Tormead

Pre-Prep

EYFS Handbook

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Introduction

We are delighted to welcome you and your daughter to Pre-Prep as she begins her learning journey here at Tormead. Our Pre-Prep is abuzz with activity and the joy of learning every single day.

The pastoral care and wellbeing of the girls are at the heart of all we do, because we firmly believe that happy girls will flourish. We will do our utmost to help your daughter settle in quickly and we hope that she will be very happy in our nurturing environment.

Nicki Fry, Head and **Nicola Trodd**, Head of Pre-Prep

Aims and Principles of the Early Years Foundation Stage

At Tormead, we follow the strands of the Early Years Foundation Stage Curriculum and concentrate our learning opportunities on the three Prime Areas and the four Specific Areas of Learning as well as the Characteristics of Effective Learning. The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing in the pupils:

- positive attitudes and dispositions towards their learning;
- self-confidence, self-esteem and self-awareness;
- respect for others as well as themselves;
- social skills, self-regulation and emotional well-being;
- language for speaking, understanding, listening and attention
- physical skills (gross motor and fine motor development);
- literacy skills (comprehension, reading and writing);
- mathematical skills (number and numerical patterns);
- understanding of the world (past and present, people, culture and communities, and the natural world);
- imaginative, creative and expressive skills;
- exploration and use of media and materials;
- preparation for Key Stage 1 and beyond.

To achieve our aims, we provide a broad and balanced curriculum ensuring that all children experience the seven areas of learning as outlined by the Department of Education, and we work towards the Early Learning Goals for children's learning.

There are seven areas of learning. The three prime areas are:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

The prime areas are strengthened and applied through four specific areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

The Principles of the Early Years Foundation Stage

We believe that:

- every pupil is a unique, competent learner who can be resilient, capable, confident and self-assured;
- the pupils learn to be strong and independent from a base of secure relationships with others;
- the environment plays a key role in supporting and extending development and learning;
- the pupils develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Strategies for Teaching the Early Years Foundation Stage

We are committed to providing a wide range of play activities, both indoor and outdoor, planned and child-initiated, which will promote developmental learning in all areas of the curriculum. Through play, the pupils explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to self-regulate and understand the need for rules. They have the opportunity to think creatively alongside others as well as on their own. They communicate with others as they investigate and solve problems. They express fears or act out anxious experiences in controlled and safe situations. We reflect on the different ways the pupils learn and adapt our practice accordingly.

Whole class teaching sessions take place from the very start of Reception. We want to ensure that the pupils are provided with interesting and challenging activities so that they work towards achieving their full potential and develop into independent learners.

Teachers ask higher order questions which promote a growth mindset and characteristics, values and attitudes of more able learners. We foster their curiosity and encourage them to be engaged and to become active learners. Alongside child-led exploration, small group sessions are carried out to develop a particular aspect of learning. The teacher may introduce a particular material, skill or idea and presents differentiated tasks. A more formal approach to teaching takes place during the summer term, preparing the pupils for the transition to Year 1.

A reading book is sent home each day according to pupils' appropriate reading level. Group guided reading sessions take place three times a week where girls are grouped according to their reading level, and these sessions focus on developing the following three skills: fluency, prosody and comprehension.

Key Person

The Key Person helps the child to become familiar with the daily routines and to feel confident and safe whilst at School. The Key Person aims to develop a genuine bond with the child and the parents and offers a settled, close relationship.
The Key Person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour.

In Reception, the Key Person is their Class Teacher.

The Key Person will make careful observations about their pupils, helping the Key Person to plan developmentally appropriate activities for each child, based on their knowledge of the child's interests and preferred learning styles.

The Key Person will update the child's developmental records and communicate with the child's parents about the progress the child is making. This may be either informally at handover time or during a longer conversation at Parents' Evenings or arranged at a mutually convenient time.

