



EYFS Policy

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Parsons Green Prep.

Aims of the Early Years Foundation Stage

In the EYFS at Parsons Green Prep we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child`s welfare, learning and developmental needs by:

- recognising that all children are unique and special
- understanding that children develop in individual ways and at varying rates
- providing a safe, secure and caring environment where children feel happy and know they are valued by staff looking after them
- fostering and nurturing children`s self-confidence and self-esteem through their developing awareness of their own identity and role within the community
- teaching them to express and communicate their needs and feelings in appropriate ways
- encouraging children`s independence and decision-making, supporting them to learn through their mistakes
- developing children`s understanding of social skills and the values and codes of behaviour required for people to work together harmoniously
- supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions which differ to their own
- understanding the importance of play in children`s learning and development
- providing learning experiences which reflect children`s interests to encourage and develop their natural desire, excitement and motivation to learn
- providing experiences which build on children`s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development
- providing effective learning opportunities in the whole environment, both inside and outside

The Early Years Foundation Stage framework

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic well-being. At Parsons Green Prep we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Reception classes.

1. A unique child

Child development

At Parsons Green Prep we recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use specific praise and encouragement, as well as recognition and celebration of children's achievements, to encourage children to develop a positive attitude to learning.

Health and safety

It is important to us that all children at Parsons Green Prep are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within the school and in the wider environment. We encourage a healthy lifestyle including taking part in regular exercise and eating healthy food. We aim to protect the physical and psychological well-being of all children (**see the Safeguarding & Child Protection Policy**).

Inclusive practice

Children are treated fairly regardless of race, religion, gender or abilities. We regard the diversity of individuals within the school as an asset. All children and families are welcome into our school and made to feel included, safe and valued. In our school we believe that all our children matter. We give our children every opportunity to be the best they can be and we achieve this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

EAL Provision

Parsons Green Prep welcomes children for whom English is a second or third language. We provide opportunities for children to develop and use their home language in play and

learning, to support language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language.

We use the following:

- providing language-rich play opportunities
- visual timetable outlining the daily routine
- signs and labels on walls in classrooms and washrooms
- various picture books and books with dual languages
- using visual aids and props to support lessons
- modelling language
- teamwork and peer support
- asking simple open-ended questions and allowing time for the child to answer
- songs and story books to support their learning
- French classes
- books, posters, toys and puzzles that reflect positive images of the different ethnicities of children in Britain
- dolls and small world figures that reflect the different ethnic groups
- using musical instruments and music from around the world; singing songs in different languages
- celebrating scripts and languages of the world by labelling displays in different languages spoken in class
- Using story sacks to create a clear context for stories

(See Inclusion, Equal Opportunities and EAL Policy)

2. Positive relationships

We aim to promote positive relationships between staff, parents and children. Children are taught how to deal with difficult situations and relationships through their daily interactions with adults and other children as well as through specifically planned lessons. All children are greeted as they come into the classroom and have a familiar routine to help them settle quickly. Staff will work with each child either on a one-to-one basis, in a small group or as part of a larger group. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Key person

At our school each practitioner has a 'key person' role to children in the EYFS. The key person is the class teacher, supported by teaching assistants. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. They are also responsible for engaging and supporting parents and/or carers in guiding their



child's development at home and, if appropriate, helping families engage with more specialist support.

Parents as partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. 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 at school
- giving children the opportunity to spend time with their teacher before starting school during 'meet your new teacher' sessions
- inviting all parents to an EYFS information evening at the start of the term their child starts school
- offering parents regular opportunities to discuss their child's progress and allowing informal access to the children's e-profiles
- encouraging parents to talk to the child's teacher if they have any concerns
- organising a range of activities throughout the year that encourage collaboration between children, school and parents - class assemblies, charity events, Open Days and Sports Day, etc.
- arranging for parents to contribute to their child's e-profile such as WOW (work of the week) cards
- Parents' evenings are held in the autumn and spring term, where their child's development and progress against the early learning goals is being discussed. Parents receive a written report on their child's attainment and progress at the end of the school year (**see Parent Handbook**)
- Maintaining strong links with other local nurseries, childcare settings and schools

The head of Early Years (Linda Goodier) meets with EYFS staff to discuss new intake children. A person nominated by the school visits feeder nurseries and childcare settings to meet prospective children during the summer terms. Staff from other early years settings, pre-schools and schools are regularly invited to school events, e.g. Open Days and the headteacher Tim Cannell's coffee mornings. Information about the children's achievements is shared as a two-way process, to ensure continuity and coherence (**see Transition Policy**).

