

TRURO SCHOOL

PREP SCHOOL

Early Years Foundation Stage (EYFS) Policy

A copy of this policy is published in the following areas:

The school's website

Link in staff handbook

Staff shared area

Parents' Handbook

Created: March 2013

Reviewed and updated: July 2025

Date of next review: July 2026

Reviewed by: Head of EYFS

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A. Rationale

Every child deserves the best possible start in life and the support that enables them to reach their full potential'. EYFS 2024

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Truro School Prep (EYFS) we follow and adhere to The Statutory Framework for the EYFS Stage (September 2024)

At Truro School Prep, children join the Nursery class the term following their third birthday. Parents choose a minimum of two full days (4 sessions) for their children to attend. There is one specialist teacher led activity each morning in addition to the full EYFS provision offered. Funded hours are from 12.30-3.30pm each day.

Children in the Reception class are expected to be full time from September and will turn five years old within the academic year.

In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

B. Values

- We value the needs of the individual child and aim to provide the highest quality, care and education for all our children thereby ensuring firm foundations for their future learning.
- We seek to create a safe and happy environment with motivating and enjoyable learning experiences that help each child develop confidence and independence and reach their full potential.
- We strive that each child will feel safe, secure and respected and feel a valued member of the school community.
- The classrooms and outdoor areas will be stimulating and exciting places to learn.

The four guiding principles of the EYFS framework underpin the structure and provision at Truro School Prep

- We believe that every child is unique and constantly learning. We seek to develop resilient, capable, confident and self-assured individuals. Across the school we seek to develop growth mind-sets where effort and perseverance are rewarded.
- We support the children in making positive relationships and help them become strong and independent.
- Enabling environments – We seek to provide a setting where opportunities and experiences genuinely respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

C. Learning and Development

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are

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

The specific areas are

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

In the initial stages at Nursery the emphasis is on the three Prime Areas of learning, gradually supporting children in the four Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. In both Nursery and Reception, a wide range of learning opportunities and experiences are planned, following children’s interests and at all times. We seek to provide activities which are challenging and enjoyable for each and every child in our care.

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any Prime Area gives cause for concern, staff will

discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENDCo in order to access Special Educational Needs support. Targeted interventions may be run to support the needs of each child additional to Quality First teaching. For children for whom English is an additional language, we meet with parents and try to obtain as much information about their language and culture. We model and support progress in English, ensuring the children make good levels of development. Where possible we encourage children to continue to develop their home language with signs, labels in their home language, access to dual language texts and we encourage parents to come in and read and talk in their home language.

D. Assessment and recording

Planning and guided children's activities will support the different ways that children learn. We support children by using the three Characteristics of Effective Teaching and Learning. These are;

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Truro School Prep (EYFS) we ensure a good balance between child led and adult led activity. Detailed observations are kept on children's progress and interests. In the Early Years, children are assigned a Key Worker, who is the class teacher, who ensures that every child's learning is tailored to their individual needs.

At Truro School Prep (EYFS) we believe that ongoing assessment is an integral part of learning. We keep detailed observations and carry out half termly assessments in line with the broad phases of development.

We use videos and cameras to capture evidence and data. These form the basis of our Tapestry On-line Learning Journal. Parents and carers also receive a more formal school report twice a year alongside twice yearly face-to-face meetings

We have a genuine open-door policy but also offer parents regular times to discuss their child's learning progress by sharing of the on-line Tapestry Journal. The Tapestry Journal is shared with home regularly.

Assessment at the end of the EYFS

During the final term in Reception, the EYFS Early Learning Goals is completed for each child. This 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.

Each child's level of development is assessed against the Early Learning Goals. This indicates whether children are meeting expected levels of development or if they are not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Early Learning Goals report together with a short commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Transition from entry to the Nursery through to Key Stage 1 is encourage. . The Year 1 teachers are actively involved with the Early Years children, with Reception children making regular visits to the Year 1 area in preparation for the following school year.

E. Safeguarding and welfare requirements

Keeping children happy, healthy, safe and secure is fundamental to our setting. We seek to build positive relationships with each and every one of our pupils. We also refer to KCSIE, Prevent and Working Together to Safeguard Children about matters of safeguarding.

Child protection

All staff receive regular training in safeguarding and child protection. The Early Years Department adheres to the whole school safeguarding policies and documentation in the event of an allegation being made against a member of staff or pupil. The EYFS Co-ordinator is the Designated Safeguarding Lead for Early Years.

All staff, students and visitors adhere to our use of Images and Mobile Phone Policy.

Suitable People

All members of staff, students and volunteers are subject to enhanced DBS checks and undergo full suitable person checks. The human resources manager holds these. During the application process all potential staff members are required to submit two references, along with a C.V. stating their full employment history and qualifications. Interviews and identity checks are also standard requirements. This information is held on the school's Single Central Register.

