



**BICKLEY PARK
SCHOOL**

EYFS Handbook and Procedures

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EYFS Handbook and Procedures

This document should be read in conjunction with whole school policies and procedures that can be accessed via the Bickley Park website

Welcome

Welcome to the EYFS. Inside this booklet you should find plenty of useful information concerning the workings of the EYFS at Bickley Park that should make your child's journey as smooth as possible.

Meet the EYFS Staff

Head of Pre-Prep and Designated Safeguarding Lead: Mr Poole

EYFS Safeguarding Officer: Mrs Davies

Nursery Lead: Mrs Spiteri

Little Bees: Mrs Isaacs

Miss Webb

Pre-School:

Mrs Hyson - Teacher

Mrs Stocks

Mrs Coleman

Miss Jacob

Reception Lead: Miss Arnell

RKA: Miss Arnell – Teacher

RLQ: Mrs Quilter – Teacher

Reception Teaching Assistants: Mrs Davies, Mrs Wilkinson

Within the EYFS we have five classrooms. There are two Pre-School classes, one Nursery class and two Reception classes.

Little Bees: 2 ½ years upwards

Busy Bees: 3/4 years upwards (Pre-School)

Bumble Bees: 3/4 years upwards (Pre-School)

Reception: 4 years upwards

Bickley Park School's Vision, Aims and Values

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

Vision

To be all you can be at a world class preparatory school for children aged 2½ -13

Aims

Our aim is to prepare your children not just for the working world, but for life.

As a School we aim to:

- To deliver a broad and balanced, quality curriculum that embeds the skills and attributes that pupils need to thrive.
- To provide an education that identifies, nurtures and celebrates the strengths of every child, no matter where they lie.
- To prepare children to be kind, ready and resilient in a fast-paced world.

Values

At Bickley Park School we recognise that we are all unique individuals. However, together we strive to share these common values:

- Be kind
 - Show respect
 - Look after each other
- Persevere
 - Do your best
 - Show resilience
- Succeed
 - Aim High
 - Be prepared

Aims in EYFS:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.
- Promote good health and hygiene.
- To manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To embed the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child: We recognise that every child is a learner from birth who can be resilient, capable, confident, and self-assured. Our commitments are focused around development, inclusion, safety, health and well-being.

Positive Relationships: The Early Years Department is committed to building positive relationships founded upon respect, partnership with parents and the support of learning. Key workers and teachers develop positive relationships which enable children to become strong and independent.

Enabling Environments: Children learn and develop well in enabling environments, with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time. At BPS, we offer opportunities for the children to explore, investigate and challenge themselves within a safe environment. Our learning environments provide safe, stimulating resources and spaces, both inside and outside, relevant to all cultures and communities. Staff provide rich learning opportunities through child-initiated play, guided and directed teaching. Our children are encouraged to take managed risks and to explore their environment.

Learning and Development: We are aware that children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected. There is an underpinning belief in the school that all children have significant strengths that should be fostered and developed. Through careful observation, next steps are tailored to move learning forward for each individual child. BPS staff ensure that the children receive challenging opportunities across the Prime and

Specific areas of development and learning. A focus on playing and exploring and thinking creatively and critically also underpins every learning opportunity.

Early Years Foundation Stage (EYFS) Curriculum

At BPS, we recognise each child as unique, providing opportunities for them to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have the capacity and curiosity to learn and will interact with other people and the world around them in different ways. At BPS, we strive to understand each unique child and how best to support their individual development.

Our EYFS curriculum encourages a positive attitude and a disposition to learn. We provide our children with a rich and stimulating environment where they feel included, safe and valued.

The curriculum is designed to provide children with the support to extend their knowledge and skills, understanding and confidence. Our high-quality provision creates challenging and engaging learning opportunities. Additional specialist teaching in P.E, Forest School (Reception only) and Spanish enhance the EYFS curriculum. Children in Reception have access to a range of after school clubs during the Summer Term.

Reception pupils also participate in phonics sessions, following the 'Read Write Inc' phonics programme, in line with school policy.

