



Glendower Preparatory School

Early Years Foundation Stage Policy

2025-26

Reviewed: September 2025

Next Review: September 2026

EARLY YEARS FOUNDATION STAGE POLICY

Whilst Glendower Prep School is exempt from the learning and development aspects of the 2021 EYFS, they are still used as a guide by the school to help ensure that children in Nursery and Reception learn and develop as well as possible.

The safeguarding and welfare requirements are given legal force by Regulations made under Section 39(1)(b) of the Childcare Act 2006.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us at the beginning of the school year, in which they turn five.

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.”

[Early years foundation stage statutory framework: For group and school-based providers](#) (September 2025)

EARLY YEARS PHILOSOPHY

At Glendower we understand the importance of the early years of a girl's life and the impact it has on their development. We appreciate the need for skilled early years practitioners whose understanding of this key developmental stage ensures that the right environment is to maximise the learning of all the girls.

The Early Years curriculum in Nursery and Reception is loosely based on Froebelian principles, which emphasise play-based, child-led learning through holistic development, hands-on exploration, and a strong connection to nature. Key aspects include fostering creativity, valuing the child as a whole person, promoting unity and connectedness, encouraging autonomous learners, recognising the central importance of play, and providing freedom with guidance

We place significant emphasis on adapting and differentiating learning to ensure that each girl's learning journey is individually tailored to them. This approach, when combined with class sizes of no more than 20 (in Reception) and 16 (in Nursery), ensures that all girls achieve their potential as they move through the EYFS stage. The approach is underpinned by the idea that:

We are aware that children learn in different ways and so we support that with a multi-faceted approach including visual, auditory, and kinesthetic learning styles.

It is also important that the girls at Glendower and Little Glendower are given opportunities to take responsibility for their own learning, assess their achievements, and look for ways to develop their learning. This starts in our Reception Classes and continues throughout the school.

THE PRINCIPLES OF EARLY CHILDHOOD EDUCATION

The EYFS is based upon four principles which shape our practise in early years settings. These are:

- A Unique Child
A child who is constantly learning and can be resilient, capable, confident, and self-assured
- Positive Relationships
Children should learn to be strong and independent through positive relationships
- Enabling Environments
Children learn best in environments where there is a strong partnership between practitioners, parents, and/or carers.
- Learning and Development
Children learn and develop in different ways and at different rates. The environment includes all children, including those with Special Educational needs and disabilities.

A UNIQUE CHILD

At Glendower Prep 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 assemblies and rewards, 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 differences. All children at Glendower Prep School are treated fairly, regardless of race, religion, or abilities. All children and their families are valued within our school.

In 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 EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all our pupils, girls with special educational needs, girls who are more able, girls with disabilities, girls from all social and cultural backgrounds, girls of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our girls 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 school 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 wellbeing of all children. (See Whole School Safeguarding Children Policy)

Safeguarding and Welfare

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them."

Early years foundation stage statutory framework: For group and school-based providers (September 2025)

At Glendower Prep School we understand that we are legally required to comply with Section Three's 'Safeguarding and Welfare Requirements' as stated in the *Early Years Foundation Stage Statutory Framework* (September 2025). We understand that we are required 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 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.

We endeavour to meet all these requirements.

POSITIVE RELATIONSHIPS

At Glendower Prep School we recognise that children learn to be independent and form secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

Parents as Partners

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

Objectives

- To work with parents in an atmosphere of mutual respect within which children can have security and confidence.
- To provide support and guidance to parents as educators.
- To value the contribution parents make towards their child's learning.
- To provide parents with information about the Nursery or Reception before their child starts.
- To work with parents in building up a profile of their child's development and needs.
- To advise Nursery parents about Reception classes and schools their child might go to.
- To provide guidance, advice & resources to support home learning.

Operating policy

- Parents are welcome to telephone at any time to discuss concerns; there is not an answer phone during school hours.
- Parents are very welcome to request teacher appointments as often as desired.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher.
- Where there are significant concerns in the development of a child, the staff, after discussion with the parents, will liaise with the school SENCO as well as outside therapists or educational psychologists to ensure that the child receives the support that he/she needs.
- There are open afternoons in Reception every term.
- There are parent coffee mornings for both Nursery and Reception every term.
- The parents are notified in advance of the topics for the term.
- Parents may be asked for extra resources that would assist for the topic for the term.
- Activities are always on display.

Key Person

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.

Each child is assigned a 'key person.' In the Nursery, this is one of the two Nursery teachers, and in Reception, this is one of the two Reception teachers. Both sets of teachers are supported by the Teaching Assistants.

Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents.

