

# Early Years Curriculum Policy

## Introduction:

At Arnold House School we value the importance of the Early Years, and the role it plays in shaping boys into well-rounded individuals, giving them the opportunity to thrive in a nurturing and exciting environment. In the Early Years, the boys are scaffolded in their development, helping them embrace their experience and make progress, along the way, preparing them not only for Year One, but for life itself.

## **The Early Years Foundation Stage is guided by four overarching principles:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or guardians.
- Importance of **learning and development**. Children develop and learn at different rates.

## Staffing and levels:

- Victoria McKenzie, Kelly-Ann Brennan, Andrea Greenin-Jobson, Belen Ruiz, Emma Rafferty, Apple Paz, Joyce Lam and Siobhan Templeton (**Qualified Teacher Status/ Level 6 staff**)
- Anna Wootten and Eireann Chapman (**Level 4 staff**)
- Harriet Gifford and Nadine Dawkins (**Level 3 staff**)
- Eleanor Castell (**Level 3 in progress**)
- Margaux Stones (**BA Drama**)

## Structure:

At Arnold House, there are six Early Years teachers. In Pre-Reception, as well as the teacher, there are two teaching assistants for each class. In each Reception class, there is a teacher and a teaching assistant as well as the Deputy Head of Early Years who works between both classes as the Reception Lead. The Head of Early Years is never counted within the ratio, so can provide cover and support where needed. Each member of staff in Pre-Reception and Reception has a key group of children with whom they work closely. The Head of Early Years oversees the entire department, ensuring teaching and pastoral care is to a high standard, and that all boys are making progress.

A strong ratio of 1:8 is maintained across the Reception year group, and a ratio of 1:6/ 7 in Pre-Reception, ensuring an elevated level of care and attention is given to each boy. A dialogue with families is formed, helping to build upon the interests and support any factors that may affect the boys in their development. To support wellbeing and transition, attachments remain secure with boys from Pre-Reception moving into Reception with their established teachers, although teaching assistants are changed yearly. This helps boys develop the resilience needed; looking after their emotional needs and preparing them for the big transition into Year 1. It also allows teachers to have a better understanding of the boys' starting points, so they can plan effectively to meet developmental needs and set appropriate targets.

In the Early Years, mornings at Arnold House have structure, focusing on core subjects such as Mathematics and Literacy. Whilst the afternoons tend to be more creative, focusing on Topic, Arts and crafts, Cooking and Forest School.

Throughout the day, boys have access to a continuous provision where they can also initiate their own learning experiences. The continuous provision has been designed to encourage inquiry-based learning with many natural, authentic, and open-ended resources.

All teachers attended 'In the Moment Planning' training presented by Anna Ephgrave before the start of the academic year. Five boys are made a focus for a week, where teachers plan 'in the moment,' scaffolding their learning and helping to extend their interests further. This takes place every afternoon following lunch. In the Spring and Summer Term, and in the week following a focus week, teachers and parents will sit together to discuss any observations, talk about progress seen and help to advise on next steps.

In Pre-Reception, boys are allocated a classroom, helping to secure their transition from home, having one consistent base. Pre-Reception classes also have an additional classroom that is used to support teaching and enhance learning. In the afternoons, the Pre-Reception staff spread across the three rooms on the Garden Floor, allowing the boys an opportunity to choose their own play and learning, enabling their interests to grow organically.

In Reception, there are three spacious classrooms, which the boys use throughout the day. Teachers coordinate how the rooms are used to approach all areas of learning, and in the afternoons, more freedom is given to the boys, encouraging independent choices to be made. This enables the boys to make full use of the entire continuous provision, as well as presenting an opportunity for all the characteristics of effective learning and teaching to be accessed. These are:

- **Playing and exploring – engagement. Finding out and exploring. Playing with what they know...**
- **Active learning – motivation. Being involved and concentrating. Keeping trying...**
- **Creating and thinking critically – thinking. Having their own ideas...**

Music and French are each timetabled in one 30-minute session throughout the week, where the boys are taught by specialist teachers, focusing on song, rhyme and exposed to a range of new vocabulary and stimuli.

