



**FINTON HOUSE**  
SCHOOL

## **EARLY YEARS POLICY**

Member(s) of staff responsible: Sasha Davies

Date Revised: January 2026

Governing committee/sub-committee responsible: Education Committee

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to children in Reception (the EYFS). This policy is reviewed annually by the EYFS Lead and governing body to ensure alignment with the statutory EYFS Statutory Framework and related guidance.

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Version	Policy Update
September 2024	No significant changes.
September 2025	<ul style="list-style-type: none"> <li>- Attendance</li> <li>- Safer Eating &amp; Supervision of children updated</li> <li>- Nutrition guidance added</li> <li>- Whistleblowing</li> <li>- Safeguarding &amp; Welfare updated – safer recruitment/staff training</li> <li>- British Values</li> </ul>

## 1. Policy Statement

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At Finton House we believe that Early Years education is an integral part of a child's life and development and should enable them to fulfil their potential. We endeavour to provide an enjoyable, exciting and challenging environment in which all children, including those with special educational needs or disabilities can flourish and thrive. Children are motivated and able to learn through activities, both indoor and outdoor, which will provide a strong foundation for them to make the very best of their unique abilities.

In April 2014, Finton House as an independent school, applied for and was granted exemption from the learning and development requirements of the Early Years Foundation Stage (EYFS). In August 2021, in time for the updated EYFS framework Finton House applied to renew the exemption which was granted. Despite this exemption, Finton House continues to firmly uphold the four guiding principles promoted by the Statutory framework for the Early Years Foundation Stage:

These are:

- *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 carers*
- *Importance of learning and development. Children develop and learn at different rates.*

The Reception curriculum is tailored to meet the diverse needs and interests of all the children. It is set out in the Finton House Schemes of Work and it draws upon the characteristics of effective teaching and learning, as set out in the Statutory framework for the Early Years Foundation Stage: playing and exploring, active learning and creating and thinking critically. Finton House complies with all of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

## 2. Structure of the EYFS

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At Finton House the EYFS covers Reception children who are 4 and 5 years of age. The school day begins at 8.30am and finishes at 4pm, with an earlier finish on a Friday at 3.30pm.

## 3. Curriculum

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At Finton House we believe that all areas of learning and development are important and ensure that they are inter-connected. We want to ignite in the children curiosity and enthusiasm for learning and build on their capacity to learn, form relationships and thrive. While we are not required to adhere to the teaching and learning requirements of the Statutory framework for the Early Years Foundation Stage, our curriculum reflects the seven areas of learning which it identifies (see Appendix A). As highlighted in the Statutory framework for the Early Years Foundation Stage the EYFS seeks to provide:

- *Quality and consistency so that every child makes good progress and no child gets left behind.*
- *A secure foundation through planning through the learning and developments of each individual child and assessing and reviewing what they have learnt regularly.*

### Communication and Language

Speaking and listening skills are cross-curricular and permeate a wide range of activities in the Reception year and underpin all learning and development. The children's communication and language skills is focused upon by all staff and in all curricular areas. We seek to make the classroom a language rich environment. Like other important aspects of learning, learning to communicate is an active process involving play, experimentation and practice. Early language and communication impacts on their cognitive development, feelings and relationships as children are helped to develop confidence and independence. Throughout the school day children will be exposed to a variety of reading genres where adults will model good communication and

language. They are encouraged to engage actively in their responses to stories, both fiction and non-fiction. Role-play areas within the classroom give children the opportunity to practise these skills in different contexts. Drama lessons provide opportunities for linking language with physical movement in role play and develops the children's speech and language skills. When preparing for the Nativity or class play, the children are encouraged to contribute their own ideas. During these lessons children learn to be aware of other points of view, negotiating plans, interacting and taking turns in conversation. They are encouraged to think of relevant and appropriate questions to ask their peers during 'All About Me' presentations. At Finton House, we actively monitor children who may require more support with this area of learning and offer play skills groups to help develop these skills in a child friendly environment. We have a Speech and Language Therapist on site to whom we can refer children to or seek advice and support. This would be an additional cost for the parents, unless covered by EHCP funding.

## French

In Reception the children have a weekly French lesson, taught in their classroom by our French specialist teacher. They are introduced to the French language through a variety of songs, finger rhymes and miming games. Whilst the emphasis is on communication and language, knowledge and understanding of the world will be enhanced through the observation of cultural differences.