Assessment and Progression

Regular formative assessments, based on observations, discussions with EYFS staff, photographs and examples of work, inform everyday planning as well as provide 'learning priorities' for each pupil. An individual profile/learning journey is compiled for each pupil, with staff knowledge of the child remaining a priority within the process. An individual profile/learning journey is compiled throughout the year, and where necessary, additional written observations are kept in their individual folders. Observational assessments are then matched against the scales on the EYFS Profile. Pupil progress is monitored by making best-fit judgements using the Early Years Outcomes.

When the pupils enter Reception, they are assessed by the class teacher. This baseline assessment deals with language, reading/phonic knowledge, and problem solving, reasoning and numeracy skills. The baseline enables practitioners to plan appropriately and effectively. Assessments are carried out at the end of the year, which, alongside the EYFS Profile, informs the planning for the following year. These also highlight any strengths and weaknesses for individuals/groups as well as areas of the curriculum which need to be addressed. EYFS profile results are shared with parents in their summer term report and reported to the local authority upon request. All these results form a baseline for tracking of pupil progress through Tormead Prep School.

At the end of Reception, this information is reported to the Year 1 teacher to inform the Year 1 planning and ensure a smooth transition that will support and extend children's learning as they move into Key Stage 1.

Assessment procedures are an integral part of our teaching and learning process. The focus of assessment is to find out what each child knows and what they can do, based on age-appropriate criteria. The purpose of our assessment procedures is to have a record of each pupil's development across all seven areas of learning at the end of the Foundation Stage, known as the Early Years Foundation Stage Profile.

- On entry, a personal profile is compiled on each child by the class teacher.
- Throughout the Foundation Stage, systematic and on-going assessments of each. child's achievements are made by practitioners covering all areas of learning in line with the Surrey Early Years Foundation Stage Learning Goals and a baseline assessment is undertaken at the start and end of the year.
- Ongoing assessment in all seven areas of curriculum informs teachers of progress.
- Assessments in all areas of learning are used to inform annual written reports for pupils.
- Assessments are used to inform long, medium- and short-term curriculum planning.

A typical day in Reception

7.30am Breakfast Club*	Breakfast Club is available in the Senior School Atrium from 7.30am. Our Early Years staff provide a warm welcome and a healthy choice of food is available.
8.00am	The Reception outdoor area is supervised from 8.00am and pupils may arrive anytime from 8.00am - 8.20am.
8.25am Registration	At the beginning of the day, pupils are encouraged to complete routine tasks, which include hanging up their coats and unpacking their bags. Reception also join in with some of the whole-school assemblies.
Morning (AM)	Planned focus learning activities and self-chosen activities are carried out until snack time. These group activities are based on developing communication, language and literacy, and mathematical skills.
Snack	Pupils are encouraged to bring fruit for their morning and afternoon snack. This promotes healthy eating and provides a social activity by eating together in small groups.
10.00am Playtime	At playtime pupils play in the outdoor area, which also has planned activities to support their learning, and in the Prep playground as the term progresses.
Morning (AM)	Planned activities and self-chosen activities continue until lunchtime. This session becomes more formal as the year progresses.
11.50am-12.15pm Lunch **	Lunch is served in the Senior School Atrium from 11.50am-12.15pm, followed by outdoor playtime. Reception sit together with the Reception teacher and the teaching assistants for lunch.
Afternoon (PM)	The afternoon tends to focus on developing creative skills and knowledge of the world. Free flow occurs between the indoor and outdoor environments.
Snack	Pupils are encouraged to bring fruit for their morning and afternoon snack.
End of the day	At the end of the day, the children have singing and story sessions and/or opportunities to recall what they have been learning. The Reception day finishes at 3.40pm.
3.40pm	Pupils are dismissed from the front of Hillier House at 3.40pm. Pupils who need to stay after 3.40pm will be supervised until 4.30pm (free of charge). From 4.30pm there will be an additional charge.

* Breakfast Club can be booked in advance via SOCS on the Parent Portal. A small charge is payable per day for this service.

** Lunch menus can be found on the school website. Special diets can usually be catered for; please discuss your daughter's needs with her teacher.