PE is taught twice weekly by a specialist teacher who offers a range of activities that encourage expression and movement, including developing core strength, balance, and coordination, as well as the skills needed to follow instructions and use of equipment.

### **School Day:**

The main doors open at 8.30am and stay open for 30 minutes, allowing families enough time to hand their child over to their teacher and say goodbye. At this time, children are dropped off at the front door, welcomed by the Head of Early Years and Deputy Head and taken to their classrooms by their class teacher. Registration is completed upon arrival, ensuring all boys are accounted for.

Pre-Reception dismissal is at 3.00pm and Reception dismissal is at 3.15pm. The boys will be brought to the door at these times and handed over to their parents, where brief feedback will be given.

Boys are expected to attend five days a week, although if parents feel their child would benefit from a shorter day in the week, they should speak to their class teacher or to the Head of Early Years. In the beginning, whilst boys are settling into the new routine, a flexible collection time can be arranged. It is often the case that boys in Pre-Reception have an earlier collection time of 1.30pm on a Wednesday and Friday until they become settled into the routine.

### **Sibling Facility:**

Boys with older siblings in Years 1-8 at Arnold House may be dropped off at Huxley's at 8.10am, attending the Early Morning Club. At 8.30am they will be taken to their classroom. An Extended Day session is incorporated into the routine for boys with siblings at Loudoun Road, allowing for a 4pm collection. Parents should request all additional services, via email to the Head of Early Years, also stating the name and form of the older boy.

### **Literacy:**

#### **Pre-Reception**

There is a literacy focus four times weekly, with Friday being a day to tackle any issues/ misconceptions as well as extending those who need it. Initially, the boys are introduced to Phase 1 Phonics (Instrumental sounds, Body percussion, Rhythm and rhyme, Alliteration, Voice sounds, Oral blending, and Segmenting). Throughout the year, boys will be moved on to activities that include single graphemes, hearing and recognising beginning sounds of words, playing games such as Silly Soup and Phonic Lotto. Blending is encouraged, along with sight reading particular words. In the Summer Term, or at a time when the boys show readiness, the Read Write Inc. Nursery pack is introduced.

Firstly, a love of reading is established, offering boys the chance to choose a book from the 'Library' to take home once a week. Parents are asked to read every night to their son. A reading scheme is introduced depending on ability, with some boys looking at non-text books, helping them to build comprehension and book handling skills. Teachers consider carefully when boys are ready to take Read Write Inc. word books home. Sound blending books are used to help those who are new to blending or need extra support in identifying initial sounds.

Handwriting is encouraged throughout our continuous provision in the way of mark-making, and fine motor activities, including Busy Fingers and Dough Gym, helping to build dexterity and fine motor control.

Story Scribing offers a creative approach to writing and storytelling. It allows the boys to recite, act out and replace key characters in the stories they are familiar with, making them their own. The boys will drive this scheme, using their interests, adapting themes. Teachers may also offer opportunities for boys to create story maps.

#### **Reception**

There is a literacy focus every day, with a blend of adult-directed and child-initiated activities. Phonic assessments take place at the start of each term, helping to guide teachers. Phonics is taught daily, where the full year group is split into groups to work at the right pace for them. Although Read Write Inc is used in the Early Years, there is also room for scope and creativity, also using books from the Year 1 collection. By the end of Reception, all boys should be at expected level in Phase 3 Phonics.

Reading takes place daily, with books being changed 3-5 times a week, depending on the boy's reading and comprehension ability, ensuring the vocabulary in the text is understood and that boys

can retell the story. Sound blending books are used to help those who are new to blending or need extra support in identifying initial sounds.

In preparation for Year 1, guided reading sessions are offered to small groups of boys throughout the Summer Term, helping to develop their understanding and consolidate their phonics and reading. These sessions highlight skills, discussing character development, making predictions, and developing inference skills.

Story Scribing offers a creative approach to writing and storytelling. It allows the boys to recite, act out and replace key characters in the stories they are familiar with, making them their own. The boys will drive this scheme, using their interests, adapting themes. Teachers may also offer opportunities for boys to create story maps, helping to look at key punctuation, grammar, and language structures in a fun and engaging way.

