



ROYAL HIGH
BATH

GDST
GIRLS' DAY SCHOOL TRUST

PREP EARLY YEARS FOUNDATION STAGE

(in conjunction with the whole school SEND policy)

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage (EYFS) at Royal High Prep School. The policy is based on the EYFS Framework (updated Sept 2025) [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and Development Matters DfE (2023) [Development Matters - GOV.UK](#). The EYFS applies to children from birth to the end of the Reception year and is based upon four principles:

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

Aims and Objectives

Our Early Years Foundation Stage adheres to our Whole School Mission Statement, known as the promise:

The vision of the GDST is to be the leader in the field of girls' education in the UK. The RHSB shares this vision.

The RHSB aims to:

1. Lead in girls' education and be recognised as providing an outstanding day and boarding education, specifically tailored to the needs of girls in the 21st century.
2. Sustain a high-performance culture where each member of staff is committed to working towards the vision for the school and is accountable for their contribution.
3. Embed social responsibility through strong links with the community and offer a range of opportunities for girls to engage in service and leadership.
4. Drive innovation by encouraging and engaging in modern, innovative thinking and the implementation of new ideas inside and outside the classroom.
5. Be an exceptional school community which values staff and treats girls as individuals, enabling them to flourish in every area (academic, social, emotional, moral, spiritual and cultural).

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6. Encourage every girl to be a force for positive change as they take their place in the global environment.

For our Prep School girls this has been translated into 'The RHS Learner Qualities'. This is:

- Brave
- Reflective
- Inquisitive
- Collaborative
- Kind
- Sparky

Strategies for Teaching and Learning

At Royal High Prep School, we recognise that every child is a competent learner through our Learning to Learn approach. We believe that the girls will be happy, creative, thinkers and learners. 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

- The class teacher in Reception is the Key worker for each child in her class, although parents are encouraged to also share information with the Reception Teaching Assistants. Within the Nursery girls are assigned to a keyworker for their time in Nursery. The children have subject specialist teachers for Music, Dance, Swimming (Reception only), Gym and Modern Foreign Languages (French).
- The seven areas of learning; 3 prime and 4 specific areas within the EYFS framework are equally important and depend on each other. None of these areas can be delivered in isolation from the others. All areas are delivered through a combination of adult led and child-initiated activities using resources which reflect diversity and are free from discrimination and stereotyping.

Prime Areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

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. (EYFS, 2025)

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The Characteristics of Effective Learning stated below are also considered and reported on through our observations and a summary is given in writing to parents twice a year.

Playing and exploring - children investigate and experience things, and 'have a go'.

Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- Through play, our children explore and develop learning experiences which help them make sense of their world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.
- Planned opportunities are provided that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence. These meet the needs of all children with respect for their home backgrounds, culture, gender and ability.
- 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.
- We provide safe and secure learning environments where the children feel supported. Being outdoors offers opportunities for doing things in different ways and on different scales. It offers the children opportunities to explore, use their senses, and be physically active and exuberant.
- As a school we focus on developing a 'growth mindset' rather than a 'fixed mindset' in our pupils. In Nursery and Reception, we are using the character of Incy Wincy spider to help us celebrate mistakes and the persistence needed to overcome challenges

The Early Years have completed a local initiative called 'Active Play in the Early Years' and went on to complete a second award for Healthy Eating. This has enabled us to gain the prestigious 'Director of Public Health Award', which includes continuous reflection and development of all areas of health in the Early Years. We also highlight their emotional and mental well-being and work closely with parents, staff and outside agencies to support girls in the school.

Safety of all children in our school is of paramount importance. 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 by risk assessing situations such as outdoor play. Children should be allowed to take manageable risks but need to be taught how to recognise and avoid hazards.

Strategies for Ensuring Progress and Continuity

Planning:

- Our planning reflects the Early Learning Goals for each of the seven areas of the EYFS Curriculum under a half-termly theme. These plans are used by the EYFS practitioners as a guide for weekly planning but may alter in response to observations and the interests of the children.

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Assessment:

- The EYFS Learning Journal (Tapestry) is developed as soon as the child enters Nursery. Parents are encouraged to provide us with their Pre-School records to make this transition as smooth as possible.
- Parents and carers are warmly encouraged to contribute to the EYFS Learning Journal (through Tapestry) by sharing observations/pictures/photos from home with staff.
- The classroom practitioners carry out observations as part of the child's everyday activities in class and record them in their profile.
- Planning is evaluated daily to help children with 'Next Steps' and future class work.
- We feel it is vital that the children play their own role in their Learning journey and are encouraged to access them and share with parents and carers. We also encourage them to stick in /pieces of their own work, drawing/mark making into their 'busy book of learning'. This encourages the girls to take ownership of their own learning and become proud of their achievements
- Children's work may be collected at various times to provide evidence of learning and progress - these are put into the child's Learning Journals.
- We carefully monitor children's progress and take action to provide support as necessary.
- We track children's progress through a cohort tracking grid based on our Sims database, this allows us to input children's attainment in 17 areas, at 3 key stages throughout the year.

Continuity:

- All long-term planning is prepared in consultation with the entire Early Years and Key Stage One department to ensure continuity and progression.
- All children moving into Nursery or up to Reception (including children new to the school) are invited to meet their new teacher and begin to familiarise themselves with their new classroom.
- Our Reception teacher will meet at the end of the summer term with the Year One teacher to ensure a smooth and effective transition. Teachers will share the Profile and provide the Year One teacher with details on the girls in relation to their development in the three prime and four specific areas of learning.
- The Reception and Year One teachers work closely together to ensure a smooth transition so that each child is provided learning opportunities at the individual level they are working at.
- Each group throughout the year; Nursery and Reception and then Reception and Year 1 have link afternoons where they take part in joint activities which helps them get to know their teacher and become familiar with classrooms.
- We have introduced a program of 'Outdoor Exploration' and 'STEM/DT' within the Early Years and have linked Nursery/Reception sessions for this. Nursery have an additional session in the week.

