



Sutton Valence School

Little Lambs Nursery

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Preparatory School

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**Early Years Foundation
Stage (EYFS) Policy**



This Policy applies to Sutton Valence School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School, Preparatory School and Senior School).

Policy for the Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. "Statutory Framework for the Early Years Foundation Stage", Department of Education, 2017

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Sutton Valence Preparatory School, pupils can join the School the term of their second birthday.

Early childhood is the foundation on which children build the rest of their lives. At Sutton Valence Preparatory School, we greatly value the important role that the EYFS plays in laying secure foundations for future learning and development; however, we also believe early childhood is valid in itself, as a special part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

All children begin our School with a variety of experiences and learning. It is the privilege of the practitioners working in Little Lambs Nursery and Reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/guardians, specialist staff and the Nursery staff and Reception teachers work effectively together to support children's learning and development.

Children joining our School have already learnt a great deal. Many have been to one of a range of settings that exist in our local community. The Early Years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment;
- it enables children to make an effective transition from home to school.

In the Foundation Stage children learn best through play-based activities and first-hand experience. Every child deserves the best possible start in life. In the EYFS classes we aim to deliver this by looking at what the children can do and supporting them to fulfil their potential. Children become independent learners through the provision of a balance of child-initiated and adult-led experiences.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment, which is sensitive to the needs of the child, including children with additional needs;
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond;
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development; use and value what each child can do, assessing their individual needs and helping each child to progress;
- enable choice and decision-making, fostering independence and self-confidence;
- work in partnership with parents/guardians and value their contributions, to include all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability;
- provide opportunities whereby children experience a challenging and enjoyable programme of learning and development;
- provide experiences for all children, whatever their needs, which are inclusive rather than parallel;
- develop warm and secure relationships between children and adults;
- encourage active learning through first-hand experiences both in indoor and outdoor play and through both verbal and non-verbal communication;
- encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline;
- foster positive home School links and share a common sense of purpose with parents.

At Sutton Valence Preparatory School, we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

The principles which guide the work of all Early Years practitioners are grouped into four themes:

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

A Unique Child

At Sutton Valence Preparatory School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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 praise and encouragement, as well as celebration, sharing,

circle times, assemblies, Superhoo 'Above and Beyond' certificates in Reception and reward stickers, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the School and do not discriminate against children because of perceived differences. All children at Sutton Valence Preparatory School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our School. We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Nursery and Reception classes we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all 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.

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 resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the setting 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 this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.

Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. " Statutory Framework for the Early Years Foundation Stage. (Department for Education, 2017)

In compliance with the statutory framework for the EYFS 2017:

- we promote the welfare of children;
- we promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- we manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;

- we ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- we ensure that we never knowingly employ any person who is disbarred or disqualified from working with children or who co-habits with a person who is disqualified from working with children. Appropriate checks and assurances are taken at the time of recruitment and at regular intervals during an individual's period of employment at the School;
- we ensure that the premises, furniture and equipment is safe and suitable for purpose;
- we ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- we maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Equal Opportunities

At Sutton Valence Preparatory School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of School life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information see the School's Equal Opportunities Policy.

British Values

Under the equality Act 2010, which underpins standards of behaviours and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics

The DfE have promoted the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At Little Lambs Nursery and Sutton Valence Preparatory School these values are reinforced regularly and in the following ways:

- **Democracy:**

We listen to children's and parent's voice. As part of our School Behaviour Policy we expect children to contribute and co-operate, taking into account the views of others. We support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources we have made accessible to them.

- **The Rule of Law:**

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Children learn to manage their own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences.

- **Individual Liberty:**

Within our School setting, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms. We help children to develop a positive sense of themselves by helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

- **Mutual Respect:**

Part of our school ethos and Behaviour Policy has revolved around the ‘Sutton Valence Way’ such as; ‘Ready, Respect, Safe’ and children are modelled this by caring, sharing and listening to others. Staff help children to understand how to respect others by talking about how their actions/words can affect others, reinforcing the Golden Rules. We have an ethos of inclusivity and tolerance in our setting, where views, faiths, cultures and races are valued and where we encourage children to engage with their wider community.

- **Tolerance of those of Different Faiths and Beliefs:**

We aim to enhance children’s understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events.

