



# HARRODIAN

## Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Harroddian, children join the Reception class in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. We ensure that children “learn and develop well and are kept healthy and safe” and “give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life”.

### **Intent**

At Harroddian, we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition, and a lifelong love of learning. Our curriculum is child-centred and play-based, following the interests and fascinations of the children in the current year group.

We provide a curriculum that offers children a wide range of opportunities, broadening their experiences and encouraging them to engage in new challenges. We recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We understand 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.

### **Implementation**

At Harroddian, our intent is implemented in accordance with the government’s document Statutory framework for the early years foundation stage for group and school providers. This document sets standards for the learning, development, and care of children in our Reception year group.

The EYFS is based upon 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 build their learning over time.
- Children develop and learn in different ways and at different rates.

### Enabling Environments -

We aim to create an attractive and stimulating learning environment where children feel confident, secure, and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning books. Play-based learning is paramount, and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and scaffold as needed to further individual learning as well as using objective-led planning to target skills and progress of all children.

### Learning and Development -

Teachers and teaching assistants implement the curriculum in the Reception classes of up to 22 children per class.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are:

- Communication and language
- Physical development
- Personal, social, and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and agree on how to support the child.

Planning and guiding children's activities will reflect on the different ways children learn and reflect these in their practice. At Harrodian, we support children in using the three characteristics of effective teaching and learning. These are:

- Playing and Exploring (engagement): children investigate and explore things, and 'have a go'.
- Active Learning (motivation): children concentrate and keep trying if they encounter difficulties and enjoy achievements.
- Creating and Thinking Critically (thinking): children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### Positive Relationships -

At Harrodian, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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

- Supporting children through the transition from pre-school to Reception with the children attending part time during the first week. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction session (Teddy Bear's Picnic) during the summer term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child, particularly in relation to reading and phonics (reading and phonics workshops).
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, School and parents: celebration assemblies, School visits and volunteering to collaborate in lessons.
- Providing parents an opportunity to celebrate their child's learning and development by completing Activity Books, which encourage home learning ideas and opportunities.
- Written contact through weekly emails as well as the acknowledgement that parents can ring School to contact EYFS staff.
- Ensuring all parents know their child's teacher and teaching assistant and how to contact them.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

#### - Practice -

There are two Reception classes, each with a teacher and teaching assistant. The children are grouped into mixed age classes. The activities we undertake are often part of a topic or theme to contextualise the learning.

The Reception curriculum is planned at long, medium and short term levels.

The long term plan is composed of a variety of topics and is linked to the 7 areas of Development Matters.

Separate medium term plans are written for each area of learning. The plans identify the learning in each area for the half term, link to Development Matters and suggest activities and resources to achieve them.

Short term plans are written weekly and include the learning objective for each area that week. Specific plans are written for Literacy/Communication and Language, Mathematics, Understanding the World, Personal, Social and Emotional Development and Expressive Arts and Design. Continuous Provision, Objective Led Planning and Child Initiated Learning is highlighted on the weekly plan. Physical Development is planned by the Sports Teachers. For Computing, Music (soon Drama - TBC by JRH) these are taught by specialist teachers)

#### **Impact**

At Harrodian we follow the principles of assessment for learning. We measure progress and children's learning across the year through formative and summative assessment. All adults who interact with the child contribute to the assessment process.

Formative assessment takes place on an ongoing basis, formed from observational assessment of each child's achievements, interests, and learning style. Photographic evidence of children's learning and

their completed work / art is displayed in their Reception Learning Journey books. These books are used to moderate for the Early Learning Goals of each child alongside formative and summative assessment.

At the end of the Reception year, the EYFS Profile is completed for each child. This forms our summative assessment and provides parents, carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against the Early Learning Goals, and their readiness for Year 1. The profile indicates whether the child has met the expected level of development or has not yet reached expected levels ('emerging').

The Head of Early Years completes an EYFS Analysis at the end of the academic year following the completion of the EYFS Profile. In this analysis, strengths from the data are outlined, any anomalies are highlighted and areas for development are explained. Any areas for development are then outlined in more detail on the action plan for the following academic year.

### **Inclusion/Special Educational Needs (SEN)**

All children and their families are valued at Harrodian. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and appropriate steps are taken in accordance with the School's *Special Education Needs Policy*.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Making reasonable adjustments to support specific learning requirements and neurodiversity.
- 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 that 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.

### **Dyslexia Friendly**

To accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater to all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific requirement.

### **Welfare**

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 well-being of all children. (Please refer to the School's *Safeguarding and Child Protection Policy*.)

