Foundation Stage (Prep School) Policy

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1.0 INTRODUCTION

Education in the Early Years Foundation Stage (EYFS) is important for all children, ensuring every child has the best possible start in life and is supported to fulfil their potential. The period from the age of six months to the end of the Reception Year is known as the 'Foundation Stage' in our school. Early Learning Goals (ELGs) set the expectations for the end of the EYFS and lay the footings on which future learning is built. All children will have their own personal Learning Journey which will stay with them throughout the Foundation Stage.

2.0 EYFS STATUTORY FRAMEWORK (1st September 2025)

This Early Years Foundation Stage (EYFS) framework is mandatory for all group and school-based early years providers in England from 1st September 2025.

The framework is based on the following legislation.

- The learning and development requirements and the assessment arrangements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006.

2.1 The EYFS seeks to provide:

- **'Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported' (Early Years Foundation Stage (EYFS) framework September 2025)

2.2 The EYFS is important in its own right and also in preparing children for later schooling. The **EYFS principles** which guide the work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments with Teaching and Support from Adults
- Learning and Development

2.3 The Early Years Foundation Stage Framework requests that every child must be assigned a **key person**. A key person is a suitable adult that is part of the qualified and skilled team that delivers quality care and education to all children. They are responsible for guiding a child's development through warm, positive interactions and supporting parents to guide their child's development at home. The key person is responsible for ensuring their key children reach their full potential implementing individual learning opportunities that encourages progress in the seven areas of learning. Within our Foundation Stage your child's primary key person will be your child's Lead Practitioner/ Class Teacher, they will then be further supported by your child's buddy key person (Early Years Practitioner/ Teaching Assistant). Your child's buddy key person details will be shared with you within your child's first week of starting. They, alongside your child's primary key person, will provide the initial support your child requires to feel comfortable in their new environment. From here continued support will be fostered so your child benefits from a supportive and nurturing relationship throughout their time with us.

3.0 THE AREAS OF LEARNING AND DEVELOPMENT

3.1 The EYFS curriculum is organised into three Prime Areas of learning: They build a foundation for children to thrive and provide the basis for learning in all areas.

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

3.2 In addition, there are four Specific Areas of learning: which help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

3.3 These areas of learning and development are all important and inter-connected and shape the Educational Programmes in early years settings. They help us to plan the learning environment, activities and experiences and provide a framework for the EYFS curriculum. One experience may provide a child with opportunities to

develop numerous skills and concepts across several areas of learning. All of these areas are delivered through purposeful play and learning, with a balance of adult-led and child-initiated activities.

More information about the EYFS can be found on www.gov.uk/early-years-foundation-stage

3.4 In addition to the EYFS curriculum we offer our children lots of different learning opportunities. In Nursery, children have weekly PE, French and Music lessons as well as weekly Forest School sessions. In addition to this, Reception have Drama lessons. The children in Reception have daily 'Group Times' where they learn early writing skills and take part in phonics and numeracy activities, according to their level of development. All children including those in Nursery have 'buddy' year groups who they regularly have play and reading time with. We believe our community is important and where possible we try inviting people from our local community to various school events.

4.0 EDUCATIONAL PROGRAMMES

4.1 As outlined in Early Years Foundation Stage (EYFS) framework September 2025:

'The educational programmes are high level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning.

4.2 Communication and Language: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

4.3 Personal, Social and Emotional Development: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

4.4 Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

4.5 Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word

reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

4.6 Mathematics: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

4.7 Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

4.8 Expressive Arts and Design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.' (Statutory Framework for the Early Years Foundation Stage September 2025)

5.0 'DEVELOPMENT MATTERS' AND EARLY LEARNING GOALS

The 'Development Matters (September 2023)' document sets out pathways to what is expected of most children within different age bands and is used to support planning and assessment checkpoints throughout the EYFS. This guidance, along with professional judgements, support the identification of developing knowledge, skills, understanding and attitudes that children need if they are to achieve the Early Learning Goals (ELGs) by the end of the EYFS.

6.0 PRINCIPLES AND AIMS

6.1 We aim to provide a welcoming and happy learning environment which is safe and secure, where children can play, explore, experiment, develop confidence, be curious and learn. We believe that early learning should be fun, meaningful and accessible to all children. We practice equality of opportunity and care for all children regardless of their race, ability, culture or gender.

6.2 The children's health, safety and wellbeing are paramount at all times. Procedures are in place to ensure this and high staff: child ratios are maintained at all times. Any guidelines or procedures in place are reviewed on a regular basis.

6.3 We aim to make the transition from home to school an enjoyable and stimulating experience, setting the foundations for a positive attitude to a more formal education in later years. A happy and nurturing atmosphere is essential and to promote this all staff are responsible, conscientious and caring.