Special Educational Needs (Learning Support)

Teachers and key Nursery staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching and differentiation are the first fundamental levels of intervention.

The School’s SEN co-ordinator, Head of Learning Support, is responsible for providing additional information and advice to practitioners and parents, and for arranging additional support for pupils, external referrals, assessments and interventions where necessary. For further information, see the School’s Learning Support Policy.

Positive Relationships

Sutton Valence Preparatory School recognises that children learn to be strong and independent from secure relationships. 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 highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our Nursery or Reception;
- Providing children with opportunities to spend time with their practitioners before they start at our school. They are invited to our ‘Meet your new teacher’ taster day; and two shorter introductions prior to taster day. These are a music session called Mini Musicians and a story time called Little Bookworms,
- staff visiting new pupils at their current Nursery to ease the transition between Nursery and their new School;
- offering parents regular opportunities to talk about their child’s progress and see their school work;
- having an ‘open door’ policy and encouraging parents to talk to their child’s practitioners about any concerns they may have;
- arranging a range of activities throughout the year that encourage collaboration between child, School and parents;
- encouraging parents to contribute to a weekly Learning Journal;
- In Reception we invite parents to attend three formal meetings per year, Michaelmas, Lent and Summer terms at which time parents discuss how their child has settled, their progress and development with their class teacher;
- In Nursery we invite parents to attend three informal chats over the course of the year. These meetings will take place during the Nursery day. At the meeting Miss Davidson and Mrs McInerney they will share with their families the tri-annual Tapestry report which covers either the Prime areas, Specific Areas or both, dependant on age;
- sharing with parents their child’s learning steps and care diary (for 2-3 yr. olds) with the online observation record called Tapestry;
- inviting Reception parents, at the start of the year, to a reading and phonic workshop to support them when new reading books go home for the first time in the Michaelmas Term;
- Offering a mid-year workshop to parents titled ‘How to support your child at home’. Prior to the workshop, parents fill in a questionnaire indicating which areas they need help with supporting their child. The workshop is tailored to the parents’ needs;
- Inviting Reception parents in to attend a workshop to explain the EYFS curriculum and the expectations for the end of the foundation years.

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. At our School, the Nursery staff and Reception Teachers in each class act as the ‘key person’ to all children within the class, supported by the teaching assistant, with other practitioners contributing towards the care and learning for the children and their parents. *See Staffing, Key Person and Organisation section.*

Toileting and Nappy Changing

Starting school or Nursery has always been an important and rewarding, yet, potentially challenging time for both children and the school. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the foundation stage, there is wide variation in the time at which children master the skills involved in being fully toilet trained. Here at Sutton Valence Preparatory School we accept all children who are on the toilet training journey. We will provide nappies and full care for our children. *For further details, please see our Toileting and Nappy changing procedure.*

Food, snacks and drinks.

We regard snack and meal times as an enjoyable and important part of our pupils day. Eating is a social time for children and adults, and helps children to learn about healthy eating. We actively promote healthy eating through meal times. We aim to provide nutritious food, which meets the children's individual dietary needs. Children will have a snack time twice a day, a hot meal at lunch time and if they stay on for Little Suttons after School care they will be provided with a mid session tuck and parents can choose a hot meal as part of the Tea booking. *For further details, please see our Snacks, Food and Drink procedure.*

Enabling Environments

At Sutton Valence Preparatory School 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.

Observe, Plan, Review and Reflect

The planning within the EYFS is based around a series of themes or topics. These plans are used by the EYFS teachers and Nursery staff as a guide for weekly planning; however, the practitioners may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly and daily planning. The plans are used and implemented by the Nursery staff and Reception teachers who have a good understanding of the children. All teachers and Nursery staff meet regularly, plan together, share resources, and ensure they cover the same basic material each week.

Staff use these three key words when planning and observing their pupils;

- Intent – what we would like the children to learn;
- Implementation- how we aim to achieve this;
- Impact- what difference has it made.

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment takes the form of phonic and key word recognition, and ongoing assessment of reading and writing skills. Understanding of mathematical concepts is also assessed on a daily basis and recorded on the daily planning and pupils' assessment targets cards. Nursery staff and Reception Teachers observe children to understand their level of achievement, interests and learning styles. These observations and assessments are recorded on *Tapestry* our online Learning Profile for parents and/or carers to enjoy seeing their child's progress.