3. Enabling environments

The Learning Environment

In EYFS at Parsons Green Prep we recognise the importance of a rich learning environment, both inside and outside. The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate



equipment and resources independently. Both Reception classes have an enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on a different scale than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all 7 areas of learning and development and the children have free flow between the indoor and outdoor area.

At Parsons Green Prep we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

Observation, assessment and planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.

The EYFS framework provides a long-term plan to follow by ensuring that all areas of learning and development are covered throughout the academic year. The whole school is involved in deciding the termly topics, loosely based on the school's three-year topic plan. Medium term planning is created in Reception and takes into account the individual children's learning and developmental needs incorporated with the Creative Curriculum. All areas of learning and development are planned for and available to access within the setting. Short-term planning is completed on a weekly basis and is flexible enough to respond to the needs, achievements and interests of the children. The learning opportunities provided include a range of adult-focused and child-initiated activities, both indoors and outdoors.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. The characteristics of effective learning support the child to become a motivated and effective learner. Children will **play and explore** and 'have a go' at using all available resources, developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. All staff support the children in developing all of these characteristics through playing alongside children and, where necessary, scaffolding and supporting their play.

Ongoing assessment is an essential aspect of the effective running of the Reception classes. The main EYFS assessment method is through staff observations of children in different teaching and learning contexts, including both adult-focused activities and child-initiated play.

Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, Target Tracker app using iPads, photographs).

All staff are involved in observing children. Staff use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS include engaging alongside children in their play, annotation and focused marking of children's written work, talking with children about their task or play and in e-profiles. E-profiles record children's progress over the academic year in all areas of learning and development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

Next to the e-profile, we use GL assessments at the start and end of year to help give feedback on progress.

During the first term in Reception the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

During the final term in Reception, the EYFS profile is completed for each child. The profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The e-profile includes ongoing observations, all relevant records held by the setting, discussions with parents and carers, children and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The e-profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers and parents are given a copy of the profile report together with a short commentary on each

child's skills and abilities in relation to the three key characteristics of effective learning. Teacher assessment is moderated in regular EYFS meetings, where ongoing quality improvement issues are also a focus (**see Assessment, Record Keeping and Reporting Policy**).

4. Learning and development

The seven areas of learning and development are equally important and interdependent and this is reflected in our planning for both adult-led and child-initiated learning. The three prime areas are crucial to develop lifelong learning and to help children form relationships.

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

The prime areas are strengthened and applied through four specific areas.

- Literacy
- Mathematics
- Understanding of the world
- Expressive art and design

(See appendix 1 - Reception Overview)

Learning and teaching style

Our policy defines the features of effective learning and teaching in our school. These features apply as much to learning and teaching in the EYFS as they do in Key Stages 1 and 2. Features that relate specifically to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- encouragement for children to communicate and talk about their learning and to develop confidence and independence



- support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- identification of the progress and future learning needs of children through observations, which are shared with parents

(see Teaching and Learning Policy)

Active learning through play

At Parsons Green Prep we recognise that young children learn best through play and when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the Reception classrooms at Parsons Green Prep staff provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts.

Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play-based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

Welfare

At Parsons Green Prep we are legally required to comply with the Welfare Requirements as set out in the Statutory Framework for Early Years Foundation Stage 2014. These detail the need to:

- promote the welfare of children
- promote good health, preventing 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 that all adults who look after the children or who have unsupervised access to them are suitable to do so



- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

Training, support and skills

Continuing Professional Development is key to quality improvement. All EYFS staff have access to in-house training as a whole staff or EYFS team. Next to the school appraisal review, each EYFS staff member has regular staff supervision with the head of Early Years where they have the opportunity to:

- discuss any issues – particularly concerning children`s development or well-being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Staff-to-child ratio

At Parsons Green Prep we ensure that there are always sufficient staff to give the children the care and attention they need and that the staff to pupil ratio according to the EYFS Statutory Framework is met.