Nursery parents are told by their child's class teacher and their role on or before the first day of term. Reception parents are given this information towards the end of the Summer Term before the start of school in September. All staff information is also on the school website and in the school handbooks. The class teacher ensures that every child's learning and care is tailored to meet their individual needs. They seek to engage and support parents in guiding their child's development at home and will also help families engage with more specialist support if appropriate.

Prior to joining the Nursery

- Parents are invited to a Nursery Welcome Event the term before their daughter starts, when the Head of EYFS outlines the curriculum and the Nursery structure. It is intended to offer an opportunity for parents to ask questions as well as being a forum for advice and ideas to make the first days of school easier for the children.
- Parents and their children are also invited into Nursery to allow them to familiarise themselves with the routines and atmosphere and to meet the teachers on an individual basis.
- Parents are given a welcome letter containing all the essential information about Little Glendower.

In Nursery

- Parents are invited to Parent Teacher Meetings during all three of the terms throughout the academic year. Parents are told that they are welcome to make as many meetings with their child's teacher as they wish and that the class teacher will always call if she feels that she would like to have a discussion on any aspect of their child's development.
- All Nursery pupils wishing to be considered for entry to the Main School are assessed during Spring Term for a September entry in Reception. The assessment and criteria for entry are the same as for external candidates.
- Nursery has a Christmas show, Easter egg hunt, Mother's Day Tea, Father's Day Breakfast and Summer Show/Graduation Ceremony for parents.
- There is an assessment information meeting in September for Nursery parents whose children are coming up for assessments in that academic year.
- Written reports are sent to parents at the end of the Winter Term and Summer term.

Prior to joining Reception

- Parents are invited to a meeting towards the end of the Summer Term when the Head of EYFS and the Reception Class teachers outline the curriculum and the Reception structure. It is intended to offer an opportunity for parents to ask questions, for parents from Little Glendower to meet parents coming from external nurseries as well as being a forum for advice and ideas to make the first days of school easier for the children.
- Incoming Reception children are also invited into Reception for an afternoon stay and play session towards the end of the Summer Term to allow them to familiarise themselves with the atmosphere and to meet the teachers on an individual basis. The children are free to explore the

classroom and talk to the teachers. Uniform will be on sale, and parents are encouraged to interact with staff and other families. Secondhand uniform is on sale.

In Reception

- Parents are invited to Parent Teacher Meetings during all three of the terms throughout the academic year. Parents are told that they are welcome to have as many meetings as they wish throughout the year and that the class teacher will always call if they feel that they would like to have a discussion on any aspect of their child's development.
- There is a Reception Nativity show at the end of the Autumn Term.
- Written reports are sent to parents at the end of the Autumn Term and Summer term.

ENABLING ENVIRONMENTS

At Glendower Prep 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.

Individual Learning Records

Each pupil has an individual Learning Record which is designed to capture their personal learning journey, display their development and provide evidence of their progress. Parents are invited to contribute to these either on an ad hoc basis or when they attend Open Afternoons which are held at each term. In Reception and Nursery, these records are currently generated and updated using Tapestry.

In addition to this physical documentation of individual progress is kept through the completion of worksheets and creative artwork.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, and rest. The classrooms are set up in learning areas, where children can find and locate equipment and resources independently. The EYFS does not have its own outside area, nor does it have direct access to one. However, there is a secure balcony area, and both classes make full use of the local communal gardens. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Food, Allergies and Eating

Girls bring snacks to have each morning before going outside for outdoor play, as well as the school providing a carbohydrate snack to have alongside any snack brought in from home. These snacks may only consist of fruit or vegetables (fresh). They also bring their own water bottles home. Birthday cakes may be distributed on birthdays (provided by the parents), but all girls with allergies or intolerances may instead choose from a treat that has been previously sent in by their parents.

All food served is carefully selected to meet the comprehensive nutritional requirements necessary for growing children during these critical developmental years. Menus are thoughtfully designed to reflect and celebrate the rich cultural and ethnic diversity of our school community, ensuring that all children see their heritage represented and valued while also being introduced to new flavours and traditions. The girls are encouraged to take three kinds of food on their plate: meat or protein, vegetables, and carbohydrates. We prioritise fresh, wholesome ingredients wherever possible, recognising that quality nutrition forms the foundation for optimal physical and cognitive development.

All girls receive a two-course hot meal each lunchtime. All girls take their lunch in the Dining Hall, collecting their food from the server (if they are in Reception) or having it served seated at the tables (if they are in Nursery).

All food is cooked and prepared on site in the school's own kitchen. Throughout all aspects of food preparation, we adhere strictly to relevant health and safety guidelines, maintaining the highest standards to protect the wellbeing of every child in our care.