## Personal, Social, Health and Economic Education (PSHEE)/ Personal, Social & Emotional Development (PSED)

*Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.....Through supported interaction with other children, they learn to make good friendships, co-operate and resolve conflicts peaceably.*

### Statutory framework for the Early Years Foundation Stage

PSHEE is an integral part of the curriculum at Finton House and is crucial for children to lead healthy and happy lives. It is implicit in all that we do within the school, however, key times and opportunities within the school day and curriculum, when this can be addressed directly. These include:

- PSHEE lessons which focus upon particular issues such as the importance of general hygiene (including washing hands and oral health), keeping healthy, people who help us and disability. Children are encouraged to share their views and listen to the views of others.
- RSE (Relationship and Sex Education) will be introduced in the EYFS in an age appropriate way as part of our whole school approach. In the Reception years, this will mainly focus on friendships, emotions and equality and diversity.
- RE (Religious Education) takes place during our topic lessons alongside science, geography and history. These lessons help children to develop respect and understanding of their own and other cultures and beliefs.
- Drama lessons provide a means of self-expression and provide the children with the opportunity to explore a range of situations, feelings and emotions through, for example, role-play.
- 'All About Me' presentations give each child, in turn and on a weekly basis, the opportunity to share information and photos with their peers. This session encourages children to express themselves and become active listeners.
- Circle Times within the classroom provide opportunities for the children to express their views whilst developing sensitivity to the needs and feelings of others.
- Weekly assemblies encourage the children to learn the Finton House goals and have time to think about and respond to a range of issues. Each Class Teacher nominates a child to be included in the Celebration Book for personal achievements gained over the past week.
- Performances in plays, recitals and assemblies. These provide the children with opportunities to work together as a group and develop a positive self-image.
- Activities on a Tuesday afternoon provide opportunities for the children to engage in child-led play, work and construction activities alongside children from across the year group.

See the PSHEE/RSE Policy for more information.

## Physical Development

As stated in the Statutory framework for Early Years Foundation Stage physical activity is vital in children's all round development, enabling them to pursue happy, healthy, active lives. Physical Development is in many ways inseparable from other aspects of development as children learn through being active and interactive.

There are many opportunities throughout the school day and curriculum for children to develop their physical skills.

- Physical development is however the key focus within PE lessons, which include weekly games lessons in the playground, gym and swimming lessons. Children are supported to develop their gross motor skills: core strength, stability, balance, special awareness, coordination and agility.
- Playtime provides opportunities for physical activity and development as the children play alone or alongside their peers. There are a wide range of resources available in the playground, including an adventure play area, get set go blocks, climbing wall, play houses, balls, hoops and construction toys.
- Action rhymes, stories, music and props are used to promote learning across the curriculum, for example in drama, mathematics, and in phonics when developing writing skills. This encourages the children to develop both their individual movements and their ability to move as part of a group.
- Throughout the year a range of after-school sporting clubs, run by staff, are available to Reception children.
- Activities on Tuesday afternoon, which change seasonally, engage the children in all sorts of physical play (i.e.: playing with construction toys, scooters, bikes, using IT equipment, filling containers in a water tray etc.)
- Fine motor development, including hand-eye coordination is practised and incorporated into most lessons. (i.e. handwriting, construction, threading etc.). We provide a fine motor focus group for those children who require additional support with this.
- Occupational Therapy (OT) support is available on site for those children we believe require one to one specialist support. This would be an additional cost for the parents, unless covered by EHCP funding.

## English

Children's interest in literacy is ignited through adult-led and adult-directed activities as well as child-initiated play. The annual Book Day and Poetry Week allow the children to experience a wide range of texts and poetry through author visits, shared reading, book reviews and competitions. During Poetry Week, the children also have an opportunity to perform a poem as a class and an individual poem of their own choice as part of a whole school competition. In every classroom, role play areas and our writing areas provide opportunities for child-initiated learning.