For children aged three and over in independent schools, where a person with QTS, EYT or another full and relevant level 6 qualification, an instructor, or a suitably qualified overseas trained teacher, is working directly with the children:

- For classes where the majority of children will reach the age of 5 or older within the school year, there must be at least one member of staff for every 30 children.
- For all other classes there must be at least one member of staff for every 13 children.
- At least one other member of staff must hold a full and relevant level 3 qualification.

For children aged three and over in independent schools, where there is no person with QTS, EYT or another full and relevant level 6 qualification, no instructor, or no suitably qualified overseas trained teacher, is working directly with the children:

- There must be at least one member of staff for every eight children.
- At least one member of staff must hold a full and relevant level 3 qualification.
- At least one other member of staff must hold a full and relevant level 2 qualification.

This staff-to-child ratio is maintained, but during break times and lunchtimes the key person does not necessarily have to be required but staff supervising are adequately qualified. The headteacher uses his professional judgement in determining what cover is required. The safety of the children is always the first priority and the key person is always in the vicinity and readily available if needed.

In EYFS, staff complete risk assessments for trips to determine the staff to child ratio. However, the minimum requirement at Parsons Green Prep is:

Year Group	Amount of adults	Amount of children
Reception	1	2-5 (depending on size and type of venue)

In EYFS, there is at least one member of staff who has a current paediatric first aid certificate on the premises at all times when children are present and they accompany children to outings.

Monitoring and review

The head of Early Years (Linda Goodier) and the headteacher (Tim Cannell) meet regularly to monitor EYFS practice and provision.

The senior management team (Tim Cannell, Linda Goodier, Ryan McAvoy, Polly Leonard, Neil Christey and Marcus Waring) monitor the EYFS as part of the whole school monitoring schedule.

This policy will be reviewed annually		
Reviewed: 1 September 2011	By: Janie Richardson	None
Reviewed: 25 March 2012	By: Catrin Sherwood	None
Reviewed: 1 September 2012	By: Janie Richardson	Changes to comply with EYFS 2012 requirements
Reviewed: 1 September 2013	By: Petra Gollob	Changes to headteacher and SMT; addition to training, support and skills
Reviewed: 30 November 2013	By: Petra Gollob	Updates to meet ISI regulatory requirements
Reviewed: 1 September 2014	By: Petra Gollob	Changes to name of headteacher and SMT; change from EYFS 2012 to EYFS 2014; addition to



		assessment procedures Target Tracker
Reviewed: 1 July 2015	By: Petra Gollob	Changes to name of school, head of EYFS and SMT. Deleted nursery sections. Reception Baseline assessment test added. Appendix 1 updated to reflect changes of curriculum.
Reviewed: 1 August 2016	By: Naomi Kershaw Checked by Lucinda Waring	Removed online PIPS baseline, changed names in SLT. Homework and after school club info in Appendix 1 below.
Reviewed: 29 June 2017	By: Naomi Kershaw	Updated name of head of Early Years, headteacher and members of SMT. Added using target tracker app as a way of getting observations.
Reviewed: 1 September 2018	By: Lin Goodier; Tim Cannell	Minor changes regarding key names of staff
Reviewed: 30 August 2018	By: Lin Goodier; Tim Cannell	Update safeguarding policy ref Remove target tracker add in GL assessments
Next review: 30 August 2019		

APPENDIX 1

Reception curriculum overview

The broadly based and challenging curriculum for children at Parsons Green Prep follows the Curriculum for The Early Years Foundation Stage. The Early Years Foundation Stage enables staff to set standards for learning, development and care of each pupil from birth to five. It aims to provide children with a unique opportunity to develop their full potential in their formative years. Innovative and imaginative programmes are developed to foster curiosity, creativity and feelings of self-worth.

By implementing an enriched curriculum, we ensure potentials are reached through a supportive and active learning environment where exploration of play is well-balanced and equal opportunities given. 'Well-balanced play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge'.

In the Early Years Foundation Stage are seven areas of learning and development that must shape educational programmes in Early Years settings. Three areas are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn and to thrive.

These three areas are known as the prime areas:

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

Children are also supported in four specific areas of learning and development, through which the three prime areas are strengthened and applied.