There are seven areas of learning and development that shape the educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of the EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime Areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The Specific Areas:

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

We ensure that our environment and delivery of the curriculum incorporates the three [Characteristics of Effective Teaching and Learning](#):

- **Playing and Exploring** - children will have opportunities to investigate and experience things, and 'have a go'.
- **Active Learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- **Creative and Critical Thinking** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Further Information can be found at www.education.gov.uk and www.foundationyears.org.uk

Assessment and Reporting

Children's development levels are assessed and, as the year progresses in Nursery, 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 of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

During the first 6 weeks, in both Nursery and Reception, the teacher/ key worker assesses the ability of each child using a baseline, observational assessment and BASE in Reception. 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. These take into account all available information from parents and previous settings.

We continue to observe children throughout the year and will regularly communicate activities the children are undertaking in school, through Tapestry: the online journal. This is also the means by which parents can upload experiences and achievements from home as part of our home/ school partnership.

Staff analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

Tracking grids are updated at the end of each term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be working towards the expected level, working at the expected level and exceeding the expected level within the Development Matters age-bands.

Each child has their own Learning Journal, alongside ongoing teacher/ key worker assessments. At the end of Reception, each child is assessed in each of the Early Learning Goals (ELGs).

As well as the baseline data, we also gather data at three other points in the academic year. We report to parents three times a year: in October, March and July. The report in July is a written summary and contains information about how each child learns and an assessment against each of the seven areas of learning together with next steps.

For two and-half to three-year-old children, the parents receive a Development Summary during the first term which assesses against the three Prime Areas, if such an assessment has not been carried out in their previous setting.

Early Years Foundation Stage Profile

The EYFS Profile is a way of summing up each child's progress and learning needs at the end of the Foundation Stage. For most children, this is at the end of Reception. The profile is based on teacher's ongoing observations and assessment over time. It describes each child's attainment against seventeen Early Learning Goals and a short narrative about their characteristics of learning. The Early Learning Goals describe the expected level of attainment that a child should reach by the end of Reception.

The **Early Learning Goals** are:

Prime Areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical development

- Gross Motor Skills
- Fine Motor Skills

Specific Areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding of the world

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Settling In

We want all EYFS children to feel safe and happy in the absence of their parents. To enable children to settle quickly:

- All children attend a 'taster' session during which they will meet their new teacher, their peers and join in activities before starting at Bickley Park.
- Children follow clear routines supported by visual reminders and timetables.
- We are able to be flexible with the time your child starts and finishes their session if he/she needs extra support and reassurance.
- Parents will receive a Nursery or Reception handbook, which includes photos of key areas around the school and of staff, for you to share with your child before they start at BPS.
- Parents are encouraged to complete the '**All About Me**' form on Tapestry, as their child enters Nursery to support their key worker's understanding of each child's preferences.

English as an Additional Language (EAL)

A child's first language provides the roots to learn additional languages and we, therefore, encourage parents to continue to use their home languages to strengthen and support their children's language proficiency as they join our EYFS setting. For those children with limited or no English, visual timetables and Maketon signing can be used to support their acquisition of their new language.

Special Educational Needs and Disabilities

Our EYFS staff follow the school's Special Educational Needs Policy and EYFS SEND Report. Any concerns about a child's development are discussed at an early stage with the school's Special Educational Needs and Disability Coordinator (SENDCo) and parents are consulted. Similarly, parents are strongly encouraged to share any concerns they may have with regard to their child's development.

Health and Physical care

1.Toilet training

At Bickley Park, we would like children to be toilet trained when they first enter the school. If a child is not fully toilet trained before joining the school, the Nursery staff will work with the parents to support the child through this process. However, we do understand that children have accidents and understand children need time to settle into the daily routine, to become familiar with staff and their new environment. We will speak to parents daily should the child not use the toilet or have several accidents each day.

2.Illness and Medication

Before joining the school, it is important that you inform us of any allergies, dietary requirements, or other conditions that your child has.

Please be advised that, if your child is unwell, and you have given medication at home, then staff should be informed upon arrival as to when and why it was given. If it is necessary for children to bring medication to school, it must be clearly labelled with your child's name and dosage. It must be handed to the teacher, or Matron. Matron will then ensure it is stored safely and administered correctly.

