



EYFS Policy

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds (Head)

Date reviewed: July 2026

Date of next review: July 2027

This policy supports the requirements of Early Years Foundation Stage (EYFS) Statutory Framework 2025 and the Equality Act 2010.

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.

At Parsons Green Prep we aim to enthuse and engage children in Early Years by developing the following aims.

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
- Offer high-quality early education where each child is given an equal chance of success.
- Put experiences at the centre of the child's learning.
- Plan to help every child develop their language skills so that language guides their actions and plans.
- 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
- Enhance opportunities for children to focus their thinking, persistence and planning.
- Offer an ambitious learning environment that reflects an ambitious curriculum.
- Stimulate children's learning through their own interests.
- Develop a depth in learning so the children can apply skills widely.



- Foster and nurture the enjoyment of learning, and value our learning experiences and support them to learn through their mistakes.
- fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community
- Ensure there is an open dialogue with parents/carers to ensure every child thrives both at school and at home.

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 overarching principles 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 and Child Protection Policy 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. The class teachers/key workers work alongside the SENDCo to review each child's language competency, setting termly targets.

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 Equality, Diversity and Inclusion and EAL Policies)

2. Positive relationships

We aim to promote positive relationships between staff, parents/carers 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 Practitioner/Worker

At our school each practitioner has a 'key worker' role to children in the EYFS. The 'key practitioner' is the class teacher and they are supported by one teaching assistant. Each member of staff is a 'key worker'. The key worker helps to ensure that every child's learning and care is tailored to meet their individual needs. All key workers report the needs of the child back to the key practitioner. The key practitioner is 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/Carers as partners

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- talking to parents/carers 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/carers to an EYFS information evening before their child starts school
- offering parents/carers regular opportunities to discuss their child's progress and allowing informal access to the children's e-profiles
- encouraging parents/carers 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/carers – parent learning mornings, class assemblies, charity events, Open Days and Sports Day, etc.
- arranging for parents/carers to contribute to their child's e-profile, such as uploading learning moments to EvidenceMe.
- Parents' evenings are held in the Autumn and Spring terms, where their child's development and progress against the early learning goals is being discussed. Parents/Carers 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 Pre-prep (Lee Bradshaw) meets with EYFS staff to discuss new intake children. If needed, 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 Head's coffee mornings. Information about the children's achievements is shared as a two-way process, to ensure continuity and coherence.

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. The classroom has 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 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. Medium term planning is created in Reception and considers the individual children's learning and developmental needs incorporated with STEAM. 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 class. 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, EvidenceMe app using iPads and 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 our own On-entry Baseline test to help give feedback on progress. A similar baseline test is repeated throughout the year to track children's progress. 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.

Progress will be monitored and assessed termly using trackers. It will track each child against age-related National Curriculum statements and will be moderated at the end of the Autumn, Spring and Summer terms. This data will help to complete the EYFS profile.

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 the levels of development (expected), or not yet reaching expected levels ('emerging'). Year 1 teachers and parents/carers 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 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 Pre-prep and Prep. Features that relate specifically to the EYFS are:

- the partnership between teachers and parents/carers, 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/carers.

(see Teaching and Learning Policy)

Teaching in the Early Years is broken down into three areas: a) playing and exploring, b) active learning and c) creating and thinking critically. Support and challenges are offered according to each child's abilities. They are taught to learn both on their own and together, nurturing their individual talents in the context of the group as a whole. Promotion of social skills, including kindness, tolerance, respect and diversity, is key in everything we do.

We aim to develop each child's self-esteem, confidence and independence. In Reception, within a few weeks we encourage children to enter the building on their own so that they can hang their coats on their pegs and prepare for the day independently. Our teaching methods and the classroom layout foster independence.

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 classroom 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.

Topic-based learning at PGP allows children to develop necessary skills and to achieve the Early Learning Goals. Topics are exciting and imaginative, involving exploratory and hands-on learning. Activities take place inside and outside the classroom.

The children also venture outside the school on a range of exciting outings, while authors, speakers and drama companies visit throughout the year to inspire our youngest learners. Strong community links are fostered, including visits from the fire brigade, the police and local community figures.

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 2025. 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. EYFS staff have access to Local Authority training too. Next to the school appraisal review, each EYFS staff member has regular staff supervision with the Head of Pre-prep 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. The teaching staff in Reception at Parsons Green Prep have Qualified Teacher Status. The Teaching Assistant holds a relevant Early Years professional qualification. In England, the statutory child-to-adult ratio for Reception classes (ages 4–5) is generally **1:30** per qualified teacher. While this is the minimum legal requirement as a school we provide additional support with a teaching assistant, to support supervision, though this is not mandatory.

This staff-to-child ratio is maintained throughout the day. During break times and lunchtimes the key person does not necessarily have to be required as staff other teaching and teaching assistant staff supervising are adequately qualified. The Head uses his/her 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. There is no legally mandated child-to-adult ratio for Reception class (4-5 years old) educational trips in England. Ratios are determined by the school’s risk assessment, but typical practice for this age group is between **1:4 and 1:6**. While 1:30 is the minimum standard in the classroom, a higher ratio is always required off-site. The minimum requirement at Parsons Green Prep is:

Year Group	Number of adults	Number of children
Reception	1	3-5 (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 educational trips and outings.