Weekly Activities

During the week, pupils take part in additional activities, which include outdoor exploration, music, drama, games, gymnastics, swimming, Forest School, and German (taught by specialist teachers), cooking activities, library and circle time.

Absence

We are required to follow up on absences promptly.

If a child is absent for a prolonged time or if their parents/carers have not told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

For further information, please see our Attendance Policy for more on this, including our expectations of parents/carers to report child absences.

Communication with Parents

The first point of contact for parents/carers is the Reception teacher, who serves as the pupil's Key Person. There will be an opportunity to meet the Reception teacher at the Curriculum Evening early in the Autumn Term.

At the end of the Autumn Term, parents are provided with Summary Reports, indicating the pupil's effort and achievement against the 17 specific areas of learning and development as well as a Form Teacher comment, including a comment on the Characteristics of Effective Learning. In the Spring Term, parents are provided with the same report as the Autumn Term as well as an opportunity to understand the pupil's 'next steps' in Literacy and Mathematics. At the end of the academic year, parents receive an EYFS profile report that comments on the pupil's development against the early learning goals. It highlights the strengths and developmental needs and gives details of the general progress. A copy of this report is shared with the Year 1 teacher.

Curriculum overviews are sent to parents at the beginning of each term outlining the learning that will be taking place. Parent consultation meetings are held in the Autumn and Spring Terms, and regular open mornings/afternoons provide the opportunity for parents to view pupils' work in the classroom.

If a staff member is concerned about a pupil's progress in an area of learning, the Class Teacher or Head of Pre-Prep will arrange an additional meeting to discuss this with the pupil's parents/carers and agree on how to support the pupil.

Parent Portal

Shortly before the start of the Autumn Term, parents will be emailed a link and instructions on how to log in to the school's Parent Portal.

The Tormead Parent Portal provides a single sign-on dashboard for easy access to your daughter's school information, such as timetables, fixtures, bookings, reports and more. In addition, parents will have access to a wealth of resources, such as an 'inbox' of all their messages from the school, details about relevant trips, club timetables, Tormead Parents' Association information, newsletters and other useful school documentation.

Most communications from the school are delivered to parents via email. Time sensitive messages, such as delayed transport or cancellation of planned activities, are also sent via text message. It is vital that parents keep us informed of any changes to their contact details.

Reception and Prep Newsletters

A weekly Reception newsletter is written by the Reception teacher and sent to parents informing them of the pupils' learning during the week as well as ideas for parents to support at home.

In addition, you will receive the Prep School newsletter via email which provides a flavour of what has been happening in the school each week. There are notices for the coming week and often, advance notices of special events happening during the term.

Special Educational Needs

We aim to provide a happy, stimulating and secure environment for all children, where individual abilities are recognised.

All the pupils are given the opportunity to develop skills to the very best of their ability. We believe in early intervention and provide equipment, resources and learning activities to meet individual needs.

We aim to work with parents to identify learning needs, to respond appropriately to any area of difficulty and to formulate an effective strategy to meet these needs.

For further information, please see the Special Educational Needs and Disability (SEND) Policy.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the pupils come from and the wider world. We regularly encourage the pupils to make their own selection of the planned activities, as we believe this encourages independent learning and provides opportunities to apply skills. This is balanced with more formal learning, as directed by the teacher, to ensure they are ready for Year 1.

Over the past five years, the Prep School has seen renovations and updates in all classrooms and in the playground areas. There are dedicated subject rooms for Science, Music, Art, and Food and Technology lessons. Harris House houses the Prep School library, a fully equipped Food Technology room and two Year 5 classrooms. A mindfulness and wellbeing garden provides a serene spot for pupils to relax for calm break-times.

Tormead offers outstanding sports opportunities and Prep pupils regularly 'cross the road' to use the sports hall, gymnasium and outdoor courts, or are transported by minibuses to our Urnfield Sports Ground which provides facilities for hockey, cricket, football and athletics. Weekly swimming lessons take place at The Spectrum. A performing arts building in Senior School provides state-of-the-art facilities for Prep girls to perform on stage from age 4 to 11 years.