Handwriting is encouraged throughout our continuous provision in the way of mark-making, and fine motor activities, including Busy Fingers and Dough Gym, helping to build dexterity and hand control. Boys in Reception will have more opportunities for name writing, and when ready, will attempt creative writing by adding captions to their work and drafting short stories. Boys will also write independently in a range of situations using sound mats and sound friezes seen within the continuous provision. Weekend news offers the chance for boys to reflect and create phonetical and plausible attempts of writing.

## **Mathematics:**

### **Pre-Reception**

A non-prescriptive approach is embraced, using resources within the classroom and playground environment encouraging a mastery in the area. Visits to places in the local community also support learning opportunities in Mathematics. Sensory and investigatory play develops the boys' understanding in Mathematics.

- Subitising to 3 (beyond if possible)
- Recite numbers past 5
- Counting objects
- Cardinal numbers
- Link numerals to amounts
- Solve every day mathematical problems with numbers up to 5
- Compare quantities using language 'more than' 'fewer than'
- Talk about and explore 2D shapes, also using shapes to build
- Develop positional language
- Talk about and identify patterns and sequencing

### **Reception**

Building upon a creative and mastery approach in Mathematics, the boys learning is extended further in Reception.

- Count objects, actions, and sounds
- Subitising beyond 3
- Link numerals to their cardinal number value
- Count beyond 10
- Compare numbers

- Understand ‘one more than’ and ‘one less than’ – making predictions
- Explore the composition numbers to 10
- Automatically recall number bonds 0-10
- Counting in 2’s, 5’s and 10’s
- Addition and subtraction
- Develop spatial reasoning with shapes
- Understand 3D and 2D shapes
- Continue, copy, and create repeating patterns
- Compare length, weight, and capacity
- Sequencing and telling the time

### **Themes:**

In the Early Years, themes are not predetermined at the start of a year, instead, teachers carefully observe the boys' interests, assess, then either plan in the moment or plan for future activities. Themes that have been planned, based on the child's voice, include Feelings and Emotions, Wild Animals, Superheroes, Space, and stories, such as ‘Stick Man,’ by Julia Donaldson. There are times that planning is adult-led with a focus on events set out in the calendar such as, Kindness Week, Science Week, and the Luna New Year, to name a few. Planning reflects all elements seen in the Early Years Foundation Stage, also considering the boys’ starting point, with a clear focus on the progress being made. In the Moment Planning or Inquiry Based Learning is evident throughout the provision, with the focus in afternoon teaching, being mostly child-initiated.

### **Science, Technology, Engineering, Art, and Mathematics (STEAM):**

The entire provision lends itself perfectly to STEAM with a vast selection of open-ended resources used to design, construct, and investigate. This is particularly evident outdoors where there are many loose parts, on different scales to explore, along with elements of the natural world, incorporating sensory play, with water, sand, and mud. The boys have the freedom to choose how the resources are used, being creative in their thinking, whilst also deepening their understanding of concepts and experimenting with cause and effect.

Technology is integrated into the environment, rather than taught as a separate subject. The boys trial out the different equipment, exploring their distinct functions, with a developing understanding on how to handle technology with care.

Bee-Bots are used in coding sessions, in Literacy and Mathematics as well as incorporated into the boys' own ideas for play and learning.

### **Specialist Taught Subjects:**

#### **Languages**

French is taught once a week by a specialist teacher, with lessons lasting 30 minutes. Although, French is the focus language in the Early Years, we are fortunate that our Early Years team reflect a wide range of languages, including Mandarin, Cantonese, Danish and Spanish. This allows the boys to have exposure and opportunities to hear different words, practising speaking them, also singing songs. The range of cultural diversity in the languages spoken is also reflected within the continuous provision, where there are opportunities to explore text in different forms.