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.”  
(*Statutory framework for the early years foundation stage, January 2024*)

At Harrodian we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory framework for early years foundation stage, January 2024. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, including oral health, taking steps to prevent the spread of infection and take 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 are 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.

### **Equal Opportunities**

All members of the School are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. Staff are aware of the general diversity of children's interests, needs and backgrounds which helps them to accurately assess their development and outcomes against the ELG's. Children from different cultural backgrounds may demonstrate their attainment through activities or events linked to their cultural experience. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Health and Safety**

At Harrodian there are clear procedures for assessing risk that includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2024, at Harrodian we undertake;

- A whole School Medical policy ensuring that there are systems in place to ensure that medicine and the systems for obtaining information about a child's needs for medication are kept up to date. Prescription medicines will not be administered unless a doctor, dentist, nurse or pharmacist has prescribed them. A *Medicine Administration Form* is required to be filled by Parents/Guardians for all medication brought into school by pupils such as prescriptions, Piriton etc. The *Medical Administration Form* can be found on the Key Information/Nurses section of the School website. Medicines (both prescription and non-prescription) are only administered

by the School Nurse. At Harrodian a written record is kept each time a medicine is administered to a child and School informs the child's parents and/or carers on the same day. (Statutory framework for EYFS 2024)

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a sink area and children bring a healthy snack to School.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. At least one member of the EYFS staff has paediatric first aid training
- A *Health and Safety Policy* and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure which can be found in the *School's Fire Drill Policy*.
- A whole school *Safeguarding and Child Protection Policy* stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in School must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- On social media, children are not identified by their full name. Parents sign a photo consent form and the marketing and GDPR team ensure that their preferences are adhered to.

### **Transition**

#### **Reception (4+) Entry Procedure**

##### **One Year Prior to Entry:**

**Informal Activity Session:** Children applying for Reception (4+) are expected to attend an informal activity session held within a small classroom environment. This initial meeting serves as an opportunity for the School to meet the child and for the child to become familiar with the School environment. Due to the interactive nature of these sessions, these **cannot be held remotely**. Candidates from overseas are expected to attend.

##### **Assessment of Suitability:**

**Contact with Nursery:** To ensure that children joining Harrodian will thrive not only in the Pre-Prep stage but throughout their educational journey, the School proactively reaches out to their current nursery. This involves requesting a general report on the child's progress within the Early Years Foundation Stage (EYFS). Additionally, a visit to the nursery may be arranged to gain insights into the child's development in a familiar setting, if deemed necessary.

**Home Visit:** Will be arranged for children who are not attending a nursery.

**Alternative Activity Session:** Where a child is unable to attend the scheduled activity session, the School will arrange an alternative date for them to participate during our school day. This ensures that the child can engage with the School environment.

## **Offer Process**

**Suitability:** The School evaluates each child's potential to thrive in the Harroddian environment and contribute positively to the cohort.

**Registration Date Order:** Offers for admission are then prioritised based on the registration date relative to the child's birth date. This system ensures fairness and transparency in the admission process.

**Siblings' Priority:** Where possible priority may be given to siblings of current pupils who have attended Harroddian for more than two full academic years. However, it's important to note that sibling priority is not guaranteed.

**Advance Registration for Siblings:** Siblings aiming for priority entry are required to be registered at least two academic years ahead of their intended entry to be considered for this preference.

Harroddian is committed to maintaining a fair and transparent admission process. The registration date order, coupled with observations from participation in activities to gauge suitability for the School environment, ensures that offers to join Harroddian at Reception are extended to children who align with the School's values and expectations.

In the Autumn Term when the children start school:

- Parents are encouraged to send in a family photo to enhance our "all about me" initial topic. These are used for children to get to know each other, support transition and to inform planning.
- Children integrate into School life by starting with a half-day session and gradually building up the time each day over three days until they are in school for full days.
- Reception staff use the 'Moving On' forms provided from previous settings as well as Baseline assessments to guide planning for each child.

## **- From Reception Class to Key Stage 1 -**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether the child has met the expected level of development or has not yet reached expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Parents are invited to meet with their current Reception teacher and their future PP1 teacher in the final two weeks of the summer term. This meeting aims for both teachers and parents to discuss the child to enable a smooth transition into PP1 in September as well as establishing a positive relationship.

# EYFS Subject Areas

## **Communication and Language Policy**

Listening, Attention and Understanding  
Speaking

### ***Philosophy:***

We believe that language development is at the heart of the Early Years Foundation Stage. We aim to encourage children to express themselves creatively and imaginatively, to become enthusiastic thinkers and to communicate clearly and effectively. Communication and language is essential to all other aspects of learning. If children are able to listen and attend in a variety of situations, they can access the curriculum and then show their understanding through purposeful play and speech.