Disqualification

All staff and students are fully aware of the most recent legislation showing how they may be disqualified from working in early years and how they are obliged to disclose any information about themselves, or any person who lives in the same household as themselves who has any order, determination, conviction or other ground for disqualification.

Staff taking medication/other substances

Staff, students and visitors are fully aware that they must not be under the influence of alcohol or any other substances, which may affect their ability to care for children. Staff know that any medication must be securely stored and out of reach of children.

F. Staff qualifications, training, support & skills

Induction and Continuing Professional Development

We welcome pupils from a variety of child-care courses. All pupils and staff receive induction training to help them understand their roles and responsibilities when working at Truro School Prep. All staff, students and visitors are made fully aware of the policies on use of images, computers and mobile phones in our setting.

Every pupil and new member of staff is assigned a mentor in order to discuss any issues, receive coaching and identify solutions to address.

All members of staff have access to the on-line staff handbook; this includes all the policies and procedures referred to in this handbook, as well as additional policies adopted by Truro School Prep. Each member of staff is issued with a job description outlining their roles and responsibilities. Observations of teaching and annual staff reviews are carried out to identify any training needs and to secure opportunities for continuing professional development using CPD Genie.

All staff are aware of the importance of maintaining privacy and confidentiality.

Supervision

The Head of EYFS meets with EYFS staff regularly in order for staff to discuss any issues, identify solutions and receive any necessary coaching. Regular staff reviews and appraisal also take place.

Organisation and Staffing

The Foundation Stage children are based in three teaching groups:

- Nursery: 3-4 years
- 2 Reception classes: 4-5 years

All members of staff have appropriate qualifications to work in their roles and assume their responsibilities. Three qualified teachers, with foundation stage specialism, work in the Nursery and Reception classes. They are directly responsible to the Head of EYFS.

Specialist Music, Spanish, P.E., Forest School and swimming teachers also help to enrich the EYFS experience.

Classroom assistants, qualified to work with Early Years children, contribute to the planning, teaching and recording of pupil progress. All classroom TAs have at least a level 3 qualification. A table showing all the Early Years staff's qualifications, including first aid, is available for parents in the Pre-Prep entrance alongside the school's PLI certificate.

First Aid

All Pre-Prep staff hold a paediatric first aid certificate and regularly update their knowledge through planned INSET.

PFA qualifications are delivered by a competent provider who is regulated.

Key Person

In Nursery, children are assigned a key person who is the class teacher. In Reception, the class teacher is the key person.

Ratios

In our Early Years department, we ensure that there is at least one member of staff for every eight children. This is based on staff's qualifications and the needs of the children. For Forest School sessions, swimming and trips away from school we ensure a higher staff pupil ratio.

Before/After School Provision

To give parents some degree of flexibility in dropping off and arranging the collection of their children, Truro School Prep offers an arrangement where children can be supervised both before and after the official school day. We ensure the correct ratios are maintained, of 1:8 with at least one member of staff who has a level 3 qualification, during this time.

In the morning (7.45am-8.15am) we offer a Breakfast Club facility where two members of staff welcome pupils in the dining hall, offer breakfast, if needed, and supervise them until 8.15am, when they bring them into school at the start of the day.

We offer a wraparound facility for pupils from 3.45-5.30pm where children can be looked after, offered a snack and the option of a packed tea.

Pupils may be booked into supper club from 5.30-6.15pm, where they are offered a light hot supper and are fully supervised by the Head.

Staffing Arrangements

Children always have the appropriate supervision. Contingency arrangements for staff absences and emergencies are in place.

G. Health

Medicines

Written permission from the parent is required to administer medication to the children. All medicines are kept in the first aid cabinet or in the locked fridge in accordance with the product instructions. They are to be kept in the original container in which it was dispensed with the prescriber's instructions for administrations. The parents are regularly asked to update their children's individual medication requirements including any allergies and are reminded to update their emergency contact details. The medical board in the staff room has photos and care plans for identified pupils.

Food and Drink

The school works within the guidelines determined by qualified dieticians. When and where possible, local produce is used with the emphasis being on balanced, healthy and nutritious. The children are given free access to drinking water at any point during the day and also have the choice of milk at morning snack times. Staff working with food in the school kitchen, are supervised

by the Operations Manager. She manages food hygiene matters, inductions and on the-job training. All Pre-Prep staff undertake basic training in food hygiene via an online training programme.

The menu at school works on a three-week rota. This is communicated to the parents each term and is published on the school web site. We ask parents to inform us of any dietary needs at their taster day.

Any dietary needs are discussed with the Head of EYFS and Operations Manager and separate menus and appropriate provision are made.