### **Physical Education**

Physical Education (PE) happens twice weekly in the Early Years, with lessons focussing on an age-appropriate scheme of work. PE lessons take place in the Huxley Hall and sometimes in the playground. Lessons are 20 minutes long and taught by a PE teacher, supported by the class teaching assistants. PE helps the boys to strengthen their motor skills, balance, and coordination, and to also develop their levels of listening and attention, following instructions and to work collaboratively for a shared purpose, building resilience along the way.

### **Music**

Classes have 30-minute music lessons once a week, taught by an Early Years music teacher. Singing and stories are an essential part of the teaching involved. Emphasis is put on recognising, imitating, and creating a steady beat as well as internalising simple music patterns. The teacher plays the piano whilst boys are given opportunities to play a range of percussion instruments, also representing sounds from around the world. By the end of Reception, boys will have had opportunities to read and write simple rhythm patterns.

### **Hall Time:**

The Huxley Hall is an excellent feature of the building, which can be used throughout the day, as an additional space for play and learning. It provides a large area for expressive movement and dance to take place and is the base for many rehearsals, the Christmas Nativity and class assemblies, throughout the year. Family Breakfasts are staggered across the Spring Term, taking place in the Hall, allowing parents the opportunity to spend time in school, getting to know their sons' class teachers, as well as the Headmaster and Head of Early Years. Community plays an enormous part in life at Arnold House, which the School hopes to build from the foundation stage up.

### **Outdoor Play:**

Time outdoors is offered routinely throughout the day, as well as incorporated into lesson times. Year groups go out together and there are always 3-4 members of staff to supervise. Walkie talkies are also used by staff so that extra assistance can be called for if needed. The outdoor space is designed with a selection of open-ended resources, including loose parts, helping children to continue their learning outside of the classroom.

### **Forest School:**

Huxley's has a beautiful Forest School provision in the playground, where boys spend time embracing the natural world, encompassing all aspects of the EYFS curriculum. Planned sessions, with our designated Forest School Lead, take place twice a week, as well as children having opportunities to use it spontaneously during break times. Boys are chosen from each year group and can get to know children in their class and other year groups. There are usually no more than two boys from each class in attendance, with a total of 8. Risk taking is a key part of outdoor learning, with boys having exposure to things that may be dangerous if handled incorrectly. The Forest School area allows the School to offer eco-friendly learning, and is also open for the whole school to use. Activities include minibeast hunting, creating different characters, mud painting, den building and fire building. At times, the Forest School Lead, may also organise trips to the local park at Violet Hill and Paddington Rec to help extend the boys' understanding and appreciation of the natural world.

### **Special Educational Needs and Disabilities (SEND):**

A Lead Special Educational Needs and Disability Coordinator works at Arnold House School, and is based at Loudoun Road, working in partnership with the Early Years SENDCO. The Early Years SENDCO spends time in class, supporting individual boys and small groups, helping them to make

progress. Intervention groups are also followed up outside of class, helping the boys to stay focused and keep on track. The SENDCO and other key staff liaise with external agencies, keeping parents informed along the way. Whole body listening is not made a focus in the Early Years, as teachers attempt to steer away from the 'ableist' approach. Methods used to assist children's cognitive development include interventions such as:

- Box Clever, to support language and communication, and EAL (English as an Additional Language)
- Dough Disco/ Dough Gym, to support hand-eye coordination and dexterity in hand movements
- Bucket Time, to support social communication, including co-regulation and self-regulation
- Makaton, to support language and communication, and EAL
- Visual Timetables, to support routine, transition and understanding
- Now and Next boards, to support routine and transition
- Transition Objects
- Movement Breaks to help keep boys motivated and interested to learn

#### **English as and Additional Language (EAL):**

For boys, whose home language is not English, there are rich opportunities for them to develop and use their home language in play and learning, supporting their language development at home. Communication friendly areas are seen throughout the Early Years, offering a space for children to observe, understand, speak, and discuss, helping them to reach a good standard in English language. If a child does not have a strong grasp of English language, teachers will explore the child's skills in the home language with parents and may involve assistance from external support agencies.