6.4 Children joining our school have already learnt a great deal. Many have been to other settings, playgroups or attended clubs and activities that exist within our community. The EYFS education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that all children feel included, secure and valued;
- It ensures that no child is excluded or disadvantaged;
- It provides opportunities for children to engage in activities planned by adults and those they plan or initiate themselves;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- It provides opportunities to develop and build on core skills required across subject areas in Key Stage 1 and beyond;
- It provides rich and stimulating experiences through a well-planned and organised learning environment;
- It builds a partnership with parents and facilitates multi-agency working.

7.0 OUR OBJECTIVES

7.1 To provide continuity of approach throughout our Foundation Stage using an individual learning journey for each child. This is used to record each child's 'wow' moments, development steps and achievements.

7.2 To provide creative, challenging and fun learning experiences which will enable children to:

- Achieve their best;
- Develop their independence and confidence;
- Feel safe and secure;
- Feel valued and included;
- Develop their social skills, attention skills and perseverance;
- Foster positive attitudes and dispositions towards their learning.

8.0 PLANNING AND ORGANISING THE CURRICULUM

8.1 For our Nursery and Reception planning, we use Development Matters Non-Statutory Guidance (September 2023) and the Early Years Foundation Stage Statutory Framework for Group and School-Based providers (September 2025). Currently we are using Little Wandle for our Phonics curriculum.

8.2 Reception Class Teachers and Nursery Leaders have an excellent understanding of how children develop and learn. They carefully plan the curriculum to ensure a good mix of adult-led activities and Child-Initiated Play (CIP) which is supported by adults; dependent on the individual needs of the children in their class. The range of approaches used provides first hand experiences, gives clear explanations, makes appropriate interventions and extends and develops play and talk or other means of communication.

8.3 Nursery and Reception children are taught by specialist teachers in Music and French. In Reception, children are also taught by specialist PE and Drama teachers.

8.4 The EYFS curriculum within our Foundation Stage department is overseen and monitored by the Head of Early Years (Academic). The Head of Early Years (Academic) meets annually with Subject Coordinators within the Prep School to discuss and plan the required core skills across all subject areas, providing continuity and preparing our children for the transition to Year 1 and beyond.

8.5 Contexts for Learning

Young children do not differentiate between work and play. Their learning is holistic. They do not learn in subjects, but learning takes place across all aspects of the daily routine, and this learning will be a balance of child-initiated and adult-led activities. Child-initiated learning is extremely important, and we value it as a chance to learn about a child's needs, learning style, motivation and interests. Careful observation of child-initiated learning informs our planning and helps us to extend their play as much as possible. We see the development of spoken language as vitally important and we take every opportunity to talk and listen to children, extending their thinking and learning.

8.6 Children with English as an Additional Language (EAL)

We support children and families with EAL at Lingfield College Prep. We have staff trained to ensure we are providing the best possible learning environment and opportunities for them as well as ensuring they have full access to the curriculum. We work closely with the families and carers to support the whole family.

8.7 Child-Initiated Play (CIP)

Within our Foundation Stage, staff provide quality support for children's play by:

- Supporting children's learning through play activities;
- Being able to extend and support children's spontaneous play through intervention and careful observation;
- Extending and developing children's language and communication skills in their play;
- Observation and assessment of children's interests, achievements and difficulties informs our planning;
- Careful use of the indoor and outdoor areas;
- Encouraging independence and self-management;
- Providing activities for children that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Helping children achieve the Early Learning Goals by the end of their Reception year.

8.8 Chatterboxes

We encourage children's interests by using a 'Chatterbox'. This is a small, decorated box into which the child places objects, photographs etc. which reflect their interests. Children may change these as often as they wish.

8.9 The importance of the outdoor area

We are fully committed to providing a safe, stimulating outdoor area in which children can play, explore and learn. Without the ability or desire to explore our environment we would not develop intellectually. Our Foundation Stage has its own outside classroom and access to the adjoining larger playground, where the children play at morning break and lunchtime. Literacy and Maths resources are provided in our Learning Sheds, promoting outdoor learning and encouraging our children to use and develop their Literacy and Maths skills in their day-to-day play. We have an additional outside area for children to grow plants and to give them opportunities to observe growth and changes over time. Each Reception and Nursery class, take part in a Forest School session once a week. In addition, the orchard, pond and the rest of the school grounds provide fantastic opportunities for learning in all areas of development. We ensure that there is equality of access for all children, and we encourage all children to play together and expect the adults to act as role models