In the following cases, strict guidelines must be followed:

- If your child is suffering from a high temperature or fever, sore throat, rashes, discharges from the eyes or ears, they should not attend school until all symptoms have cleared, or medical advice has been sought.
- If your child is suffering from sickness and/or diarrhoea, they must not attend school until 48 hours after symptoms have stopped.
- If your child bumps or bruises him/herself at home, please speak to a member of staff on arrival. It is important that we have information about potential medical issues.
- If your child is suffering from an infectious illness, such as chicken pox, mumps or whooping cough, medical advice should be taken and the school informed.

The school reserves the right not to admit, or to send home, a child should there be concerns over that child's wellness, at the start of, or during, any time of the school day. In these instances, parents, or child minders, will always be consulted. In the interest of the good health of fellow pupils and school staff, parents are asked to adopt a 'common sense' attitude towards illness, erring on the side of caution, where necessary. If unsure, please telephone to discuss before arriving. Please ensure your child is recovered and has had **at least 48 hours** free of symptoms before returning to school, in line with public health advice.

A member of staff who has undergone the full paediatric first aid training in is always on site.

Home/School Links

Bickley Park School highly values the links between home and school and the important part parents play in their child's education. Bickley Park EYFS Department firmly believes in developing a strong partnership with parents and that this will enable children to achieve their potential. In Nursery, Key Workers are assigned to every child: This is the child and parent's first port of call. In Reception, this role is taken on by the class teacher.

The school will provide the following opportunities for strong Home/School links to be formed:

- Invite parents to bring their child to at least one session during which the children can play and parents can ask questions of staff.
- Parents are invited to an information evening at the beginning of September.
- Staff are available at the beginning and end of each day to discuss any concerns with parents. Appointments can also be arranged at other times for more extended conversations.
- At the time of joining, parents in Nursery will be given access to a 'Care Diary'. This is a form of correspondence between the teachers and parents.
- Hold parents' evenings twice each year to give parents an opportunity to discuss their child's progress with staff and to offer key next steps to move their child's learning and development forward.
- Provide parents with regular information; offer guidance, advice and suggested activities to support home learning. This will include development reports for children aged two in Little Bees.
- Provide parents with access to information regarding the curriculum policies, activities and events through half-termly letters and on the school website, via School Post, and also written information placed on the parents' notice boards.
- The school newsletter: 'The Beehive' is sent out weekly, reflecting the whole school's news
- Provide a written report to parents giving details of their child's progress at the end of the academic year.
- Create an ongoing dialogue, through Tapestry, and encourage parental contributions.

Attendance

Regular attendance and punctuality is a major factor in helping children to achieve their full potential.

Parents wishing to ask for their son or daughter to have leave of absence should request this via the Engage.

Transition through the EYFS Department

When children in Little Bees move to a new Nursery class, parents are given notice so that a smooth transition can be made. In some circumstances, children may spend extra time in a room to ensure they are ready. Children who enter Little Bees in January, remain in this class until the end of the academic year and then transition into either Busy or Bumble Bees for their remaining year in Nursery.

When children move into Reception, they will visit their new classroom in the second half of the Summer Term before they start in the Autumn Term. Parents are also invited in to meet their child's new teacher. Early in the Autumn Term, all parents across the Department are invited in for a longer period of time to meet all the staff that work with their child.

Transition to KS1

Reception children attend weekly assemblies with Y1 and Y2 through the year. They also perform a class assembly for their parents in the Summer term. A visit to their Year 1 classroom, to meet their new teacher and teaching assistant, takes place during the second half of the Summer Term.

Timings of the School Day

Nursery			
Time		Event	
7.00 a.m.	- 8.00 a.m.	Breakfast Club on the Prep site (age 3 and a half and above)	
8.00 a.m.	- 8.40 a.m.	Arrival and Registration	
8.45 a.m.	- 12.00 p.m.	Morning session including break and snack	
12.10 p.m.	- 1.30 p.m.	Lunch and playtime	
1.30 p.m.	- 3.00 p.m.	Afternoon session	
3.00 p.m.	- 6.00 p.m.	After School Care	

Reception			
Time		Event	
7.00 a.m.	- 8.00 a.m.	Breakfast Club on the Prep site	
8.00 a.m.	- 8.30 a.m.	Arrival and Registration	
8.40 a.m.	- 12.00 p.m.	Morning session including break and snack	
12.00 p.m.	- 1.00 p.m.	Lunch and playtime	
1.00 p.m.	- 3.00 p.m.	Afternoon session	
3.00 p.m.	- 6.00 p.m.	After School Care	