#### **Inclusion and Diversity:**

Within all areas of the curriculum, **Fundamental British Values** are adhered to and can be seen within the continuous provision, throughout the routine and during planned lessons. These include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

It is through our awareness of **Fundamental British Values** that we ensure the **Protected Characteristics** are upheld – these include being mindful of and respectful in relation to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

#### **Spiritual, Moral, Social, and Cultural Development (SMSC):**

Happy boys learn best – Our environment allows opportunities for confidence, self-belief, and resilience to grow. Each day, boys have time to reflect and gather their thoughts, also taking part in

circle time activities, working independently - deep in thought or in group collaboration, working together as a team. Although we practise Mindfulness, it is not a timetabled focus, allowing it to grow organically, within the routine. Questions are posed enabling boys to become reflective in their thinking “I wonder if...” and “Can you remember when...?” The environment depicts a rich multi-cultural community within the school walls and beyond. This is evident in the resources, visiting speakers, staffing and much more!

### **Relationships and Sex Education (RSE):**

Boys are encouraged to be independent in their levels of care, although at times, more support may be required, especially in relation to toileting. Hygiene and cleanliness are given a focus, with boys always asked if they can manage, and offered help when needed. If assistance is refused, then it is never forced. Consent plays a vital role in Relationships and Sex Education, especially in the Early Years, where children are beginning to gain more of an understanding of themselves as an individual. Body parts are named correctly, in scientific terms and a clear dialogue is formed discussing types of behaviour which are unacceptable. Although, rough and tumble play is beneficial to some boys in their stages of development, it will only be permitted if all parties give mutual consent. If at any time, a boy is unhappy and would like it to stop, the game should be stopped immediately, and an adult should be prepared to intervene.

Throughout the Early Years, the boys meet Pantosaurus, the dinosaur from the NSPCC teaching them about staying safe and the importance of children keeping their ‘privates private.’ This topic is revisited several times throughout the two years in the Early Years, with activities planned to reinforce the message. A culture of respect and understanding is embedded within the routine, and at times, discussed during group session times.

### **Visits and Trips:**

- London Zoo
- Regents Park
- Pantomime at Christmas
- Local religious buildings
- Visits to Paddington Rec
- Visits to the local shops/ grocers etc. / tube station.
- Tractor Day - Canons Park
- Sports Day - Canons Park
- Police – coming into school
- Story Tellers – coming into school
- Wild/ Mini Beasts – coming into school
- Drama Workshops – coming into school
- Dinosaur Workshop – coming into school

### **Themed Events:**

We aim to follow a whole school approach, embracing similar theme/ charity days throughout.

- World Book Day
- Kindness Week (Anti-bullying)
- Charity Days
- Remembrance Day



- International Week
- Cure EB day

### **Assemblies:**

Pre-Reception and Reception come together twice a week, gathering in the Huxley Hall for Early Years Assembly and Singing Assembly. These take place on a Tuesday and Thursday at the beginning of the day. The focus of Early Years Assembly is to discuss pastoral matters and celebrate events, whilst also drawing upon cultural diversity, reflecting upon festivals and other special celebrations. Singing Assembly takes place each week, with all the classes coming together as one department, sharing in the joy of singing. It is during Singing Assembly where the Christian ethos is first embedded, singing songs such as, 'He has the Whole World in his Hands' and 'The Seed Song.' Class Assemblies take place from the Spring Term, and are staggered across the year, with families coming in, watching their boys sing.

### **Behaviour:**

A huge focus is placed on restorative justice in the Early Years, with the understanding that young children are simply learning. With our key person and reflective approaches embedded, we hope to prepare children for what lies ahead, as well as tackling any issues that arise with a healthy and positive mindset. Boundaries and rules are set and discussed with the boys, with them also making contributions. Praise and awards, such as stickers are used, although teachers are mindful that this should not be what the child is motivated by. Discussion about feelings and behaviour are a reoccurring theme at group times, and during play. Children are never shamed or made to feel humiliated by their behaviour – instead, time is spent helping the child to make sense of the situation – for this reason, time outs are never used. A huge focus is placed on reconciliation, and discussing what can be done to make things better, and apologies are never forced.