9.0 ADMISSION TO THE EARLY YEARS FOUNDATION STAGE (NURSERY AND RECEPTION)

9.1 Nursery Admissions

- Where possible the Nursery Manager or Nursery Room Leader will visit Nursery children in their existing Nursery and meet their key person. This will happen the term before children are due to start with us. If a visit is not possible, the Nursery Manager or Nursery Room Leader will contact the child's key worker in their current setting to discuss developmental milestones and next steps.
- Where possible the Nursery Manager meets all new parents, whose children are joining Nursery.
- All new children and their parents/carers are invited to spend time in the Nursery in before they start, spending time with the child's key person and/or room leader. An induction meeting is held with the child and parents and a further two separate settling in sessions are arranged without their parents. More sessions are sometimes offered depending on the child's needs and will be discussed with the parent/carer.
- A parent handbook has been prepared for new parents to share with their children telling them about their new school and the structure of the school day.
- All parents are invited to a Curriculum Afternoon/Morning in the Autumn and Spring terms. The structure of their child's day and the resources that are used in class are explained to parents, giving them an opportunity to ask questions on how they can support their child's learning at home. These sessions are also beneficial to discuss the ways in which parents can support and maintain their child's development, in preparation for the transition to the next academic year/class.
- The school runs a Parent and Toddler group called 'Lingfield Forest Folk'. This is open term time only, on a Friday morning in our Forest School (weather permitting). The sessions have carefully planned activities to suit the children's age and stage of development that will engage and excite them.
- Existing and new parents are offered their sessions dependent on availability and may change sessions, subject to availability, by giving six weeks' notice prior to their required date of change. Information is shared at the beginning of the Autumn Term and upon enrolment regarding our Terms and Conditions and Session types, availability and fees. An ad hoc system is available to use providing there are spaces and the appropriate staff ratio is available.
- Throughout the Nursery, parents are encouraged to gradually build up the sessions their child stays for. There is a minimum requirement of 3 morning sessions for all Nursery classes or 2 full days (The Cocoon, Caterpillars and Butterflies). It is anticipated that by the Summer term, all Butterfly children will be staying for at least one full day.

9.2 Reception Admissions

- Children joining the Reception classes at 4+ usually start at the beginning of the September term. All children in Reception are expected to attend for a full week with no option for part-time attendance. There is a staggered start in September for the first 4 days of term, followed by a 'flexi-start' in the mornings (between 8:30 and 9:00am) for the following week. If there are any spaces available then children may start at the beginning of the Spring and Summer terms.
- Where possible, a member of the Reception team will visit the child and their key person at their Nursery setting. We aim to have visited all new children before the inductions sessions. Where a visit is possible, a member of the Reception team will call the child's Key Worker to discuss their transition notes.
- All Children that are due to start in our Reception for the start of September will be invited to attend three induction sessions. To assist a smooth transition into Reception, we encourage pupils to attend:
    - A first induction session (mid/ end June): All children and their parent/carers are invited to explore the Reception classrooms, outside classroom and playground and to meet the Reception staff.

- A second induction session (mid/ end of June): All children are invited to attend for this session without their parents /carers. Children will spend time in each Reception classroom taking part in planned activities.
- A third induction session (July): All children spend time in their new classroom with their new classmates.

10.0 ORGANISATION OF THE FOUNDATION STAGE

The Nursery and Reception classes are accommodated in our purpose-built Foundation Stage block, adjoining the Prep School's Office. There is an enclosed, well equipped outside classroom, which has access through gates to a larger colourful and fun playground.

11.0 ORGANISATION OF CLASSES

11.1 Nursery

- The children in the Nursery are organised into three classes. Children are able to start from the age of 6 months in 'The Cocoon', 2 years in 'Caterpillars' and 'Butterflies' are primarily the pre-Reception year, including Caterpillar-aged children that may benefit from an earlier transition.
- Children in our under 2's provision benefit from an enabling environment with support from key adults who respond to their needs and interests. The continuous provision promotes exploratory play and through support, navigate learning opportunities that aids development.
- Nursery children are encouraged to participate in all planned activities offered and CIP times are incorporated throughout the day.
- Weekly 'individual teacher time' enables children to work on their next steps on a one-to-one basis with their key person.
- Whole class and group activities are planned and differentiated for writing, numeracy and literacy. Little Wandle is also practiced with regular weekly sessions to facilitate opportunities to learn phonic sounds.
- Once a week the children are taught by the Drama, Music and French specialists. They also have a designated PE session in the Sports Hall, as well as a Forest School session.
- Children attending for full day or morning only sessions arrive at 8.30am.

11.2 Reception

- There are two classes in Reception: Rainbows and Sunbeams, each with capacity for approximately twenty children.
- Reception children can arrive from 8.30-8.45am and self-register. Children have opportunities to explore all areas of learning throughout the day. They are also taught through whole class carpet sessions, including daily phonics sessions and group activities. Child-Initiated Play times are incorporated throughout each morning and afternoon and in Reception this is referred to as 'Curious Learning'.
- The children are taught Drama, Music, French and PE by subject specialists each week. Once a week the children are taught computing, either in the ICT suite or in class using iPads and/or the interactive whiteboard. Children also have a session in the school library. All classrooms have one computer for pupils to use, as well as an interactive white board and a set of iPads.