Accidents and injuries

All injuries sustained on the school premises during opening hours are to be recorded on the incident report, which includes any first aid treatments using an iPad. A note, email or record on Tapestry is then sent home to the parents of any child who has received treatment.

Injuries such as bumps to the head have a specific letter that has been written by the school First Aider where more detailed information is given to the parent. All first aid is recorded via MS Forms which is available on school computers and iPads. Our school First Aider checks any serious bump sustained by a pupil, to their head or face, and she will inform parents either via letter or a phone call. Where any other injury is a cause for concern, she will check, treat, offer advice and contact parents if necessary.

First aid boxes are positioned throughout the school. The main one can be found in the staff room, which is closest to our designated first aid area for Early Years. There is also a smaller first aid box held in the Nursery. The contents of these are regularly checked and updated. Epi- Pens, or similar, are held in each classroom related to individual children's needs.

Infection Control

The school promotes the good health of the children and takes necessary steps to prevent the spread of infection and takes appropriate action when they are ill. Notices regarding additional current illnesses and information about infectious diseases are communicated to parents through correspondences in letter or newsletter format.

Ongoing medical conditions

Where a child has an on-going medical condition or need, such as management of asthma, needing an Epi-pen (or equivalent), an individual care plan will be drawn up with parents. All staff will be informed.

H. Managing Behaviour

All staff working with the children are aware of the positive reward system in place and teach our pupils to follow our agreed classroom rules. The school behaviour policy highlights all the requirements and procedures to be followed by all members of staff.

We operate the smiley face system which is introduced when the children are emotionally ready to understand this. Where a child regularly loses three 'smilies' or whose behaviour is a cause for

concern, their parents will be contacted. Any significant incidents are logged on My Concern and followed up by the Head of EYFS. Our school values reward system also recognises children's positive contributions.

Playtime behaviour and children causing behavioural concerns are raised at every staff meeting

I. Safety and suitability of premises, environment and equipment

The staff that work within the department are responsible for ensuring that the equipment and toys are safe and suitable. The different classes share resources. Any concerns are passed to the Heads of EYFS and/or the Key Stage 1.

Two members of Pre-Prep staff attend termly whole school Health & Safety committee meetings.

Each classroom in the Early Years department has access to semi covered outdoor learning areas. The classrooms all have quiet and cosy areas. There are an adequate number of toilets and washing facilities. There is a shower facility in the Nursery and a disabled toilet should it be needed and staff have an adequate supply of spare clothes and necessary items.

All the indoor and outdoor space is taken care of by the Operations Manager who manages the caretakers and the support staff. The premises and its equipment are kept clean and hygienic with the cleaning staff working rotas supervised by the Operations Manager; they follow health and safety legislation including hygiene requirements.

Staff may meet with parents in the Pre-Prep office should they wish to talk in confidence.

The whole school has a clear emergency evacuation procedure. Appropriate fire detection and control equipment, such as smoke detectors and fire alarms are tested regularly. The fire exits are clearly identifiable, and fire doors are kept free from obstruction. The school also has an emergency lockdown policy in place including the use of specific announcements in order not to alarm the children.

The school carries public liability insurance.

Smoking

The children are in a smoke free environment. Smoking is not permitted in the school or on its grounds. The Early Years department adheres to the whole school 'No Smoking Policy'

Premises and security

The premises both indoors and outdoors are safe and secure.

All visitors are required to report to the School Reception Office, where they will be signed in and issued a visitor's pass.

Various security procedures in place are video camera entry and keypads. The children can only be released into the care of the parent/carer or the individuals named on the collection consent form. The parent must have completed and signed this form or communicated in person to the school. Further details are in our Health and Safety Policy and Collection of Pupils and Missing Child Policies.


J. Risk Assessment and outings

A risk assessment for the premises is carried out at least once a year. This contributes to the school development plan with the main focus ensuring that hazards to children both indoors and outdoors are kept to a minimum. Staff undertake a daily check of all key areas and any concerns are immediately communicated to the Head of EYFS and the Operations Manager.

Outings

All outings will have a separate risk assessment. The following items are required for all outings; essential records, pupil information, medicines and school mobile phone, and a paediatric First Aider are standard. Please refer to our OffSite Trips and Risk Assessment Policy.

K. Inclusion/Special Educational Needs (SEND)

- All pupils and their families are valued at Truro School Prep. Pupils are treated as individuals and have equal and fair opportunity to access all provisions available within the school's resources.
- All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.
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- Early identification of SEND needs is crucial to enable staff to support the development of each child and ensure the best possible outcomes for each pupil.
- Concerns are always discussed with parents/carers at an early stage and the school's SENDCo is called upon for further information and guidance. The school has excellent links with outside agencies whose support is sought if required
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- Pupils are guided and encouraged towards independence in their learning. Through nurturing metacognitive skills, we help them begin to understand how they learn best and develop strategies to support their own progress..