The specific areas are:

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

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area of learning is about emotional well-being, where the children learn about themselves as developing individuals and members of their communities, building on their own experiences. They learn the basic skills for keeping themselves healthy and safe and



for behaving well. Children learn how to care for others feelings, how to share, take turns, help others, resist bullying and interact positively during play. Within this area of the curriculum, we build upon self-confidence and self-esteem, and how we fit into our community.

AUTUMN TERM

How to behave at school and follow school and class rules

Belonging in the school environment

Developing independence

Forming attachments with key workers and peers

SPRING TERM

Sharing

Friendship

Helping others

SUMMER TERM

Safety in the playground, park and street

Water Safety

Stranger danger

PHYSICAL DEVELOPMENT

All children are given the opportunity to experience a wide range of physical activities. Emphasis of the physical education programme at all levels is on participation and enjoyment. To foster the development of positive attitudes towards exercise and recreational pursuits, the children are exposed to a large variety of games while learning basic skills. These games enhance movement and give children a sense of spatial awareness, as well as develop gross motor skills, muscle control and coordination. An array of equipment, tools and materials are used throughout the year in physical education lessons, outdoor sport, outdoor playtime and in gym and dance.

AUTUMN TERM games, ball skills, gym and dance

SPRING TERM football, games and gym

SUMMER TERM gym, tennis, football, athletics

These termly lessons follow a structured curriculum, ensuring natural development of both gross and fine motor skills. The aspects of each lesson include movement, space, health, bodily awareness, using equipment and materials.

A fun-filled sports day is assigned to the summer term, where children are encouraged to have a go at the different events.

Children have the opportunity to join an after-school Chelsea foundation football or music express club.

HANDWRITING

Emphasis is placed on developing the mechanical skill of writing. We have a handwriting programme where the correct pencil grip and letter formation is learnt. Handwriting is a fine motor skill and takes time to develop. Through gross motor opportunities, your child will develop controlled muscle movement, ultimately leading to the skill of holding a pencil and making controlled movements. Through classroom exposure to mark-making, concentration is placed on where the letters and numbers begin and end. Writing with a small, flicked tail at the end of most letters is encouraged, as this will make it easier for children to join their letters in the later years.

COMMUNICATION AND LANGUAGE

Children learn to develop competence in communicating, speaking and listening by having the opportunity to communicate thoughts, ideas and feelings, and by having daily experiences of listening to and joining in with stories, songs and rhymes.

Children are encouraged to participate actively in setting. We promote activities that encourage speaking and listening such as news time, circle time, free play, Big Write, imaginative role play, reading aloud, telling stories, singing, lunchtime, speaking to a variety of people including their friends and other teachers, sharing ideas and experiences.

LITERACY

Children are given access to a wide range of reading materials – books, poems, and other written materials, to ignite their interest. Children are encouraged to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves.

LINKING SOUNDS AND LETTERS

We follow and use a variety of schemes including letters and sounds and jolly phonics.

Children are initially taught the phonetic sound of each letter in the alphabet and to recognise it in lower case before saying its name and capital version. Letters are taught in order of formation rather than alphabetically. Throughout the year, two to four letters are always the focus for the week. Class activities encourage easy recognition of the letter, its sound and association to a set of corresponding objects. Parents are encouraged to focus on the weekly letters with their child through innovative and fun activities (please see the teacher if you require ideas in this area).



READING

We encourage children to develop an interest and gain pleasure from reading. Children begin with picture books, telling a story, turning pages, and building towards a positive experience. Initially, children will begin to read when the teacher is confident that it is the right time for them to start. If a child begins reading too early, it may damage their confidence and put them off reading altogether.

Learning to read can be quite daunting for young children, therefore it is imperative that teachers and parents work together to give all children support, encouragement and patience to develop at their own rate. 'This is easy' is the best comment you can gain from a child! It displays confidence and enjoyment.

As well as daily reading at school, children will be asked to read each night at home. A reading record book will be provided for parents to record the title of the book brought home and write a positive and constructive comment about the progress of their child's reading. It is not necessary that the whole book is read in one night and can be requested for another night. Some evenings are busier than others and if there is no time to listen to your child read in a positive environment, an explanatory note should be written in the reading record book.

Children learn to read using a variety of strategies. It is important to be patient and especially to be positive with each effort your child makes.