Monitoring and review

The Head of Pre-prep (Lee Bradshaw) and the Head (Alex Jarrett) meet regularly to monitor EYFS practice and provision.

The Senior Leadership Team (Alex Jarrett, Lee Bradshaw, Beth Dinsmore (maternity leave) and Hannah Tomlinson monitor the EYFS as part of the whole school monitoring schedule.



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

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. We explore this through the Zones of Regulation system put in place throughout the school. The children have access to Regulation Stations to help regulate their emotions. Through adult modelling and guidance, the children will learn how to look after their bodies, including healthy eating, and manage personal needs



independently. Through supported interaction with their peers, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at Parson Green Prep and in later life.

PHYSICAL DEVELOPMENT

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

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 Fulham foundation football, Irish Dancing and Ballet 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

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



LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (*necessary for both reading and writing*) starts from birth. It only develops when adults talk with children about the world around them and the books (*stories and non-fiction*) they read with them, and enjoy rhymes, poems and songs together. Parsons Green Prep provides opportunities in both adult-led and child-initiated tasks to nurture their love of reading. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

TWINKL PHONICS SCHEME

We follow and use a variety of schemes including Twinkl Phonics 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/carers 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).

Twinkl Phonics 'Rhino Readers' books are provided to children as part of their weekly reading at home. Optional access to the Twinkl Phonics App is provided, with a personal login, for extension phonics activities at home.

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/carers 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 opportunities at school, children will be asked to read each night at home. A reading record book will be provided for parents/carers to record the title of the book brought home and write a short, 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.



Children have access to the Twinkl Rhino Readers App for additional reading opportunities at home.

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'.

COMPREHENSION

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Children will be read to daily and encouraged to think and build on ideas from the stories. In the Autumn term children have a designated lesson per week focussing on comprehension skills. From the Spring term, guided reading sessions will help to focus on comprehension. Daily opportunities are there to help children retell stories and narratives using their own words and recently introduced vocabulary. Opportunities to help them anticipate key events and they will be nurtured to use and understand introduced vocabulary to stories, non-fiction, rhymes and poems and during role-play.

SPELLING

A list of key spelling words – sight words - is distributed in the Spring 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 key sight words is a gentle build-up to future spellings undertaken in Pre-prep and Prep. 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.

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:

NUMBER

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;



- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

NUMERICAL PATTERNS

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

At Parsons Green Prep, we use the White Rose Maths scheme in Pre-prep and maths is taught through the use of practical equipment where the children can develop and apply their mathematical skills and knowledge. Alongside White Rose Maths, activities from Schofield and Sims, NRich and NCETM are included to enhance the curriculum. 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. Topic work is connected throughout all areas of The Early Years Foundation Stage.

Children have the opportunity to join an after-school Around the World club.

PAST AND PRESENT

The children will be provided with opportunities to talk about their lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling, as well as experiences in the provision.

PEOPLE, CULTURE AND COMMUNITIES

Opportunities arise in everyday experiences and play activities for children to develop their spiritual, social and emotional needs. They will know some similarities and differences between religious and cultural communities in this country and that values will be learnt through bible stories and assemblies. We also look at a variety of festivals that are celebrated around the world throughout the year. Parents/carers 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 NATURAL WORLD

Children get to know about similarities and differences in the natural world around them and contrasting environments, drawing on experiences and what has been read in class. They have the opportunity to explore the natural world around them, making observations and drawing pictures of animals and plants. They will understand important processes and changes in the natural world around them, including the seasons and changing states of matter.

EXPRESSIVE ARTS AND DESIGN

The development of children's artistic and cultural awareness supports their imagination and creativity. The children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. We provide quality and variety to what children see, hear and participate in order for them to develop their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of the children's experiences allow them to progress in interpreting and appreciating what they hear, respond to and observe. Opportunity is also given to explore the meaning and idea behind the works of artists, crafts people and designers.

Children have the opportunity to join an after-school Art Adventures club.

PERFORMING ARTS

The children gain pleasure and benefit from a wide range of performing 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 exposed to a variety of performances and are encouraged to talk about what they see, hear and feel.

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

Children have the opportunity to join LAMDA lessons and individual musical instrument lessons, including singing.

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.

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. Through computers stationed in the classroom in the continuous provision, the children will be able to enhance these skills as well as self-regulate a healthy computer-screen time.

SCHOOL OUTINGS

The school provides a minimum of one outing a term. Outings are usually connected with the class topic during each term. We also encourage visitors and any parents/carers 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 each half of the 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 terms. 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/carers are able to discuss the content of the report with the teacher either face to face or via email.

HOME LEARNING

When they are ready, children will receive three reading books and one library book so that parents/carers 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 key spelling words with your child, which you will receive in the Spring term. 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).

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.