When a child is aged between two and three, Nursery staff will review the child's progress and provide parents and/or carers with a short written summary of their child's development in the Prime areas. *See Learning Support Policy for additional information.*

Alongside this, informal observations, photographs and parents and children's comments in the Home Learning Journals form the basis of an EYFS profile. The class teacher's final assessment of the child's progress towards achievement of the early learning goals (ELGs) is completed at the end of the foundation year (Reception).

In Reception we invite parents and/or carers to attend three formal parent consultation evenings to discuss pupil's progress in all areas. Parents and/or carers also have an opportunity to look at their child's work in the classroom. Furthermore, parents receive a written report on their child's progress at the end of each term.

In 'Little Steps Room' (Nursery) parents and/or carers will receive their two year check and in both Nursery rooms, an informal catch up with their child's Keyworker three times a year.

The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, as well as areas where they can be quiet and rest. As far as possible, the environment is set up in learning areas where children are able to find and locate equipment and resources independently. The Nursery and Reception classes have their own enclosed outdoor area and access to an adventure playground with climbing frames. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor areas during child-initiated sessions within the school day.

Learning and Development

At Sutton Valence Preparatory School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

- **Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between practitioners and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff 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 ELGs throughout their year in Nursery or Reception;
- 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;

- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
 - the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
 - The identification of the progress and future learning needs of children through observations, which are shared with parents.
- **Play**

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Statutory Framework for the Early Years Foundation Stage”, (Department for Education, 2017)

At Sutton Valence Preparatory School, we support children's learning through planned play activities, and decide when child-initiated or adult-led activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example.

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or relive anxious experiences in controlled and safe situations. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Nursery and Reception class curriculum.

The children have the opportunity to think creatively alongside other children as well as on their own. The children are involved with both group and individual play, some initiated by adults, some by the children. They learn through being active learners working with a wide range of resources. Through play children will develop intellectually, creatively, physically, socially and emotionally. It gives children the opportunity to take risks and make mistakes.

- **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creativity and Critical Thinking**

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

Areas of Learning

The EYFS Framework (2017) is made up of three prime areas of development:

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

And four specific areas:

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

At Sutton Valence Preparatory School we believe in the vital importance and inter-dependence of each of these seven areas in order to promote the development of the whole child. None of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities.

In each area there are ELGs that define the expectations for most children to reach by the end of the Reception class. The ELGs and the educational programmes are set out in the document: *Statutory Framework for the Early Years Foundation Stage* (Department for Education, 2017).

Home-School Links

We believe that all parents have an important role to play in the education of their child. Parents are made to feel welcome and valued in their dealings with all members of staff. When parents and/or carers and practitioners work together in the Nursery and Reception classes, the results have a positive impact on the children's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to do this through:

- talking to parents about their child before their child starts at our School;
- inviting all parents to an induction meeting during the term before their child starts School, where we outline the Nursery and Reception curriculum and a typical day for their child;
- encouraging parents and/or carers to complete the home-School 'All About Me' admissions booklet;
- sending home an outline of the Receptions term's curriculum at the beginning of each term;
- operating an open door policy, whereby parents and/or carers can come and discuss concerns and developments in an informal manner;
- inviting parents and/or carers to accompany children on School visits;
- encouraging parents and/or carers to listen to their child read or practise key words each night and to comment on reading progress in a home School reading diary;
- in Reception there is an opportunity for two-way communication in a written Learning Journal;
- encouraging parents to access the online Learning Profile or Care Diary called Tapestry;
- Providing termly written reports to parents and/or carers summarising the child's progress against the ELGs and foundation stage curriculum for Reception classes.

- A Progress check will be completed between the ages of two and three. There will be three informal catch ups with a Nursery Keyworker throughout the year. Mrs Una McInerney and Miss Lisa Davidson will share the Tapestry tri-annual report at the parent catch-up meetings.

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. It is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in the Nursery and Reception classes are involved in this effective process.

There are three stages of planning the curriculum:

Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. The scheme of work consists of a series of topics which provide the vehicle for delivering the ELGs and educational programme. These topics are relevant to the needs of our children and also enable us to deliver a creative and balanced curriculum.