### ***Aims:***

- Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Children make comments about what they have heard and ask questions to clarify their understanding.
- Children hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### ***How we support a child's communication and language***

Children are encouraged to develop their speaking and listening skills during whole class discussions, group work and a variety of play situations. We provide opportunities to link language and understanding to music, role play, practical experiences and child-initiated activities. Children also participate in 'storytelling' and 'take home teddy' activities.

Any Speech and Language issues are identified and monitored closely throughout the Reception year. If necessary, the class teacher will liaise with parents and then refer children to GP/Speech and Language Therapists.

### ***How parents can support their child at home***

Children are communicators from birth and the development of their speech, language and communication skills does not only happen in their Early Years setting. There are many other key people and places that make up the child's 'language learning environment'. If every child is to become an effective, all-round communicator, it is important to recognise the invaluable contribution of all those people and places that are important in a child's life.



Parents are encouraged to provide activities that encourage children to play and work together in cooperation (with each other and adults), encouraging children to talk about what they are doing, negotiate, ask questions, speak clearly to be understood, listen and respond to others. Adults can prompt speech through sensitive questioning and by giving a child time to respond. Listening to stories and sharing books is an incredibly powerful way of increasing a child's vocabulary. Use the weekly activities suggested in the Activity Book as a starting point for talking about school and what they are learning.

## **Physical Development Policy**

Gross Motor Skills

Fine Motor Skills

### ***Philosophy:***

In order to improve skills of coordination, manipulation and movement we provide activities which offer physical challenges both indoors and outdoors allowing children to develop fine and gross motor skills. They will be encouraged to use all their senses to learn about the world around them. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy.

### ***Aims:***

- Children negotiate space and obstacles safely, with consideration for themselves and others.
- Children demonstrate strength, balance and coordination when playing.
- Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Children use a range of small tools, including scissors, paint brushes and cutlery.
- Children begin to show accuracy and care when drawing.

### ***How we support a child's physical development***

The children will have continuous opportunities for physical activities indoors and outdoors. The activities will encourage children to explore moving individually and as part of the group. Children will be able to make physical responses to stories and music, expressing their feelings as they move. They will learn to do things safely and respond to verbal and non-verbal signals. All children will be encouraged to develop fine controlled skills and take part in energetic activities. A specialist teacher teaches Physical Education, where the children work inside and outside, developing fine and gross motor skills. Swimming is timetabled in the Summer Term. The importance of health and safety is integrated into Understanding the World and Personal, Social and Emotional topics and emphasised during school visits.

### ***How parents can support their child at home***

Climbing frames at home or the local park; lifting heavy shopping bags; pushing and pulling heavy doors or drawers are examples of everyday actions that will build core muscle strength. Children need to develop gross motor strength before they are able to harness their fine motor control. Play-doh; using spoons and tongs for serving their own food and mixing ingredients while cooking will help build the fine motor muscles needed to hold pencils and scissors in the future. Set good examples of writing,

using lower and upper case letters appropriately and clearly formed print text. Provide opportunities for children to use scissors safely and demonstrate how to cut safely and effectively.

## **Personal, Social and Emotional Development Policy**

Self-Regulation  
Managing Self  
Building Relationships

### ***Philosophy:***

At Harrodian we promote an inclusive ethos and provide opportunities for every child to become a valued member of the group so that a strong self image and self esteem can be fostered. Children will learn how to cooperate and work harmoniously alongside and with each other. Children will learn about a wide range of cultures and beliefs and understand that these need to be treated with respect. Our aim is for all children to be motivated and excited to learn. Self motivation and independence are actively encouraged as are self discipline, respect for others and self esteem. We aim for children to become independent learners initiating and extending their own learning. We consider the whole child to be fundamental. Social, emotional, physical, intellectual and moral developments are interrelated and this is reflected in the provision we offer. We promote fundamental British Values and have a due regard to the need to prevent young people from being drawn into terrorism.

### ***Aims:***

- Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Children give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Children are confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- Children explain the reasons for rules, know right from wrong and try to behave accordingly.
- Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Children work and play cooperatively and take turns with others.
- Children form positive attachments to adults and friendships with peers.
- Children show sensitivity to their own and to others' needs.

### ***How we support a child's personal, social and emotional development***

The children will have continuous opportunities for Personal, Social and Emotional Development through role play and engaging with a variety of activities indoors and outdoors. In addition to this there are PSED lessons and Circle Time weekly. PSED is embedded into all areas of the EYFS curriculum and the children work as a class, small group and individually daily. The Jigsaw scheme of work is used weekly to cover important topics related to emotional health and mental wellbeing.