12.0 START AND END OF DAY & EXTENDED DAYCARE – SEE ATTENDANCE & REGISTERS POLICY

12.1 In addition to self-registration, children are signed in at the start of the day, and again when they leave via the Famly app, handed over to their parent or carer upon collection. If a person other than the parent or carer is picking up, the parent or carer of the child must inform their child's key person or class teacher prior to collection. The person collecting must give their name and be able to give the child's individual password to staff,

this collected upon enrolment. Visitors to the school are required to sign in at the office and wear a visitor's badge.

12.2 **Sessions & Times**

The Nursery is open Monday to Friday and operates a mixture of different sessions. For continuity of care, we request that children attend a minimum of 3 morning sessions or 2 full days for all Nursery classes (The Cocoon, Caterpillars and Butterflies). It is anticipated that by the last term (Summer term of Butterflies year group) all children will be staying for at least one full day to help prepare them for Reception.

- For those under 2 years age in The Cocoon, the sessions are as follows:

Session 1 Breakfast	7.30am – 8.30am
Session 2 Morning Session	8.30am – 12.30pm
Session 3 Core Day	8.30am – 3.30pm
Session 4 Extended Day	3.30pm – 6pm
Session 5 Wraparound Care	7.30am – 6pm

- For Caterpillar and Butterfly children, the sessions are as follows:

Session 1 Breakfast	7.30am – 8.30am
Session 2 Morning inc. lunch	8.30am – 12.30pm
Session 3 Core day	8.30am – 3.30pm
Session 4 Afternoon session	12.30pm – 3.30pm (bookable as an ad hoc session only)
Session 5 Extended after school	3.30pm – 6.00pm
Session 6 Wrap around care	7.30am – 6.00pm

- Reception session times are: Full day 8.30am until 3.30pm

12.3 A late room is available for children with older siblings who also attend Lingfield College Prep. Children should be collected by 3.40pm from the late room. If a child is not collected, we would action the Failure to Collect Policy which can be found on our website.

12.4 Caterpillars, Butterflies and Reception children are able to attend Breakfast Sessions before school, as well as Dinos (after school care for Nursery) or TeaRex (after school club for Reception to Year 6). Breakfast Sessions run from 7.30am in the Dining Hall, while Dino Club runs after school until 6.00pm and TeaRex until 6.30pm. These sessions must be booked in advance and are subject to availability. In addition, Holiday Club operates during school holidays for Reception.

13.0 DAILY ROUTINES

13.1 Our daily routine in The Cocoon:

7.30am	Optional Breakfast Session
8.30am	Registration of all children arriving
8.50am	Morning Welcome: Morning 'sing song' and introducing the day's activities The routine of the morning activities will very much follow the children's interests and choices. Their routine needs and next steps will be supported, and access to the internal and external continuous provision will promote exploration and discovery. Prepared activities will be available for children to access, this broadening children's learning opportunities and experiences. During the morning sessions we may have specialist teachers and extra-curricular activities including Forest School & PE. Snack time is dependent on an individual child's routine and encompasses a variety of foods and drinks being available, this including milk, pureed fruits and weaning appropriate foods.
9.45am	Group snack is offered to all children During the morning, some children may sleep, others may enjoy play outside. This is dependent on the child's routine needs, and opportunities for play accommodate this.
11.45am	Lunch will be served in The Cocoon classroom. Children will have an option of the main meal, vegetarian or an alternative. All dietary requirements, including weaning stage, can be catered for and menus can be found on our website. Children under 2 years of age will have all mealtimes in The Cocoon classroom, food being prepared in the school kitchens and delivered as and when required. The Cocoon classroom will be staffed appropriately from 7.30am to 6.00pm to accommodate all session types, thus facilitating suitable care during mealtimes.
12.30pm	The afternoon session supports children's individual learning with activities, outside play and rest time for those that sleep
3.30pm	Home time or the extended session, offering further play opportunities and dinner

13.2 Our daily routine in Caterpillars and Butterflies:

7.30am	Optional Breakfast Session
8.30am	Classroom doors open and children self-register
8.50am	Circle Time – a chance to say good morning, talk about the day's plans, a chance for children to share their news. A helper of the day is appointed. There will be free flow play time indoors and out as well as adult-led activities, group learning and one-to-one time to focus on each child's stage of individual learning. During the morning sessions we may have specialist teachers for Music and French and extra-curricular activities including Forest School, Art & PE.
10.00am	Snack time – children are offered water, milk and a variety of fruit, a chance to develop their social skills while sharing with their friends
10.30am	Outdoor playtime
10.45pm	Free flow play and adult-led activities
11.30am	Children have a story and get ready for lunch
11.45am	Lunch in the dining room at small tables. Children will have an option of the main meal, vegetarian or an alternative. All dietary requirements can be catered for and menus found on our website. This is followed by playtime outside.
1.20pm	Afternoon circle time with stories and singing or rest time for those that sleep. Followed by free flow play and adult-led activities
3.30pm	Home time or Dino Club (after school care)