### **Transition:**

Transition is supported, helping the boys move seamlessly throughout the School. The Early Years team work as an entire department, helping the boys to feel safe and secure. Pre-Reception boys move into Reception with their teacher, helping to maintain their levels of involvement and wellbeing. Throughout the year, boys from Huxley's have opportunities to visit Loudoun Road and Canons Park, also being involved in whole school events such as Christmas in the Courtyard and the end of term church services. In the Spring and Summer Terms, Reception boys spend time at Loudoun Road, in class, having lunch, and having Break in the playground. Meetings take place between Reception and Year One teachers in the Summer Term, helping to highlight any issues concerning individual boys. A clear dialogue is maintained with families, teachers and the SENDCO, helping to support transition. Information regarding transition is shared with parents and time is allocated for them to meet their son's new teacher and tour the Year One classrooms. The curriculum is designed to support transition, making sure that learning is fluid and approached correctly, for each age range.

### **Supervision in the Early Years:**

Staff supervisions take place in the Autumn and Summer Term, with the Head of Early Years meeting all staff individually to discuss all matters in relations to safeguarding, children, progress, staff development, teamwork, and curriculum. Key tasks are set and followed up over time.

Weekly meetings take place in year groups where teachers meet to discuss planning and other child matters. Weekly departmental meetings take place to discuss and reflect on teaching and learning and other pastoral matters.

### **Assessment:**

Assessment for learning is a constant process within the Early Years, with teachers monitoring progress and setting targets throughout the year. In the first term of Reception, boys are assessed using CEM Base, and are assessed again in the Summer Term to identify progress, and any gaps in learning. This information is also shared with Year One Teachers and placed in one school system so that a clear measure of progress and attainment is observed.

At the end of Reception, teachers review the progress made in line with the Early Learning Goals, making judgments, whether a boy is at emerging levels (score-1) or at expected levels (score-2) in their development. Good Level of Development (GLD) scores are then set and shared with parents and Year One teachers.

### **Training and CPD:**

Training is offered ensuring that staff are up to date with their approach and able to support children effectively. Theoretical studies, along with books and articles are constantly discussed in staff meetings, and through team email and WhatsApp messaging, helping to broaden a conversation on child development.

Some of the training offered since Summer 2021 includes:

- First Aid
- Safeguarding
- Safer Recruitment
- Anaphylaxis Training
- IAP's Inspection Training
- Anna Ephgrave's - In the Moment Planning Training
- Early Excellence - How to Secure Effective Interactions
- Early Excellence - Enhancing Learning: Building on Children's Interests
- Early Excellence - Making the Most of Continuous Provision in the EYFS
- Makaton (in house)

### **Tapestry:**

This online Learning Journal helps keep families informed about the boys' progress and presents what happens at school. The Early Years team work together, using the Key Person Approach to track interests and support the boys in their learning. Tapestry also assists teachers to document learning outcomes, helping to create next steps. More importantly, Tapestry offers parents a window into their child's day – so that achievements are shared and celebrated at home. Parents also make use of Tapestry to show teachers holiday pictures, family activities and momentous events for their child to share. It is a valuable tool helping to create a clear dialogue between home and school, describing the whole child.