Timetabled English lessons, focus on the following:

- Phonics – Anima Phonics scheme is used and lessons are taught 4 times each week in a lively, interesting and interactive manner. The children are introduced to the key terminology; graphemes, phonemes, digraphs and trigraphs. They learn how to read and write Rainbow Words (sight words). In the Spring term, they are also introduced to consonant clusters and twin letters.
- Reading (including Library time) – Finton House promotes a love of reading through exposure to daily reading with a variety of trained adults. A love of books, stories, rhymes and poems is celebrated through weekly library lessons. Children are encouraged to take library books home with them. Reading consists of two dimensions: language comprehension and word reading. This develops through talking with adults about the world around them and the books they read. Children read regularly at school and take home reading books appropriate to their reading ability. Word reading involves decoding words (applying their

phonics knowledge to break down words) and recognising familiar words to improve fluency in their reading. Class Teachers expose a range of books to children during class times and within English lessons, often having a focus text for the week. From this book, we choose a 'Word of the week' to display within the classroom to encourage the children to use this new vocabulary.

- Spelling - The Anima Phonics scheme teaches the children to blend and segment words from the start. Children are praised for applying their developing phonic awareness and are always encouraged to attempt to sound out a word using known phonic sounds.
- Writing -A variety of resources and activities are used to support children's developing writing skills. Children may work closely with an adult or be challenged to work more independently as their skills and confidence grow.
- Handwriting- A multi-sensory and kinaesthetic approach to handwriting celebrates communication through expression. The Anima Phonics scheme teaches the correct letter formation.

*See the English Policy for more information.*

## **Mathematics**

Opportunities for mathematics occur throughout the curriculum and are promoted through daily activities in a rich and interesting environment. At Finton House, the focus is on building a strong foundation in number to allow children to develop their mastery understanding. The teaching will scaffold the children's learning and their reasoning will be challenged through questioning and a range of mastery activities. The children will learn how to count confidently, develop a deep understanding of numbers to 20, the relationships between them and the patterns within those numbers. In addition to number, Finton House recognises the importance of developing their spatial reasoning skills, including shape, space and measure. Through purposeful play, children explore the concept of money within real-world contexts. By interacting with coins and notes, they develop a practical understanding of its value, ensuring their learning is both meaningful and relevant to their daily lives

The use of stories, songs, games and imaginative play are utilised to ensure that mathematics is interesting, creative and enjoyable for all the children. The children will learn key concepts through practical activities with a wide range of manipulatives. They will learn a wide range of vocabulary which will be modelled by adults and displayed within the classroom. Lessons are carefully planned to provide opportunities for indoor and outdoor learning, encouraging children to use their curiosity and inquiry skills, demonstrate a 'have a go' attitude and show positive attitudes to their learning.

The children record work in their maths books when these are appropriate to the task, and purposeful for the children in developing their mathematical understanding. Practical activities are recorded through photographs and recordings. The ethos within the classroom encourages children to apply their understanding and not be afraid to make mistakes.

Displays are organised to maintain the children's enthusiasm and encourage mathematical thinking and purposeful learning through interaction. Within the classroom, we also have a maths area where children can independently choose an activity. This area may be used within the maths lesson to extend their understanding of a particular concept. Class Teacher's also allow time within other areas of the curriculum where children are given autonomy in their learning and can explore this maths area independently.

*See the Maths Policy for more information.*

## **Topic (Understanding the World)**

Topic lessons include the teaching of geography, history, R.E. and science and the focus changes each half term. Particular aspects of topic are explored through subjects such as computing, art and music, as well as in the weekly designated topic lesson time.

The weekly topic lessons focus upon developing the children's understanding of their environment, other people and features of the world. These lessons encompass historical, geographical, scientific and technological learning. British values are seamlessly integrated into our curriculum; children participate in democratic processes through Pupil Council voting and are encouraged to exercise choice and leadership as Eco Representatives or by undertaking classroom jobs. These roles foster a sense of responsibility and help children develop a clear understanding of right and wrong within their community.

A love of learning and a natural sense of curiosity and awe are fostered through real experiences outdoors and indoors. Trips are organised to provide the children with experience of the world around them. Reception trips have included farm visits as well as trips to local services such as the fire station and the postal museum. External speakers visit the school to broaden the children's knowledge and encourage them to ask questions. Recent visitors have included: a police officer, an explorer and a dentist. Within topic lessons at Finton House we promote and encourage children to adopt self-care, healthy eating habits, physical development and good oral hygiene.

Exposure to a broad selection of texts is used to foster their understanding of our culturally, socially, technologically and ecologically diverse world. Activities are planned which encourage exploration, observation, problem solving, decision-making, discussion and prediction. Covering a wide range of topics widens and enriches their vocabulary which will later support reading and comprehension.