13.3 **Our daily routine in Reception:**

7.30am	Optional Breakfast Sessions
8.30am	Classroom doors open and children self-register. Early morning table activities before registration
8.45am	Register Circle Time – talk about the date and the days plans using the visual timetable. Line Leaders and Register Monitors of the week are appointed
8.50am	Phonics lesson followed by Literacy activities/ specialist subjects
10.10am	Snack time – the children bring in their own snack of chopped fruit, veg or hard cheese
10.30am	Outdoor playtime
10.45pm	Guided reading, Literacy activities, specialist subjects and/or child-initiated play (Curious Learning)
11.40am	Get ready for lunch
11.50am	Lunch in the dining room at small tables. Children will have an option of the main meal, vegetarian or an alternative. All dietary requirements can be catered for and menus found on our website. This is followed by playtime outside.
1.20pm	Afternoon Register Circle Time
1.30pm	Maths activities, Forest School and/or child-initiated play (Curious Learning)
3.30pm	Home time or TeaRex (after school care)

Nursery timetables include specialist French and Music, as well as going to the Sports Hall with Nursery staff. Reception timetables include specialist PE, French, Music and Drama. All children in Caterpillars and Butterflies may visit the Library and Art Room during the week.

14.0 SNACK AND LUNCH TIME ARRANGEMENTS

14.1 We support the school's efforts to achieve Healthy School Status and follow the school's policy of healthy eating. Children bring in their own water bottles which are available to them all day.

14.2 In the Nursery, during the morning snack time, the children may choose from a selection of fruit and vegetables and a carbohydrate such as a rice cake, breadstick or cracker with milk or water to drink, provided by school. Children help prepare the fruit and pour their own water or milk under supervision.

14.3 In Reception, children bring in snacks from home. They may bring bite size pieces of fresh fruit, vegetables or hard cheese. Grapes and large blueberries must be cut lengthways at home to avoid choking hazards.

14.4 Nursery and the Reception children go to the Dining Hall for lunch at 11.45am and 11:50am respectively. They eat their lunch at appropriately sized tables and chairs.

14.5 Children are encouraged to eat the main dish of the day or the vegetarian option. If a child really does not like the dish, then they are offered an alternative. Parents are requested to check the weekly menu online or the menu on display in each classroom and advise the class teacher/ room leader if they would like their child to have an alternative lunch. The children may choose their dessert from the fruit, yogurts and pudding on offer. Jugs of water are provided. All allergies, intolerances and food preferences are catered for and are strictly managed.

14.6 Children under 2 years of age will have all mealtimes in The Cocoon classroom. The food is prepared in the school kitchens and delivered as and when required. Children will have an option of the main meal, vegetarian or an alternative. All dietary requirements, including weaning stage, can be catered for and menus can be found on our website.

15.0 STAFFING

15.1 All staff have been employed according to our Safer Staff Recruitment Policy. They all receive training in Child Protection at the start of their appointment and First Aid training is also given to all staff; ongoing training is

then provided as appropriate. Expectations regarding duties, dress, behaviour and staff development and support may be found in the Staff Handbook and in the Staff Code of Conduct.

15.2 All staff members working in our Foundation Stage department are expected to attend a staff meeting on Thursdays at 8.15am.

15.3 There is regular identification of training needs of all adults working within our Foundation Stage department and opportunities for staff development through annual Professional Development Review/ Appraisals, and regular one-to-one meetings.

15.4 Staff to pupil ratios:

The statutory staff to pupil ratios as stated in the EYFS are as follows:

1:3 for 0 to 2 years.

1:5 for 2 to 3 years

1:8 for 3 to 5 years

15.5 As a commitment to heightened interaction through individual learning opportunities we facilitate where possible a higher ratio of adults to children within our Nursery, these being:

1:3 for those under 2 years of age. One further member of staff on occasion will be available to assist with care routines during the day.

1:4 for Caterpillars

1:6 for Butterflies

15.6 Staffing in Reception is 1:10 with a qualified Class Teacher and a Teaching Assistant/ Higher Level Teaching Assistant.

15.7 All Nursery classrooms have a Room Leader, Deputy Room Leader as well as Nursery Practitioners. Reception classes have a Teacher and TA/HLTA. Please see school website for information on all staff

15.8 All children within the Early Years Foundation Stage are allocated a key person who will work with the teacher/ room leader to support the settling in process, keep observations and records up to date on our Famly platform and form close, secure relationships, from which children can then thrive. The key person will gather in depth knowledge of their key child to inform planning around the child's interests to enhance learning. Your child's allocated key person's name can be found on a list in the classroom and is provided to the parent upon enrolment.

16.0 ENVIRONMENT AND DISPLAYS

16.1 We plan a learning environment, both indoor and outdoor, that encourages a positive attitude to learning. We use materials, resources and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own choice from the activities on offer as we believe that this encourages independent learning.