Special dietary requirements, food allergies and intolerances are catered for, and these must be supported by a letter from a doctor. This information is shared with all staff involved in the preparation and handling of food. The School will have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. In addition, we are aware of any dietary requirements based on religious observances. The school can accommodate most dietary requirements, and parents are encouraged to discuss these with us. The girls with special dietary requirements, food allergies and intolerances are provided with a lanyard to wear before they enter the Dining Hall. These lanyards are observed by the catering staff and EYFS staff who serve the pupils' lunch.

Pupils are always within sight and hearing of a member of staff whilst eating (both in the Dining Hall and classrooms).

A minimum of three EYFS staff supervise this lunch period (in addition to the four catering staff members), encouraging the girls to use a knife and fork correctly and of course promote good table manners. All EYFS staff hold a valid paediatric first aid certificate. All EYFS staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances, and that children can develop allergies at any time.

If a pupil experiences a choking incident that requires intervention, EYFS staff record details of where and how the pupil choked, and this information is shared with parents and/or carers that same day. The records are reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking.

All staff involved in preparing and handling food have received training in food hygiene.

Weekly menus are available on the school website and are displayed in the hallway outside the Dining Hall.

The school is strictly nut free, and any food brought into school must not contain nuts or traces of nuts.

LEARNING AND DEVELOPMENT

At Glendower Prep School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Observation, Assessment and Planning

Medium Term Planning

The medium-term plan lasts a term although this is flexible. Topic planning takes place on a half termly / termly basis. Topic planning is done to identify each of the key areas of learning ensuring that all are covered within the planning.

The medium plan is a working document, and changes are made following the lead of the children, during the life of the project. For children to develop their ideas, time and material is always provided as appropriate. The topic will introduce the children to new ideas, knowledge, and skills, focusing on their curiosity about the world around them.

The aim is always to build on what the children already know and keep records to ensure that the children's interests and needs are met. The medium-term plan gives the teachers a bank of activities linked to a theme while exposing the children to innovative ideas and challenging their thinking. The topic planning considers four overarching principals.

Short Term Planning

The short-term plan brings together planning for individual children based on observations and topics from the medium-term plan. The focus of the short-term plan is to provide the optimum balance of child-initiated play and adult guided activities. The latter include literacy and numeracy work and group session. The learning intentions are both broad and flexible and provide the children with plenty of opportunities for speaking and listening. All seven areas of learning are given equal weight.

Observations

Ongoing observations of the children participating in everyday activities will help the staff to build up an accurate picture of children's development and learning and thus to assist in targeting their teaching to improve learning outcomes and form a crucial part of short-term planning.

The daily routine is a mixture of the following:

- individual play with activities chosen by the child
- small group or individual "work" with the child's group teacher
- whole class activities
- playtime in the playground and/or Stanhope Gardens

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and Key Stage 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, 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
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- The identification of the progress and future learning needs of children through observations, which are shared with parents
- The good relationships between our school and the settings that our children experience prior to joining our school
- The timetable is detailed due to the need to link with the Main School as to the use of the playground and other shared spaces such as the Library and Immersive Room.
- Within the Nursery, the teachers can and do make alterations to the timetable if necessary, according to staff observation of the children's energies, enthusiasm and expressed wishes.
- Group & individual work is done as is required for differentiation and or additional needs.

- All areas of the classrooms are to be used: the book corner, whiteboard, construction material, discovery table and shelves that are organised for the children to access themselves. Equipment and materials are attractive, accessible, and continually audited/updated
- The teaching approach is to ensure a child's understanding is clear, and if it is not, to reinforce this with extra support and further activities. Children are respected in the classroom and are always being praised for their input.
- Outdoor play is encouraged, and lessons may take place in the school playground or Stanhope Gardens (subject to use by other classes and/or weather).
- Support is given to the class teacher(s) by full-time assistant(s). Additional staff are also available to take / or plan for children in need of remedial help or emotional support, out of the classroom for short intensive sessions.
- The Reception curriculum links with Year 1 and beyond to ensure progression and continuity and to be effective, should be carefully structured.
- Well-planned, purposeful activity and appropriate intervention will engage children in the learning process.

Areas of Learning

The Early Years Curriculum at Glendower mirrors the seven areas of learning found in the Early Years Foundation Stage Statutory Framework. We aim to guide the development of the children so that they complete Reception ready to benefit fully from the opportunities ahead of them. All areas of learning and development are important and interconnected.

Three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships, and thrive.

Prime areas of Learning:

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
 - Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions, or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
 - Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
 - Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.
 - Moving and handling: children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
 - Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to

develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

- Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.
- Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and their consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
- Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Specific areas of learning:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, design, and technology.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Learning Objectives that define the expectations for most children to reach by the end of the EYFS. Evidence is collected for each subject area and referenced accordingly.