Please refer to the school SEND and Learning Support Policy for additional information. The SENDCo is available for arrangements for assessing, reviewing, monitoring and evaluating the effectiveness of inclusive practices. Pupils with SEMH difficulties may be referred to the pastoral team within school or to an outside agency, as appropriate. Such referrals will be informed by dialogue between the pastoral team and the SENDCo where appropriate.

We meet the needs of all 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 a positive reward system.
- 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 acting to provide support as necessary.
- In order to accommodate the individual's particular learning style lessons are planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods.

The SENDCo oversees the implementation of SEND provision and supports teachers through the Assess–Plan–Do–Review cycle. The SENDCo monitors pupils' progress and inclusive practices, offers guidance to staff, and provides regular training to ensure staff are confident and well-equipped to meet the needs of all learners.

L. Information and records

We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We do this through:

- Talking to parents about their child before their child starts in our school;
- Ensuring that the children have the opportunity to spend time with their teacher before starting school during transition sessions;
- Supporting children through the transition from pre-school/Nursery to Reception then from Reception to Year 1
- Inviting all parents to a meeting during the term that their child starts Nursery and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.
- Sharing regularly of the Tapestry Journals.
- Arranging a variety of activities throughout the year that encourage collaboration between the child, school and parents.
- Providing parents with the opportunity to celebrate their child's learning and development.
- Written contact through Tapestry Learning Journal, as well as the acknowledgement that parents can contact the class teacher via email or face-to-face. By providing a quiet and confidential area where parents are able to discuss any concerns.
- Keeping parents informed of updates of news and events via newsletters, letters home, the website and also Clarion messages.

Parents are provided with regular information either through newsletters, parents' evenings, school office, display/information boards and website. The information supplied through these various sources are:

- Types of activities provided for the children, daily routines in Nursery and Reception, staffing, policies and procedures, complaints procedure, details for contacting Ofsted for parents who may wish to make a complaint, procedure to follow in the event of a parent failing to collect a child at the appointed time, procedure to be followed in the event of a missing child.
- As part of the school's admissions policy, the following information is required: emergency contact numbers, the child's special dietary requirements and food allergies, the child's special health requirements and information about the child, who has legal contact with the child and who has parental responsibility.
- The school requests and holds the following information for each child in their care: full name, date of birth, the name and address of every parent who is known to the school, which of the parents the child normally lives with and emergency contact details of parents.
- The following information is requested and supplied to the LEA about individual children receiving their entitlement to early years' provision; full name, date of birth, address, any SEND, gender and ethnicity via the County Nursery Funding Form.
- Staff maintain detailed records on each child and share this information with parents, carers and other professionals. Information relating to children will be retained for a required time as specified by GDPR regulations. All staff are aware of the need to maintain confidentiality and privacy.
- All confidential records are kept in secure storage.

The school keeps the following information and documentation

- Name, home address and telephone numbers for all staff who work with children on the premises
- A daily record of the names of the children educated on the premises, their hours of attendance and the names of the children's Key Worker.
- A certificate of registration is available for parents to inspect at any time.
- Records of risk assessments are also available to view at any time.

Complaints

Any concern raised by parents results in a meeting with the Head of EYFS and sometimes class teacher and together a resolution is discussed. All meetings are logged and a written record kept of actions. A follow up meeting is always offered to discuss the matter further.

Any concerns and meeting records are discussed with the Head. A copy of the complaints policy is on the school website.

M. Transition

1. Pupils new to Nursery:

Throughout the half term before they start, Nursery pupils are invited to a Settling Transition session with their parents/carers. This gives these children an opportunity to explore and feel secure in our surroundings.

2. Moving from Nursery to Reception:

Transition is constantly happening with Reception pupils coming to Nursery for shared stories or activities and Reception staff working alongside children in Nursery.

All Early Years staff support children at lunchtimes so that children are very familiar with all the staff in the team.

Our Forest School Coordinator also leads the Forest School sessions in Reception and in Nursery, ensuring the children are happy and familiar with the rules and staffing.

Children in Nursery have plenty of informal and formal opportunities to visit the Reception classes or join in a shared activity. When deciding how to create the Reception classes, it is based on informal observations, friendship groups and the wish to create the best working mix.

3. Moving from Reception to Year 1

Year 1 staff regularly meet with EYFS staff to discuss moderation of pupils and to also discuss pupils in Year 1 who are still working towards ELGs. Throughout the year there is plenty of opportunity to share work and celebrate pupil progress, so pupils are happy and confident moving between classes.

In the first term in Year 1, there is a gentle introduction to Key Stage 1 with plenty of continuing opportunities for outdoor play and play led exploration.