16.2 The Nursery and Reception classrooms have displays which reflect the seven areas of learning of the Foundation Stage curriculum, the current topic and children's interests. The displays contain key vocabulary, photographs showing the children learning, examples of children's work and the comments the children have made during their activities. They stimulate interest and celebrate children's achievements.

17.0 INCLUSION IN THE FOUNDATION STAGE – SEE EQUALITY POLICY AND INCLUSION & SEND POLICY

17.1 At Lingfield College Prep we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

17.2 Within our Foundation Stage department, we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of Reception. We achieve this by planning

to meet the needs of all children: children with additional needs and disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

17.3 We meet the needs of our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide specialist support if necessary. Providing opportunities for children to celebrate their achievements and share their voice.

17.4 We support children with additional needs, working closely with the family and any professionals that may be involved. We assist the family with referrals and advise them of available support.

18.0 TRANSITIONS BETWEEN NURSERY CLASSES

18.1 Management of Transition between Nursery Classes

- Within the Nursery we recognise that children develop at different rates, and in line with the Early Years Foundation Statutory Framework, would like to ensure that every child is supported to fulfil their potential, adjusting our practice appropriately.
- We recognise that children's level of achievement and interests are contributors to how we as early years practitioners respond to individual needs, shaping teaching and learning experiences for each child and reflecting on their knowledge.
- For this reason, if we observe and assess that a child in Caterpillars may benefit from the learning experiences and environment in Butterflies, we would propose a transition that considers the child's social, emotional and educational needs at a time that best supports the child's holistic development. Factors that we would consider when assessing if this is in the best interests of your child, include:
  - Age;
  - Child's individual needs, interests, and development;
  - Child's wellbeing and emotional stability;
  - Continuity of care and access to activities and environment that aid their progress in all seven areas of learning and development;
  - Friendship groups and key staff relationships;
  - Parental collaboration;
  - Availability of spaces.
  - All children and families have equal opportunity, and no child will be treated less or more favourably on the grounds of ethnicity, race, culture, religion, special educational needs, disability, gender or creed.

- Children attending The Cocoon will transition to Caterpillars when they turn 2 years. We will ensure that children are supported during the transition by:
  - Contacting the child's parents to discuss the transition;
  - Organising settling in sessions in Caterpillars;
  - Liaising with key people so transition supporting documents are completed and key people are aware of the needs, interests and developments of the child.

18.2 **Process of Transition between Nursery Classes**

- We will contact the child's parents to discuss our considerations when proposing the transition of the child, prior to the expected transition at the beginning of the new academic school year. This decision is collaborative, and parents have choice when considering change for their child.
- Discussions will include all key people so decisions about the child's transition can be made with parents, including discussion about a suitable settling in process and the sharing of information necessary to aid a happy transition, ensuring the child remains confident and content.
- When agreed, the child will begin settling in sessions, moving on the agreed date. Parents will receive a confirmation letter informing them of changes to their child's key person and events including extra-curricular activity days. Regular updates from your child's key person will be shared with the parents so they are made aware of the child's progress and any concerns that may arise from the transition.
- This may also be applicable to children that may benefit from spending more time in Caterpillars before transitioning to Butterflies. We, or you as the child's parents, may request to meet to discuss options regarding transitions.

  These transitions being:
  - Caterpillars to Butterflies
  - Butterflies to Reception
- If you are concerned about your child's level of development and potentially see an impact that may disadvantage or advantage their progress, please raise your concern with your child's key person or room leader. This will prompt further discussion, and all decisions made will consider what's in your child's best interests.

19.0 TRANSITION FOR EXISTING NURSERY CHILDREN TO RECEPTION & RECEPTION TO YEAR 1

19.1 We recognise that change can be difficult for some young children, therefore, to aid the transition for all children from Nursery to Reception and Reception to Year 1, the following arrangements have been put in place:

19.2 **Existing Nursery to Reception**

- Reception staff read stories to Nursery children during the Summer term
- Specialist teachers visit the Nursery i.e. Music and Drama
- Butterflies room leader will meet with Reception teachers before the end of the Summer term to share information about each child and discuss attainment within the EYFS curriculum. In the Summer term and when existing Reception children are out of the classroom, attending their specialist lessons, Nursery staff may take Nursery children to play in the Reception classrooms. In the Summer term, existing Nursery children and new children entering Reception, from external settings, will attend 3 induction sessions together in Reception:
  - The first session is a 'stay and play' session for children and their parents to become familiar with the Reception classrooms, teachers and outside environment;

- The second session is for children only, where they will take part in various craft activities to create artwork to display in their new classroom in September;
- The third session is for children only and children will spend time in their new classroom with their new teachers and classmates.

- A Transition Evening presentation is given to parents in the Summer term. This provides information about the structure of the new class, including timetabling and expectations for uniform and homework.