Staff to Pupil Ratios

Children in Reception have a dedicated class teacher and a teaching assistant, and they also benefit from specialist teaching for a number of lessons in subjects such as art, music and P.E.

Where there is a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status, an instructor or another suitably qualified, overseas-trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children.
- For all other classes, we have at least 1 member of staff for every 13 children.
- At least 1 other member of staff holds an approved Level 3 qualification or has received approval to be included in the ratios at Level 3 after attaining experience-based route status.

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

- At least 1 member of staff must hold an approved Level 3 qualification or have received approval to be included in the ratios at Level 3 after attaining experience-based route status.
- At least half of all other staff hold an approved Level 2 qualification.

Outings

Children must be kept safe while on outings. There is a written risk assessment for all off-site educational visits. Our Risk Assessments include a consideration of adult to child ratios appropriate to the children's age.

If a child is missing

Pupils' safety is the School's top priority, both on and off the premises. We have implemented thorough systems and procedures to prevent children from going missing. By following our policies, the risk is minimal. To ensure safety:

- Children are always supervised carefully.
- Appropriate staff to pupil ratios are maintained throughout the school day.
- Registration takes place both in the morning and afternoon with regular head counts in between. Line partners also ensure quick checks that all children are accounted for.
- Children entering and leaving the premises out of normal dismissal times are signed in and out at the Prep Office.
- Visitors are supervised around the School.
- Risk assessments are conducted weekly and the Early Years setting is checked each morning to ensure that it is safe.

Missing Pupil:

If a staff member cannot account for a pupil's whereabouts, the following steps will be taken:

1. Immediate Action:

- A member of staff will be sent to inform the Prep Office who will contact a member of the Prep Senior Management Team (SMT). The Prep SMT member will determine when and where the pupil was last seen.

2. Ensuring Safety:

- The remaining pupils will be grouped together with one or two adults while the ther staff members search the premises.
- All staff will be made aware of the situation.

3. Check and Verify:

- A register will be taken to ensure no other pupils are missing.
- Pupils will be asked if they have seen the pupil that is missing.
- Doors and exits will be checked for any security breaches.

4. Collaboration and Investigation:

- The Head of Estates and Premises Team will be notified to support the search.
- Prep SMT will investigate the incident.

If the pupil cannot be found, the Head of Prep will contact the parents. If parents are unavailable, the School will use the emergency contact number. As soon as parents are notified, they will need to be provided with advice and support.

Contacting the Police:

If the pupil is not found following these initial steps, the police will be contacted to report the missing child.

Investigation Procedure:

- Ofsted will be informed.
- The Head of Prep will conduct a full investigation and report, taking written statements from all staff present.
- Staff will write incident reports detailing:

  The date and time of the incident and the location where the pupil went missing.

  The names of staff and pupils present, including the member of staff responsible for the missing pupil.

  The time the pupil was last seen and when they were discovered missing.

  The events following the disappearance.
- The Head of Prep will explain the investigation process to the parents, who may raise a complaint with the School or Ofsted.
- The report will be reviewed, signed and dated by the Head of Prep.
- The cause of the security breach will be determined and rectified.
- If police investigate, staff will cooperate fully and social services may be involved should a child protection concern arise.
- Ofsted will be informed if a disciplinary action is needed.
- The School's insurers will also be notified.

Managing People:

Missing child incidents are highly stressful for everyone involved. It is important to keep everyone as calm as possible. Staff will naturally feel anxious and worried, particularly those responsible for the pupil. Prep SMT will ensure that staff feel supported during this time.

Parents may feel angry or direct frustration towards one member of staff over others. No matter how understandable the parent's anger may be, aggression or threats against staff will not be tolerated.

Early Years Dismissal Policy

Very occasionally a child may not be collected at the usual or pre-arranged collection time. If this occurs during the main part of the day, it is rarely a problem. The Prep Office or a member of Prep SMT will try to contact the parents or other named adults to see if there is a reason why they are late and reassure them that the child will be looked after. A problem only arises if a child is not collected by 6.00pm when the School closes.