The children are made aware of fundamental British Values including: making decisions together (democracy), rule of law (understanding that rules matter), mutual respect and tolerance (treating others as you would like to be treated) and individual liberty (freedom for all). As EYFS practitioners we

will validate all children's feelings and guide them to resolve conflicts; manage behaviour; develop the confidence and the awareness that enables them to make relationships.

We offer interventions and workshops with our ELSAs (Emotional Literacy Support Assistants) for areas such as resilience and anxiety. There are two qualified ELSAs working in our Pre-Prep. A weekly Play Therapist also supports children over a six week period and has weekly communication and feedback with parents. Play therapy is triaged through discussions with teachers who will identify children who would benefit.

### ***How parents can support their child at home***

Parents can support their child by letting them help with activities as this makes them feel that they are capable and competent and will help them develop self-assurance. Letting a child make choices; this gives a child some sense of control in their lives and helps them to feel that their choices have been respected. Showing a child photographs of special family members, friends, events and places that are important as this helps them develop a sense of being part of a community of people, with their own culture, experiences and places that interest them. Helping a child to do things for others; showing a child the benefits of 'teamwork'. Showing a child how to be sensitive to others; books and stories are good for helping children understand differences. Talking to a child about feelings; when a child is helped to express their feelings they understand that their feelings are only temporary. Sharing one's feelings and explaining how one has felt helps a child to understand that there are all sorts of feelings and that the pleasant ones can be fun and the less pleasant ones can be overcome or managed.

Setting high expectations and leading by example, giving children the time and encouragement needed to become independent with basic life skills. Dressing and undressing, going to the bathroom and washing hands, trying new foods, using a knife and fork, wiping face and blowing noses are all things 4 year old children should be capable of doing independently. Parents should try not to carry children or use a buggy to and from school. Giving them responsibilities like packing their own bag and choosing their own healthy snack is also helpful.

Ensuring that their own anxieties are not passed onto their child where possible. The Pre-Prep staff encourage parents to discuss any anxiety around their child or school with a member of the team. Support is then offered in-house or referrals can be made to external professionals who can work alongside both the Pre-Prep and parents.

## **Literacy Policy**

Comprehension  
Word Reading  
Writing

### ***Philosophy:***

Literacy plays an important role to reinforce understanding, enhance communication and foster enjoyment and creativity through language. Children will become enthusiastic and questioning readers, writers and thinkers.

### ***Aims:***

- Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Children anticipate – where appropriate – key events in stories.
- Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Children say a sound for each letter in the alphabet and at least 10 digraphs.
- Children read words consistent with their phonic knowledge by sound-blending.
- Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Children write recognisable letters, most of which are correctly formed.
- Children spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Children write simple phrases and sentences that can be read by others.

### ***How we support a child's literacy***

Children take part in whole class activities, guided group work and independent tasks. Phonics sessions take place every day and are taught in addition to literacy lessons. Phonics teaching is structured using techniques and lesson plans from the *Animaphonics* scheme. Writing is taught through teacher modelling, shared group writing and continuous child-initiated opportunities provided by the classroom environment. Children are taught how to apply their phonetic knowledge to writing and are encouraged to write for purpose, so that they apply what they have learned and embed this into daily life. The children are introduced to a wide variety of literature to inspire a love for reading. Children read individually to an adult at least 3 times a week and have a guided reading session once a week. Children are encouraged to read their own names, labels and captions independently using the techniques taught. Children who need more support with reading have daily intervention sessions with a member of the Learning Enrichment Department as well as daily reading with an adult.

### ***How parents can support their child at home***

The EYFS and Literacy Coordinator runs a Phonics and Reading workshop in the first half of the Autumn Term to discuss how to support children's reading at home. Parents are highly recommended to attend this meeting as it explains the variety of techniques taught. Children should be encouraged to read a wide range of text in a variety of places, to understand the importance and need for reading. Children can read text around the home such as food labels, packaging and instructions on the screen of the computer, which will help them develop purpose in their reading. Learning 'Rainbow Words', reading school scheme books and library books become part of daily life and an enjoyable task for parents to undertake with their child. Writing Development strongly links with Physical Development, therefore the policy can directly reflect this. Encouraging children to read back any marks they make on paper to parents and valuing all attempts at writing are strongly advised. Setting a good example by writing in clear print using upper and lower case letters appropriately is also advised.