19.3 **At the Start of Reception**

In addition to the Transition Evening, parents are invited to a Curriculum Afternoon/ Morning near the start of the Autumn term. During this session, parents are given the time to understand how Phonics, Literacy and Maths are taught in Reception, as well as ways to develop fine and gross motor skills. Ideas for developing and supporting these skills at home are also discussed.

19.4 **Reception Classes to Year 1**

- During the Spring and Summer terms, teachers/teaching assistants from Year 1 visit the Reception classrooms to meet the children, read them a story, or work with a group so that they become familiar to the children.
- Opportunities for Reception to join Year 1 pupils and visit Year 1 classrooms are organised during the Summer term. This could be a picnic or other joint activity.
- Reception and Year 1 teachers meet during the Summer term to share information about Reception children moving forward into Year 1, to consider and reflect upon each child's academic and personal progress, and to share information from the Early Years Foundation Stage Profiles (EYFSP).
- Towards the end of the Spring/ start of the Summer term there is a presentation for Reception parents, to discuss how we are preparing Reception children for the move to Year 1. This presentation is by the Reception team, and where possible the Year 1 teacher(s) may attend.
- During the first part of the Autumn term, Year 1 teachers will provide opportunities for active, independent learning and play-based activities.
- Daily classroom practices such as having Register Monitors/ Line Leaders and a visual timetable will be common in both year groups, as is the presence of full-time Teaching Assistants.
- Parents are welcome into both Reception and Year 1 classrooms at the beginning of the school day in the first half of the Autumn term to help children settle where necessary and liaise with the class teacher.
- Reception children start to attend more assemblies as the year progresses.
- Reception pupils will be introduced gradually to playtimes with Key Stage 1 and 2 as the year progresses, for example joining in with some playtimes in the Summer term, including those held on the orchard.
- They spend an Induction Afternoon in their new Year 1 class at the end of the Summer term.

20.0 BEHAVIOUR – SEE BEHAVIOUR POLICY (PREP)

20.1 We accept that young children are constantly learning about acceptable boundaries to their social behaviour. We reinforce children's positive behaviour and attitudes, and with explanation, divert and remove children from unacceptable situations. No physically punitive sanctions are practiced.

20.2 Our goals for behaviour expectation are:

- We look after ourselves;
- We have gentle hands;

- We care for others, avoiding actions that might hurt either physically or emotionally;
- We all recognise our responsibility in relation to the world around us;
- We have quiet voices and 'walking feet' when indoors;
- We respect other people's property and the activities they are involved in;
- We always try to be kind to others.

The children are made aware of these goals in their everyday routine and by positive reinforcement of acceptable behaviour.

20.3 Nursery and Reception classes are encouraged to think about their own classroom rules, giving children ownership over these behavioural expectations and promoting the Fundamental British Values (see section 27.0). Together we co-regulate so children have the opportunities to recognise how to manage conflict and regulate their emotions.

21.0 ASSESSMENT AND RECORD KEEPING

21.1 Lingfield College Prep ensures that all children within our Foundation Stage have a personal online Learning Journey, which records photographs, videos, children's work, observations and comments in line with the EYFS framework requirements. 'Famly' is the program used to build up a record of each child's achievements during these years and illustrates children's personal development and progress through the different age bands of the EYFS. All practitioners assess and review each child's learning on a continuous basis, which in turn, informs planning and individual records. Parents/carers are also invited to enter observations onto their child's online Learning Journey.

21.2 Once a year, each Reception child will complete a BASE baseline assessment on a one-to-one basis with an adult. This helps ascertain starting points, provides a snapshot of each child's ability and identifies progress and potential. Similarly, Butterfly children will complete the ASPECTS assessment on a one-to-one basis with an adult. This assessment links to the BASE assessment for Reception children.

21.3 During the first few weeks of a child starting in our Foundation Stage, observations are made to ascertain each child's starting points and stage of development within each of the '7 Areas of Learning'. These observations are collated in each child's individual Learning Journey. These observations inform Next Steps and Assessment Grading ('Progressing Well, 'Give More Support' or 'Needs Special Support'). Observations are continuous throughout the year, including 'wow' moments, children's interests and special achievements/ events. Next Steps and Assessment Gradings take place twice in the Autumn and Spring terms, followed by an End of Year Report in the Summer term.

21.4 Parents with children under three receive a 'Two-Year Check' report and are given an opportunity to discuss this report with their child's Nursery Room Leader.

21.5 At the end of the Reception year, each child's Early Years Foundation Stage Profile (EYFSP) grades are collated for each of the seven areas of learning. This is sent electronically to Surrey LEA for analysis. The profile is also shared with the child's Year 1 teacher. EYFSP grades are included in each child's Reception End of Year Report and parents are given the opportunity to discuss these with the Class Teacher, should they want to. Parents are encouraged to speak to members of staff regularly if they have any concerns.