Up-to-date contact details

It is essential for parents/carers to ensure that the contact details given to the School Office are updated regularly. Parents are requested to list the names of people they are happy for the child to go home with and the order in which we should try to make contact, should an emergency arise whilst the child is at School. This information is recorded on a specific form and then stored in your child's file.

Parents/carers are required to provide written confirmation via email if another person will be collecting their child. If this person is not known to the School, parents/carers are asked to provide their full name, and this person will be required to present a form of identification when collecting for the first time. In the event of a last-minute change of collection, a phone call to the School Office is acceptable.

Procedure

If a child is not collected by 6.15pm, staff will try to contact the parents/carers but if there has been no message to explain the reason for the delay, then staff will begin to phone the numbers on the contact list in the order in which they are listed.

A member of staff will stay with the child until the child has been collected safely by parents/carers. They will also contact the Head of Prep by mobile to inform them that a child has not been collected.

In the event that a child is not collected by one of the five nominated people on the list within an hour, then the Head of Prep will be informed and they will make the decision as to when to contact the Local Authority Children's Services Department on 0300 470 9100 or 01483 517898 (for out-of-hours Emergency Duty Team). A social worker will then collect the child.

A full report is written recording the details and this will be filed and saved online, with copies sent to the Head, who will then forward it on to Ofsted if children's services or the police have been contacted.

Biting

Biting can happen for many reasons in early years and can be a concern or an uncomfortable subject for parents. Biting can often be painful and frightening for the child who has been bitten. It can also be frightening for the child who bites, because of the reaction it may elicit from those around them. Biting happens for many different reasons, with different children and under different circumstances.

Biting is more common under the age of two due to teething and exploration but is not uncommon in older children. Reasons for biting may be:

- **Attention:** If a child feels that they are not receiving enough attention they often find a way to make others take notice. Biting is a quick way to become the centre of attention, even if it is negative attention.
- **Independence:** Making choices and needing control over situations are part of growing up and biting is a powerful and quick way to control others and enables the child to get what they want.
- **Frustration:** Young children often experience a lot of frustration and cannot always express themselves or find the words to express their feelings. This can often result in hitting, pushing or biting.
- **Stress:** Children sometimes experience events in their lives, such as bereavement, moving to a new home, a new sibling or even starting a new nursery. Biting is one way to express feelings and relieve tension.

When a child is bitten:

Staff will establish which children were involved in the incident and what the circumstances were leading up to it, so that it can be dealt with effectively.

For the child who has been bitten:

The child will be comforted by a staff member. Appropriate first aid will be administered to the bite area. An incident report form will be completed detailing what happened, leaving children's names undisclosed. When the child is collected a member of staff will speak to the parent about the incident. The name of the child involved is not shared with the parents.

For the child who has bitten:

A staff member will remove the child from the situation and explain to them that biting is unacceptable behaviour. If the child has good language, the staff member will ask them why they bit the other child, to obtain a greater understanding of the reasoning behind it and deal with it more effectively. The child should apologise to the other child and if necessary or relevant, they will be moved away from the child who was bitten. A staff member will encourage the child in the future to speak to a member of staff if they are feeling frustrated rather than bite again. Appropriate behaviour is regularly reinforced.

The parents will be informed about the incident, and the actions staff members took to deal with it.

Prevention if biting continues:

If a child continually bites, the child will be observed closely to monitor patterns, establishing when and why they are biting and to see if certain conditions or situations trigger the behaviour.

A meeting will be held with the child's Key Person, Head of Pre-Prep and parents to discuss appropriate and consistent techniques and the strategies to be used, which may include help and advice from the family Health Visitor or other outside agencies.

Administration of Medicine

Our policy for the administration of medicines states that:

- We require clear written and signed instructions to be sent to School with any medicine.
- The instructions and medicine (in the original packaging) should be handed to the School Office.
- For any medication that needs to be administered within School, please complete the Administration of Medicines Form on the Parent Portal or in the School Office.

