\_Education](https://form.education.gov.uk/service/Contact_the_Department_for_Education)

### **Additional Policies, Procedures and Legal Framework**

This policy should be read in conjunction with the school's other EYFS policies: Educational Visits, Intimate Care, Missing Child and Late Collection, No Smoking, Outdoor Learning and Safe Use of Technology.

Our EYFS department is fully integrated within the school. Many of our other school policies and statements have relevance to the Foundation Stage. These policies are available on our website. They may also be sent to parents on request.

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### **Document Control**

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