21.6 We formally share the progress and evidence of children's achievements with parents at the Parent Consultation meetings throughout the year.

21.7 For more information on children's Learning Journeys on the Famly platform, please see the Online Learning Journey policy.

22.0 PARTNERSHIP WITH PARENTS

It is important that there is a good partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.

23.0 PARENTS AS PARTNERS

We hope to make the transition from home to school as smooth as possible. To ensure effective partnership we:

- Show respect and understanding for the role of the parent in their child's education;
- Strive to create a welcoming atmosphere in which all parents/carers and staff can develop relationships which will support the child's learning;
- Allow time to welcome parents/carers and children at the beginning and end of each session;
- Make sure settling in arrangements are flexible enough to give time for children to become secure and for staff and parents to discuss each child's circumstances, interests, skills and needs;
- Recognise and respect the expertise of parents and other adults in the family and their knowledge of their child;
- Provide opportunities for the learning that takes place in school to be continued at home through reading and sharing books, and through other learning activities catered to the individual child. To discuss ideas of activities that will further support learning at home;
- Keep parents fully informed of their child's progress through formal and informal discussions;
- Hold parent meetings at times when single or working parents may attend;
- Have crèche arrangements for meetings where possible;
- Welcome the contribution made by parents to their child's records through admissions meetings, parent conferences and parent meetings;
- Invite parents to help in whatever way they are able, e.g. working in class, reading to children or helping on visits etc;
- Send weekly newsletters via SchoolPost in Nursery; this contains Top Tips for Parents which informs parents of Nursery procedures and child development ideas for activities promoting consistency in approach.
- Have weekly Homelink books in Reception;
- Have regular opportunities for parents to come into school and walk about the rooms with their child;
- Hold an annual Open Day;
- Have parent class representatives;
- Encourage parents to join the Lingfield Parents Association (LPA);
- Invite parents to contribute to the online Learning Journeys;
- Allow parents to have access to developmental records (e.g. EYFS Profile). Written request must be made to have access to personal files;
- Invite parents and wider families to attend the children's Christmas Nativity, Celebration Day and Sports Day;

- Parents who have younger children are invited to attend our 'Lingfield Forest Folk' group which is held every Friday morning during term time. This group is open to parents and carers.

24.0 THE ROLE OF PARENTS

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- Giving each child the opportunity to spend time with their teacher before starting school;
- Providing detailed information and a children's booklet in the term before a child starts;
- Offering parents regular opportunities to talk about their child's progress;
- Encouraging parents to talk to their child's teacher if there are any concerns. Parent Consultation meetings provide an opportunity to formally meet parents bi-annually, at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- Providing a Curriculum Newsletter, to enable parents to discuss current topics at home;
- Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's reading diary in Nursery and through the Homelink book in Reception.

25.0 USE OF MOBILE PHONES ON THE SCHOOL SITE (Refer to Use of Cameras and Mobile Phones (EYFS) Policy V2 for further information.

25.1 Current Government regulations state that schools must ensure that personal mobile devices and devices with imaging and sharing capabilities and cameras are not used in an EYFS setting (Nursery and Reception). This applies to all staff, governors, visitors, contractors and cleaners and also to our parents or those responsible for dropping off/collecting children. Mobile Phones should be switched off at all times where practical and must not be used around children. Mobile devices can be phones or other electronic devices with a camera.

25.2 Please do not be offended if you are asked to put your phone away, as staff are following our Safeguarding and Child Protection Policy to help safeguard our children. This applies at all times from 7.30am to 6.00pm throughout the school site.

25.3 Volunteers and those visiting the Nursery or Reception will be asked to hand their phone in and it will be locked in a secure place until you leave.

26.0 PREVENT

26.1 Lingfield College has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

26.2 All Staff are trained to recognise radicalisation and extremism as well as vulnerable people. We aim to stop extremist speakers and events and manage access to extremist material.

26.3 We aim to provide a safe environment for children and staff and will take appropriate action to the Police or Local Authority if this is challenged. Please see the Safeguarding tab on our website www.lingfieldcollege.co.uk.

27.0 FUNDAMENTAL BRITISH VALUES

27.1 Throughout our Foundation Stage we encourage children to have an awareness of different cultures and beliefs. We support children in developing their self-knowledge, self-esteem and self-confidence. Children are encouraged to be polite, kind and friendly to others. Through discussion and modelling positive behaviour staff help pupils to distinguish right from wrong and children are encouraged to make class rules.

The Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded and actively promoted within our Foundation Stage.

28.0 OTHER INFORMATION

28.1 Key policies and procedures are available on our website: https://www.lingfieldcollege.co.uk/information/policies/

28.2 A hard copy of our policies is available upon request in our Foundation Stage department. Please ask staff for details.

The Foundation Stage department can be reached on 01342 778773.