Without this information and permission, we will not be able to administer the medicine; it is imperative that we ensure we are administering the correct medicine and the correct dosage to your daughter.

Sun Protection

We want to ensure that children can safely enjoy being outside in the sunshine. Children's skin is sensitive and it is important for us to help them care for their skin and avoid skin damage which might lead to problems in later life.

We kindly ask that parents:

- Provide a bottle of sun-protection cream, clearly labelled with their child's name.
- Apply sun-protection cream in the morning before their child starts school.
- Provide their child with a named, wide-brimmed hat which will be kept in School for use each day.

Early Years staff will:

- monitor and support pupils with applying the sun-protection cream provided by parents. for their child after lunch, or when going outside earlier if no cream has been applied in the morning.
- monitor and support pupils applying sun-protection cream after swimming lessons or after water-play.

- encourage children to wear their hat when outside in sunny weather.
- ensure fresh drinking water is always available.
- encourage children to drink more in hot weather.
- adapt the timetable on particularly hot and sunny days to ensure children do not have too much exposure to the sun.
- teach children the importance of keeping safe in sunny weather.

Jewellery

The wearing of earrings or ear studs is not encouraged but pupils with pierced ears may wear small, discreet studs. Pupils may wear jewellery items of a religious significance under their school uniform, but all items of jewellery should be removed at home before coming to School on days when they have P.E. or swimming lessons. The wearing of jewellery, earrings and ear studs is not permitted for safety reasons during P.E. and swimming lessons.

Photography

When starting school at Tormead and joining the Reception class, parents are given a consent form to sign if they give permission for their child to be photographed. Pupils in EYFS must only be photographed with the school's managed devices.

When teaching EYFS in their setting, staff must leave their mobile devices and all other electronic devices with imaging and sharing capabilities outside the setting (the setting being anywhere EYFS children are, to include external trips or other locations around the school).

At school events, photographs may be taken, as long as these are for personal use only. It is, of course, inappropriate and distracting to use a camera during dramatic or musical performances; therefore, we provide opportunities for photography at the end of concerts and plays. At major events and performances, a professional photographer may be in attendance; these images will be available for purchase via the Parent Portal. As before, if purchased, these images should be for personal use only.

Events, for example, the nativity performances, may be recorded. Information about the use of photography in Reception can be found in our Early Years Policy.

The School requests parental consent on an annual basis to use images and videos of pupils for various purposes such as in the prospectus, school newsletters, and on social media. For more information on how we use images and videos please refer to the following policies available on our website: Social Media Policy and Taking, Storing, and Using Images of Children Policy.

Code of Conduct and the Use of Information Technology

Reception pupils use school iPads to support and enhance their learning. We appreciate that some of the items covered in our IT policies will not be relevant to younger pupils. The Code of Conduct (Prep School) and the E-Safety and Acceptable Use of IT Policy (Prep School) can be accessed on our website. We do ask that you read through these policies.

Health and Safety

We adhere to the EYFS statutory framework which sets out the legal requirements which cover safeguarding and ensuring children's welfare, staff, premises, environment and equipment, organisation, documentation and reporting. No smoking or vaping is permitted on the premises.

A risk assessment pertaining to the EYFS setting is checked on a weekly basis and signed by the Head of Pre-Prep. Any issues are dealt with swiftly by a member of Prep School staff or, where appropriate, reported to and rectified by the Premises Team (in accordance with paragraph 3.54 of the Statutory Framework for the EYFS).

Other policies

This handbook aims to provide parents with key information about the EYFS setting; however, it is important to note that there are a number of other key policies that parents should be aware of. These can be found on the School website under policies:

- **Safeguarding Policy**
- **EYFS Food Policy**
- **Intimate Care Policy**
- **Taking, Storing and Using Images of Children Policy**
- **Social Media Policy**
- **Special Educational Needs (SEND) Policy**
- **Curriculum Policy**
- **Behaviour Policy**
- **Complaints Policy**
- **Attendance Policy**
- **E-Safety and Acceptable Use of IT Policy (Prep School) and The Code of Conduct (Prep School)**