### **Parental Involvement:**

- Information is shared with parents via Tapestry, the school website, iSams (email) and 'In House.'
- Each class will have a nominated parent representative, and a seat on the Arnold House Parents Association, that will liaise with the class teacher and Head of Early Years.
- The AHPA organises a range of activities for parents to get involved in, working in line with the selected charities.
- A staggered start programme will be shared with parents with boys starting in Pre-Reception. This will allow more time for teachers and families to connect, helping to support transition into the school.
- Welcome drinks will take place, in the first few weeks of the Autumn Term, giving families the opportunity to get to know each other and tour the school.
- A remote curriculum overview will take place, in the first few weeks of the Autumn Term, giving parents more information about what goes on at school, and ways to support their children at home.
- A remote phonics information session will take place at the beginning of the Spring Term for parents of Reception boys.
- Stay and play sessions will be offered later in the Autumn Term, once the boys have settled. These sessions will be staggered to avoid crowding and will take place for 30 minutes at the start of the day (8.30am-9am).
- Teacher/ parent consultations will take place following a Focus Week, where small groups of children are closely observed. These meetings have the flexibility to be held remotely via Zoom/ Google, and can also be done in person, at a time best suited to the teacher and parent. Meetings are usually attended by all staff working closely with the child, including the teacher, key person, and teaching assistant. These meetings provide an excellent opportunity to share in the boys' achievements, set targets and offer support to parents, helping them to reinforce learning at home. These consultations take place throughout the Autumn Term and again in the Summer Term also helping prepare for transition. Meetings may also take place sporadically throughout the academic year, especially when following up on any previous targets set or any concerns.
- Parents are invited into School to watch their sons' Christmas production. Each class will be set a different time and day to perform. This will usually correspond with the days Music takes place (Thursdays).
- Family breakfasts take place throughout January, helping to kickstart everyone into a healthier eating plan after Christmas. Each class has their own event, which is held in the Huxley Hall and prepared by the catering team. One adult from each family is invited to attend.
- Transition information sessions will be scheduled for the Summer Term to keep families informed of what to expect in the following year. These are done in person so that tours of the classroom can take place.
- Sports Day – Parents are invited to attend sports day at Canons Park, to cheer their boys on in their races and to meet other parents.
- Church service – Parents are welcome to attend the end of term services at church.

- Trips – parents are welcome to accompany their son's class on school trips, helping to maintain good supervision. Teachers will select willing parents.
- Speech Day

### **Catering:**

All meals are prepared onsite by Accent Catering. Boys are offered a well-balanced diet, consisting of a morning and afternoon snack, and a healthy meal at lunchtime. All dietary requirements are adhered to, overseen by the teachers, and catering team. Menus are available on the website as well as shared on Tapestry for parents to see. The boys enjoy their snacks in their classrooms or in the playground and eat lunch in the dining room, along with their year group.

### **Covid-19**

The Early Years provision works cohesively with the whole School, following the guidance set out by the Government. Rooms are well ventilated and regular handwashing is maintained, also with the addition to having sanitising stations throughout the building. Plastic resources are washed routinely and water investigation stations are emptied and refilled daily, as are other types of sensory play. There is a full-time cleaner at Huxley's who is responsible for maintaining the building throughout the day. In the case that children must stay home, because of being impacted by Covid-19, and are well enough to complete work, a home learning schedule will be set. Daily welfare calls will be made routinely, with the class teacher phoning home to make sure all is well, offering support if needed.

### **Risk Assessing:**

Each morning a member of staff from each year group carries out a risk assessment of both indoor and outdoor environments, completing a tick chart to highlight each area. If any issues are raised as a concern, the staff responsible then email the Head of Early Years to follow up.

Risk assessments are carried out ahead of taking the children on trips, offsite. Information regarding the trip is then shared with all staff.

### **Health:**

Medicine is administered and logged by Huxley Office Team, recording information on the school system. In accordance with the whole school First Aid Policy.

Accident reporting is completed in a written log book, where staff record information about the accident, the treatment of the injury and any follow-up action. Parents will receive a courtesy call home if a child sustains a head injury or another type of visible injury (e.g., bite mark), but is deemed well enough to stay at school. The record is checked regularly by the Medical Coordinator.

Healthy Living: The children are given a well-balanced diet with minimal sugar throughout the day. Teachers highlight the importance of a healthy lifestyle, paying particular attention to food, exercise, oral care, and hygiene. Healthy minds are given equal attention, with time to process and reflect. In Reception, parents can select whether they wish for their son to take part in health screening checks for vision and hearing. This takes place in the Spring Term.

### **Safeguarding:**

The Early Years follows the **whole school safeguarding policy** and adheres to the **Keeping Children Safe in Education** document. Furthermore, an incident record is maintained on the staff network to log incidents as they occur. The Head of Early Years oversees this record and follows up with any necessary actions. Staff supervision also provides time for safeguarding matters to be discussed.

### **References:**

#### **Early Years Foundation Stage Framework (2021)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

#### **Development Matters (2021)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)