The delivery of the curriculum is underpinned by our 6Rs – a set of learning behaviours, which help the girls to develop the kind of attitude and approach to learning that ensures they can make the best possible progress both in EYFS and beyond. These are represented through various characters from Winnie the Pooh.

1. **Responsibility** (Pooh Bear)
2. **Resourcefulness** (Piglet)
3. **Resilience** (Tigger)
4. **Reflectiveness** (Owl)
5. **Readiness** (Rabbit)
6. **Relationships** (Roo)

Teaching of phonics

Animaphonics phonic scheme is used throughout Nursery and Reception where all 44 phonemes are taught in a systematic and structured way.

- We go through the 26 letters of the alphabet throughout the year. Reception goes through the 44 phonemes plus some of the 70 ways that there are to spell these sounds.
- We teach letters phonetically using songs, rhymes, games, and stories to reinforce and illustrate each sound.
 - In Nursery a sound shelf is changed accordingly, displaying a variety of objects and pictures starting with the focused sound. Children are encouraged to bring into school objects starting with that sound, and they are displayed on the sound shelf.
 - In Reception pupils focus recap all 44 sounds in the first few weeks at school before learning some of the vowel and consonant digraphs. Pupils will take part in a phonics lesson almost daily and will sound out simple CVC words as soon as four sounds have been revised. Pupils will read and write simple words using tiles and whiteboards.
- We encourage children to write letters (and their names) according to their ability. We always start by tracing letters in sand and writing letters on a big board before writing them on paper.
- We use letters in our creative lessons, printing, collage work, etc.

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a significant role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from Nursery and Reception to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes.

Teachers consider the individual needs, interests, and stage of development of each child in their care to plan a challenging and enjoyable experience for each child in all areas of learning and development.

The Nursery is expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The prime areas reflect the key skills and capacities needed by all children to develop and learn effectively and become ready for school.

The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Judgments are made by teachers about the balance between child-led activities and adult-led or guided activities.

Teachers respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance shifts towards more adult-led activities, to prepare children for more formal learning.

The general section in the end of year report contains a brief description (i.e., one to two paragraphs) of how the child demonstrates the three key characteristics of effective learning:

1. *Playing and Exploring – engagement*

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

Early years foundation stage statutory framework: For group and school-based providers (November 2024)

Finding out and exploring is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.

Using what they know in their play describes how children use play to bring together their current understandings, combining, refining, and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

Being willing to have a go refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults

2. *Active learning - motivation*

"Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements"

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Being involved and concentrating describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.

Keeping on trying refers to the importance of persistence even in the face of challenge or difficulties, an element of purposeful control which supports resilience.

Enjoying achieving what they set out to do refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

3. *Creating and thinking critically – thinking*

"Children have and develop their own ideas, make links between ideas, and develop strategies for doing things."

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Having their own ideas covers the critical area of creativity - generating innovative ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenges, and to explore ways of solving these.

Using what they already know to learn new things refers to the way children develop and link concepts, find meaning in sequence, cause, and effect, and in the intentions of others through both narrative and scientific modes of thought.

Choosing ways to do things and finding new ways involves approaching goal-directed activity in organised ways, making choices and decisions about how to approach tasks, planning, monitoring what to do, and being able to change strategies.

Assessment process

Girls wishing to join Reception are assessed in January of the year in which they intend to start in the autumn term. Girls take part in the 4+ assessments in groups of 5-6 for a 40-minute session with several EYFS and Pre-prep School staff. Following the assessment, offers are sent out and all spaces are filled by the deadline, which is two weeks later.

An assessment is not required to gain entry to the Nursery classes.

Behaviour Management

At Glendower Prep School we believe that children's behaviour must be managed effectively and, in a manner appropriate for the child's stage of development and particular individual needs. Most behaviour is easily managed within the class by the EYFS team. However, the Head of EYFS is also available should the need arise and is the named person for behaviour management. All staff in the school have the same views and attitudes towards behaviour. We follow the Glendower Guide to Good Behaviour and our five Golden Rules, that were developed in consultation with the children, to remind each other of our rights and responsibilities.

This policy should be read in conjunction with the following school policies which provide specific information on other areas of the school and EYFS:

- All school policies relating to Safeguarding
- The Health and Safety Policy
- First Aid and Administration of Medicines Policy
- Supervision Policy
- Late Pupil Collection Policy
- Missing Child Policy
- Educational Visits Policy EYFS
- Playground Supervision Policy

MONITORING AND REVIEW

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

The Headmistress and Head of Early Years will carry out monitoring on the EYFS as part of the whole school monitoring schedule.