Should you wish your child to attend any extra sessions, due to unforeseen circumstances, or make any other session changes, these will need to be submitted to Mrs Saint: esaint@bickleyparkschool.co.uk

Bright and Breezy Breakfast Club:

Our Breakfast club is open from 7am - 8am on the Prep school site. Children, who are 3 and a half years and over, are welcome to attend. To find out more information or if you wish to use this facility, please book a place using the following email address: bsc@bickleyparkschool.co.uk

After School Club:

Our after school care runs from 3.00pm until 6.00pm on the Pre-Prep site. To find out more information or if you wish to book a place for your child at ASC, please email asc@bickleyparkschool.co.uk

School Uniform

A uniform list is available on our website. **Please ensure all items of clothing are named clearly.**

Lunches

All pupils eat school lunches. Vegetarians, children with special diets and those with particular religious affiliations are all catered for. Our policy is that each child should try a little of everything provided. The menu for lunch is displayed on the parents notice board, outside the green gate, and on the school website.

School Trips and Visits

During the year, EYFS children will have the opportunity to explore the immediate local environment and to visit educational sites to enhance their learning and development.

From Reception, each class, in rotation, takes part in Forest School at our gated woodland site in Downe, led by Mrs Mole and Mrs Adams, both Level 3 Forest School practitioners.

From time to time, we will arrange for visitors to visit the school to compliment the curriculum, such as authors, theatre groups and people from the local community, for example doctors and dentists. We will inform you of these visits, via School Post. If you feel you could offer any additional support for topics and religious and cultural celebrations, please do inform your child's class teacher or Key Worker.

Communication

There are a variety of ways to keep in touch and know about events happening at school:

- Via the SchoolPost email system
- School calendar, accessed via the school website
- The School's Twitter, Facebook and Instagram pages
- School notice board outside school
- Hard copy letters
- Care Diaries
- Tapestry

Bickley Park School Association (BPSA)

The BPSA works closely with parents in all areas of school endeavour. When your child joins the school, parents/guardians automatically become members of the BPSA and support the work of the association.

As an additional aid to parents, the BPSA collects and sells, high quality, pre-owned school uniform and sports kit: check the notice boards and school calendar on the website for further information and via electronic communication.

You are warmly invited to make contact with any existing committee member via the following email address: bpsa@bickleyparkschool.co.uk.

Class Reps

Each class will have a Class Parent Representative, who coordinates class information and arranges any events that the class may have. This Class Rep will be sent information from time to time by the school and BPSA. They will be invited to attend termly parents' forums with the Head, other members of the SLT and governors.

How to Help Your Child Before Starting at Bickley Park School

Encourage them to:

- Use a knife and fork correctly and independently
- Put on a coat and try doing up the zip
- Be independent in personal hygiene, using the toilet and washing their hands
- Be able to talk in simple sentences
- Dress/change independently
- Listen when others are talking to them
- Hold a pencil

- Use scissors
- Look at and share books
- Play games that involve turn taking and sharing
- Recognise their own name and begin to write it
- Count in sequence and recognise some numbers
- Recognise basic colours and shapes

Bickley Park School Policies

The following policies can be accessed on the school website and provide detail about our school procedures:

- Safeguarding and Child Protection Policy
- EYFS Policy for the use of Cameras and Mobile Phones
- EYFS Intimate Care Policy
- Parental Access Policy
- Social Media Policy
- Equal Opportunities Policy
- Special Educational Needs and Disability Policy
- EAL Policy
- EYFS SEND Report
- Behaviour Policy
- Admissions Policy
- Educational Visits Policy
- Registration and Missing Child Policy
- GDPR Policy
- Complaints Policy

We look forward to welcoming your child into our Department. Further details about the specific routines of Nursery and Reception will be provided in a separate information booklet, which is sent out before the beginning of the Autumn Term.

Should you have any further questions please contact:

- Nursery Lead: Mrs S Spiteri: sspiteri@bickleyparkschool.co.uk
- Reception Lead: Miss K Arnell: kArnell@Bickleyparkschool.co.uk

Pre-Prep Department Secretary: Ms Stewart: fstewart@bickleyparkschool.co.uk