## **Mathematics Policy**

Number

Numerical Patterns

### ***Philosophy:***

At Harrodian we aim for children to develop a wide range of mathematical strategies and knowledge to solve problems. Mathematical learning includes counting, sorting, matching, making patterns, making connections, recognising relationships and working with numbers, shapes, space and measure and problem solving.

***Aims:***

- Children have a deep understanding of numbers to 10, including the composition of each number.
- Children subitise (recognise quantities without counting) up to 5.
- Children automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Children verbally count beyond 20, recognising the pattern of the counting system.
- Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

***How we support a child's mathematics***

Children in Reception will be introduced to mathematics through stories, songs, rhymes, games, role play, construction, cooking, 2D & 3D creative work and by observing numbers in the environment and daily routines. Children will be taught mathematics using a 'Concrete, Pictorial then Abstract' method in order to provide the children with mental images and strategies that can be applied when solving problems. Children will follow the White Rose Maths scheme alongside our inhouse Whizzy Maths. Children will take part in a whole class mathematics session with a focus on understanding the value of a number. There will also be group and individual work. This will include a range of teacher led and child initiated activities. Mathematics activities will be differentiated to suit the individual through adult support, questioning, expected outcome and set activities.

***How parents can support their child at home***

Helping children to recognise numbers, shapes and patterns that they see in their environment, for example on a clock, door or remote control and shapes of various household objects. Reinforcing accurate counting out, placing a finger on each object as it is being counted. Asking the children 'how' and 'why' questions during mathematical activities to encourage active learning and explaining their thought process. Using accurate language when talking about mathematical concepts. Using the weekly activity in the Activity Book as a starting point for mathematical discussions, activities and ideas.

**Understanding the World Policy**

Past and Present

People, Culture and Communities

The Natural World

***Philosophy:***

At Harrodian our aim is to encourage curiosity, providing an environment where the children can expand their knowledge of the world around them through exploration, prediction, questioning and observation in the company of enthusiastic adult and peer support. The children will explore issues about themselves, personal needs and the needs of others, leading to the introduction of different faiths' values and beliefs. We will provide stimulating experiences within the classroom and outdoor environment.

***Aims:***

- Children talk about the lives of the people around them and their roles in society.
- Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Children understand the past through settings, characters and events encountered in books read in class and storytelling.
- Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Children explore the natural world around them, making observations and drawing pictures of animals and plants.
- Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

***How we support a child's understanding of the world***

Understanding the World is approached largely through discussion, investigation, exploration and experimental activities with some recording. Children will participate in an 'outside learning' session with the class teacher each week. During this session, we will focus on an aspect of the natural world and local environment. This area is integrated into topic style work included in literacy and creative activities to reinforce understanding. Children can use the class iPad and have ICT lessons with a specialist teacher. Through our topic work we also look at how modern things work and how they are made. Children are encouraged to harness their interests and use the skills learned from exploring these to a wider variety of topics and ideas.

***How parents can support their child at home***

This strongly reflects the PSED and communication and language policy, therefore the previous ideas highlighted can be used. Giving children the opportunity to access a wide range of experiences, people, objects, living things and technology. Letting the class teacher know of any particular interests or experiences that have inspired the children to observe, investigate and explain. Encouraging children to estimate and try things out to have ownership of their learning.

**Expressive Arts and Design Policy**

Creating with Materials

Being Imaginative and Expressive

***Philosophy:***

We aim to develop children's creativity to enable them to make connections between the areas of learning. The children's creative knowledge, understanding and skills are developed through music, art, dance, role play and imaginative play. The children develop creativity within a rich learning environment and have a wide variety of resources to choose from.

**Aims:**

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children share their creations, explaining the process they have used.
- Children make use of props and materials when role playing characters in narratives and stories.
- Children invent, adapt and recount narratives and stories with peers and their teacher.
- Children sing a range of well-known nursery rhymes and songs.
- Children perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**How we support a child's expressive arts and design**

The children will be able to explore painting, drawing and modelling using a variety of media and techniques. Children are able to lead their own learning and exploring using the open art area in the classroom which promotes independence and self-selection. Specialist teachers will provide twice-weekly opportunities to develop music skills through movement, rhymes, songs, percussion instruments and rhythmic activities. The imaginative role play area will change frequently to allow children to experience a wide variety of scenarios, developing their imagination by taking on different roles and working cooperatively within a small group.

**How parents can support their child at home**

Exposing children to a variety of music, art, dance and play. Encouraging imaginative stories and games and allowing children to experiment with different media and equipment. Trying to encourage original thinking by moving away from 'colouring in the lines' or 'doing it wrong' and questioning their choices of what they have made, how they did it and why.

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