WRITING

Through reading, children will become aware that writing is a purposeful and a meaningful method of communication. Each day the children are given ample opportunity to express their ideas in writing. Every attempt at writing is praised, from the beginning scribbles to a complex sentence. It is at this early stage that children are positively encouraged when trying to write words. It is a huge step for some children to just 'have a go'.

SPELLING

A list of 45 key spelling words – sight words - (and additional words consisting of the days of the week, months, numbers and colours) is distributed in the autumn term. These sight words are practised at school during the week in both written and oral form. We encourage children to practise recognising their sight words at home every day. By making spelling activities fun and engaging, children will develop greater motivation and excitement to learn their key words.

There is no pressure to write all the words correctly. Children have different abilities and cope in different ways. Introducing 45 key sight words is a gentle build-up to future spellings

undertaken in Key Stage 1 and 2. The words provided are invaluable in improving children's reading skills.

When developmentally ready, each child will come to understand and recognise the relationship between mark-making, letter sounds and how these letters blend together to form simple words.

From the summer term, children will have weekly spellings focusing on the high-frequency key words given out at the beginning of the year.

MATHS

A sound foundation of maths is provided in Reception through the provision of opportunities for children to manipulate 'concrete' materials in situations that give real meaning to mathematical ideas. The children are encouraged to record their own findings in ways in which make sense to them. Once understanding has been achieved, then children can apply their mathematical knowledge to solve problems relevant to the real world.

Maths includes the following areas of learning:

NUMBERS

- Counting, recognising, comparing and ordering numbers to 20 and beyond
- Number patterns
- Estimation and approximation
- Addition, subtraction and equal signs
- Addition and subtraction to 10 with related vocabulary
- Solving everyday problems that occur within the classroom

SHAPE, SPACE AND MEASURES

- 2D and 3D shapes with related vocabulary
- Ordering by size, weight and capacity
- Basic measurement (centimetres)
- Symmetry
- Pattern
- Time (o'clock and half-past)

HANDLING DATA

- Practice data handling and manipulation

At Parsons Green Prep, maths is taught through the use of practical equipment where the children can develop and apply their mathematical skills and knowledge. Children are given the opportunities to experiment with equipment and record their results. Children work with a different mix of whole class, group, shared or individuals on different days. They are



provided with ample opportunity to share their ideas, results and recordings with each other. We aim to give our children an extremely solid grounding before moving on to more complicated mathematical concepts. This will give them the confidence to build on skills already gained.

Children are always given many opportunities to apply maths throughout other areas of the Early Years Foundation Stage.

UNDERSTANDING THE WORLD

Through the half-termly topic study, children not only acquire knowledge of the social world, but also gain the ability to think logically and to learn from the processes of questioning and research. A variety of topics are covered during the year. In the topics covered, children have the opportunity to investigate and explore, and develop a sense of time, place and community.

AUTUMN TERM	All About Me People Who Help Us Festivals and Celebrations
SPRING TERM	Quirky Stories and Author Study
SUMMER TERM	New Life All Around the World

Topic work is connected throughout all areas of The Early Years Foundation Stage.

COMPUTING

Our overall aim is to give every child a good grounding in all the basic concepts of information and communication technology. The children will become familiar and controlled in using a computer, the keyboard and a mouse as well as using a variety of computing equipment through play. They will enjoy a variety of educational computer programs, internet sites, keyboard recognition and basic word processing. Through structured lessons each week, the children will learn to call up and respond to information displayed on the screen, as well as follow a sequence of instructions.

PEOPLE AND COMMUNITIES

Opportunities arise in everyday experiences and play activities for children to develop their spiritual, social and emotional needs. Christian values will be taught through bible stories and assemblies. We also look at a variety of festivals that are celebrated around the world throughout the year. The Christian values are introduced through books, videos, tapes, plays and people. Parents and people from our local community are encouraged to come in and talk about their culture and its festivals. There are various display boards around the school designated to cultures and beliefs.

THE WORLD

Children get to know about similarities and differences in relation to places, objects, materials and living things. They have the opportunity to talk about the features of their own immediate environment and how environments might vary from one another. They can make observations of animals and plants and explain why some things occur, and talk about changes, including in simple experiments.