Recording and Reporting to Parents:

- The EYFS team welcomes new parents to 'Information and Curriculum Evenings'. This is followed up by class teachers talking to parents before their new child starts in Reception or Nursery.
- Formal parent evenings are held three times a year and reports are sent to parents in March and June of each year.
- At the end of Reception each child's level of development is recorded against 17 Early Learning Goals derived from the EYFS Profile. This is reported to parents in accordance with the Statutory Assessment and Reporting Arrangements document. Parents are provided with opportunities discuss these judgements with the EYFS teacher.

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- Any concerns or complaints should be addressed in the first instance to the Nursery or Reception class teacher or Head of Pre Prep. However, if the matter is not resolved, full procedures for complaints can be found in on our website.

English as an Additional Language:

- If a child enters Nursery who is developing one or more language and is now adding English to the list, we will always allow these children extra space, time, patience and support.
- We acknowledge and celebrate skills they have in their home language, promoting confidence in their abilities and making them feel included and valued within the nursery.
- We invite parents and family members in to share their home language and cultural background, providing us with a list of key words and phrases also helps the child's transition into nursery.
- We are very fortunate to have staff and parents within our school that speak a wide range of languages and this has been invaluable when communicating with families that do not have English as their first language.
- Staff ensure they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.
- Regular communication and updates with the family are important and we will seek the help of an interpreter if required.

Different types of families:

- Every child and family come to a school community with different family values and experiences. One of the most important gifts we can give our children is to help them feel good about the uniqueness of their family and help them learn to accept, respect, and include people whom they may experience as "different".

Safeguarding and Welfare (also see Safeguarding and Child Protection Policy)

Our Early Years Department includes Nursery and Reception classes. Children are admitted to Nursery in the term that they become three and remain there (full or part-time) until the September following their fourth birthday when they transfer to Reception. We can cater for up to 30 children in Nursery and 20 in Reception.

The Reception has a fully qualified teacher and support from Teaching Assistants (job share, that equate to full time) throughout the week. The Nursery Manager runs the Nursery holding a relevant level 3 qualification. We have recently introduced a Deputy manager role and in addition we have 1 full time Nursery Assistants who hold a minimum of a level 3 qualification and 2 part time Nursery Assistants (1 of which is qualified and the other working towards a qualification) (Our After-School Care provision is provided by the Nursery Assistants).

All members of staff in the Early Years have opportunities to discuss any worries or concerns with respect to the above with their line manager. This could be through informal discussions or set meetings. Teachers and Assistants participate in weekly staff meetings where girls of concern are discussed. Staff meeting minutes and sent to all members of staff directly in case they were unable to attend.

Due to the nature of the role in Early Years staff are reminded regularly about the following points which are found in key school policies:

- Use of personal mobile devices or personal cameras in the EYFS is not permitted under any circumstances.

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- Where possible staff should ensure they change a child in the Nursery toilets.
- If a member of staff is prescribed medication, they seek advice regarding any side effects which may affect their ability to care for our girls. The Head of Pre Prep must be informed about this and act accordingly. All medication must always be securely stored.
- Staff ratios are a crucial requirement to ensure that no child's safety is ever compromised, and we ensure that these are always adhered to. At any point, a child must usually be in sight or hearing of staff and always within one or the other.
- Any accident within the EYFS must be reported to parents on the same day or as soon as is reasonably practical and recorded in the class accident book.
- Pupils can only be released to adults other than parents with permission. If in any doubt contact the Head of Pre Prep or a member of the Prep Leadership team.

All school external gates are locked from 8.40 -3pm and visitors must be buzzed in. All visitors must sign in and out of school and wear badges whilst on site. All entrance doors have keypad locks and the codes are changed approximately once a term. Cameras are in place at both the lower and upper driveways.

Resources

The EYFS team are responsible for keeping their own resources clean, safe and relevant to the themes they cover. Consumables are replaced as and when necessary.

Food and Refreshments

- In the Early Years Foundation Stage, we have gained the Director of Public Health Award and all foods given to the children fulfil all of the requirements set down. We encourage the girls to try new foods and eat a healthy diet. In Nursery fresh fruit and vegetables along with breadsticks/rice cakes are given at snack times. Reception girls are encouraged to bring in their own healthy snack in accordance with the school Health Eating policy.
- Fresh drinking water is always available, and the children are encouraged to drink regularly throughout the day. Milk is given for morning and afternoon snack.
- All catering staff have been trained in food hygiene. All members of the Early Years team have received the basic training in order to promote good practice when working on food handling with the girls.

Parental involvement

We recognise the value of involving parents in a partnership at the very earliest stage as this will enable staff to move forward in an atmosphere of mutual trust, respect and confidence. Parents are welcome to tour the school and meet the Head of the Prep School. Parents are encouraged to support the learning environment by participating in activities both inside and outside the classroom. We follow an open house policy, which ensures daily contact for parent/teacher discussion.

Monitoring and Review

It is the responsibility of all staff working in the EYFS to follow the principles stated in this policy. The named person responsible for the EYFS is Michelle Fernandez who discusses EYFS practice with the staff regularly and provides feedback to the Prep Head, raising any issues that require discussion.

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The Head of Pre Prep, with input from teachers and assistants, will carry out reviews annually unless there are changes in the statutory EYFS requirements. These will be overseen by the Head of Prep.