Nursery termly topics

Little Steps

Michaelmas Term 2020	Lent Term 2021	Summer Term 2021
Settling in (continual throughout the year) Harvest Autumn Bonfire Christmas Winter	Birds Easter Spring Mothers Day Jack and the Beanstalk	Mini-beasts Picnics Father’s Day

Young Climbers

Michaelmas Term 2020	Lent Term 2021	Summer Term 2021
Settling in People who help us in our school Harvest, autumn, animals in hibernation Focus on hedgehogs Little Red Hen book Habitats Bonfire Night Clay candle holders Christmas	Settling In Winter Bird tables, looking after animals Focus on birds Read <i>Chicken Licken</i> book Easter Spring Planting Read the fairy tale <i>Jack and the Beanstalk</i>	Settling in Mini beasts Read <i>The Hungry Caterpillar</i> Songs and rhymes to do with insects Poetry Day Summer Activities Sports day Picnics Days out Fathers Day

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Reception termly topics

Michaelmas Term 2020	Lent Term 2021	Summer Term 2021
Light and Dark	Funny Bones (The body)	Fairy tales
Festivals, seasons and Christmas	Can we fix it?(Materials)	Minibeasts

Medium Term Planning

We address particular aspects of the curriculum in more detail for each half term. We include links between areas of learning and development and opportunities for ICT. Learning objectives and activities and experiences for each area of learning and development are identified.

Short Term Planning

We identify specific learning objectives, success criteria, differentiated activities and deployment of adults and resources, to meet the learning needs of the children on a weekly, day-to-day basis and individual lesson plans. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational teacher assessment. This planning format is consistent with the principles of assessment for learning.

Staffing, Key Person and Organisation

Little Lambs, our Nursery setting comprises of two rooms; Little Steps (two year olds), and Young Climbers (three to four year olds). The Nursery setting has a Nursery Teacher (Una McInerney), Assistant Nursery Manager (Lisa Davidson), Nursery Supervisor (Lyndsey Martin), and three Teaching Assistants (Natalie Wilkinson, Louise Cindric and Wendy Hayman). The staff are deployed to ensure ratios are met and pupils have familiar adults. Each room is led by a Manager or Teacher who is the Keyworker and they will lead and oversee the children's care and education in their rooms. This will be our parents and/or carers main point of contact.

In Little Steps Miss Lisa Davidson, our Nursery Assistant Manager leads the two to three year old room with the support of Mrs Lyndsey Martin, our Nursery Supervisor. Both members of staff also oversee the Full-Time Nursery provision.

In Young Climbers Mrs Una McInerney leads the educational care of the three to four year olds. She is the Key Person for this room and is supported by Teaching Assistants and Nursery staff.

In Reception classes, there is one teacher per class supported by a teaching assistant. The class teachers are the key person and they will be parent's point of contact.

All EYFS staff work together as a team to plan effective provision, prepare resources and review assessments for their year group.

The children in Young Climbers and Reception are also taught by other specialist trained staff for their Music, PE, Dance, Swimming, Yoga and French sessions during term time. In Little Steps, they have short tasters of Music, Dance and Yoga.

Ratios

We follow the EYFS Statutory Framework 2017 guidance on ratios. These differ according to age group.

Monitoring and Review

It is the responsibility of the practitioners to follow the principles stated in this policy. The Heads of Department and the Senior Management Team may carry out monitoring of the Nursery and Reception classes through formal/informal observation and discussion as part of the whole School development.

Staff Supervision

Staff receive termly supervision. At the supervision, Teachers, Teaching Assistants and Nursery staff have the opportunity to discuss, with the Head of Pre-Prep, any concerns they have with regard to pupil progress and pupil welfare. To encourage continuous improvement, they also receive personal mentoring. The Little Suttons after School staff will have a termly supervision with the Little Suttons Co-coordinator (Our Assistant Nursery Manager). Both the Head of Pre-Prep and the Assistant Nursery Manager meet regularly to discuss issues that might arise.

Named Deputy

In the absence of the Philippa McCarmick, Head of Pre-Prep, the named deputy for EYFS is Deputy Head, James Watkins, during term time. During the holiday period the Assistant Nursery manager Lisa Davidson will be the named deputy.

Policy Review

This EYFS Policy will be reviewed annually.

Author: P McCarmick (Head of Pre-Prep)

Policy date: July 2020

Approval date by Governors – November 2020

Review date: September 2021