EXPRESSIVE ARTS AND DESIGN

At Parsons Green Prep we believe in creating a colourful and exciting environment through displays that are both educational and visually challenging. These displays portray much of the children's achievements and help to stimulate their imaginative play.

Creative art activities provide visual, tactile and sensory experiences for the children both inside and outside the classroom. Children are given the opportunity to use colour, form, texture, pattern, different materials and processes to feel and think as they create. Different media is explored along with use of a variety of materials.

The children are encouraged to express their ideas and opinions about particular pictures, sculptures and textures. Opportunity is also given to explore the meaning and idea behind the works of artists, crafts people and designers.

MUSIC

The children gain pleasure and benefit from a wide range of musical experiences. Singing, musical appreciation, rhythmic activities and creative movement are included in the core curriculum. Children are opened up to the world of instruments and sounds and encouraged to discuss their likes and dislikes to different musical genres.

Children are involved in class assemblies, Christmas concerts and mini productions during a school year, all-encompassing music.

DANCE

The children participate in dance each week. Dance introduces children to stance, movements, bows and curtsies along with rhythmic coordination to music.

IMAGINATION

Within the classroom are designated areas to enhance play and to encourage children to use their imaginations. These areas are varied throughout the year and are often child-led: a group of children may express a particular interest in a certain topic, which the teacher will then act on.

FRENCH

The French curriculum constitutes a valuable adjunct to the multicultural approach to education necessary in today's diverse society. The introduction of children to a community language like French broadens their cultural and linguistic horizons. French is introduced through games, action songs, stories and role play. Children are taught basic greetings, numbers to 10, colours, songs, recognising parts of the body and commands.

SCHOOL OUTINGS

The school provides one outing a term. Outings are usually connected with the class topic during each term. We also encourage visitors and any parents to come to school.

ASSESSMENT

The e-profile is our key form of assessment, which starts when each child begins their schooling at Parsons Green Prep. The e-profile is available to the next teacher as the child progresses up the school. In Reception, its primary focus is on the early learning goals (which come under each umbrella of the seven learning areas). Each section of the e-profile collates children's learning and achievements. The aim of the e-profile is to demonstrate the development of each child by consisting of sample work pieces, photos, observations and assessments. The e-profile records the children's unique abilities and achievements while at Parsons Green Prep. It is a working document updated over the whole year.

During the first term in Reception the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

Teacher/Parent interviews are held in the autumn and spring term. A detailed report is sent out at the end of the summer term. The report is a statutory requirement and incorporates an easy to read summary of your child's progress in each of the seven developmental areas, as well as a short description of how the child demonstrates the three key characteristics of learning. Parents are able to discuss the content of the report with the teacher either face to face or via email.

HOMEWORK

During the first term in Reception, children will take home phonics homework to consolidate the sounds they are learning each week. When they are ready, children will receive a daily reading book so that parents can read to their child at home. Set aside time with just you and your child to read together (refer to the 'Reading' section above). Alongside this, you are encouraged to practise the 45 key spelling words with your child, which you will receive at the beginning of the year. There are numerous innovative games that are a fun way to



immerse children in the world of language (please see the teacher if you require some ideas).

In the spring term a homework folder will be sent home. It will comprise of three simple activities which should only take 5 to 10 minutes per piece. These activities will include a maths, literacy and topic-related activity. Your child has the week to work on these activities. It will be distributed each Friday in a folder and must be returned the following Thursday. In the summer term weekly spellings will also be sent home.

Homework in Reception is an introduction to concepts covered in class and helps reinforce and consolidate your child's learning. It should be completed in lead pencil and pictures undertaken in coloured pencil. Give your child as little or as much help you feel they need and always be positive.

Each child works differently in a home environment and, if difficulty or concentration is lacking in any given week, a comment should be written on the homework sheet to inform the teacher. Also let the teacher know if the homework is taking longer or shorter than expected. It is often difficult for a teacher to gauge how long it will take a child to do the work at home.

COMMUNICATION

Communication is important to us - you know your child better than anyone. Please let us know any concerns you may have and our staff at Parsons Green Prep will be more than happy to talk to you at any time.

Staff at Parsons Green Prep look forward to working alongside you and your child to ensure learning is as enjoyable and meaningful as possible.