Parents and Grandparents help to provide a diversity of insights into faiths, cultures, history and places. Their involvement includes providing specific resources, sharing their own experiences and perceptions and assisting on trips.

Displays in the classrooms and throughout the school stimulate the children to think about the world around them, and celebrate their achievements.

## Outdoor Learning

Learning opportunities within each class are planned in such a way that different activities may be running concurrently in different locations (e.g. classroom, specialist room, outdoor area).

Weather permitting, children spend 70 minutes outside each day during playtime. In addition, outside learning is planned across the curriculum and involves whole class, group and individual activities that benefit from the space and qualities which outdoor learning provides.

*See Outdoor Learning Policy for more information.*

## Art and Music (Expressive Arts and Design)

*The development of children's artistic and cultural awareness supports their imagination and creativity... The quality and variety of what children see, hear and participate in is crucial in developing their understanding, self-expression, vocabulary and ability to communicate through the arts.*

### Statutory framework for the Early Years Foundation Stage

There are many opportunities for cross-curricular art and music activities in lessons: from responding to stories and engaging in role play during English, to singing songs in assembly and French lessons, and exploring shape and pattern in maths. All teachers and assistants encourage curiosity and facilitate opportunities for exploration, experimentation and problem solving; for example through activities such as dance, role play and imaginative play.

Events throughout the year such as the carol concert, school plays, poetry recitals and assemblies provide role models for creativity and self-expression. The children work with artists, musicians, dancers and other creative people to encourage them to develop confidence.

In addition, art and music are also taught as subjects in their own right. The children have art lessons in the school's art room, taught by the school's art specialist. There are two music lessons each week, taught by a specialist music teacher.

## Computing

The children are growing up in an increasingly digital world and Finton House provides a comprehensive program of digital education through the school. The children in the EYFS begin to learn how to stay safe online in a child friendly approach. They also start to learn the basics of word processing skills and have an insight into programming. A computer and iPads are available in the reception building. In addition, the school has banks of laptop/tablets and additional iPads which can be booked out by the Class Teachers for use in any lesson.

Age appropriate games and activities are chosen by teachers to support learning across all subject areas. There is also a dedicated computing lesson each week, taught by the school's computing specialist.

## Planning

At Finton House, the individual child is at the centre of our planning.

*Practitioners must consider the individual needs, interests and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.*

Statutory framework for the Early Years Foundation Stage

Medium-term plans are drawn up at the start of each half term, in conjunction with the Statutory framework for the Early Years Foundation Stage and the school's own schemes of work. Weekly planning meetings are attended by the Class Teachers. A whole team planning meeting is then held which informs the assistants of what is being taught the following week. During these meetings recent activities and learning is reviewed and short-term plans are written in accordance with whole class, group and individual needs, interests and stage of development. Plans are written with a focus of providing children with a challenging and enjoyable experience. When planning, teachers ensure they are accounting for the different ways that children learn, and as a consequence will make sure the planning shows how the learning is scaffolded. Class Teachers and assistants also feedback and discuss children's progress on a daily basis. Should there be a child who requires specialist support, this will be raised in the SENCO Reception meeting and support can be put in place to meet the needs of the child.

All teachers are well informed about the Reception Year and its specialised curriculum. Subject specialists and Class Teacher's work together with the Curriculum Co-ordinators in order to monitor the curriculum, develop meaningful cross-curricular links, and monitor individual progress (*see individual Subject Policies and Schemes of Work for more information*).

## Teaching

The characteristics of effective teaching and learning as set out on the Statutory framework for the Early Years Foundation Stage

- Playing and exploring – children investigate and explore things and 'have a go'  
*Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.*
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas making links between ideas and develop strategies for doing things.

Teaching within an EYFS setting at Finton House is a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. At Finton House, each child is assigned a class with an even balance of birthdays, genders, nurseries and abilities. The Class Teacher is the named key person for each child in their class, responsible for the child's learning and care which is tailored to meet their individual needs.

## Resources

Resources are appropriately labelled and well ordered. Where appropriate, resources are easily accessible to the children, promoting independence and responsibility. In addition to specific resources within the Reception areas, teachers have access to a wide range of equipment and resources in the specialist rooms and resource areas e.g. music, science, computing, art, maths, English, PE, etc.

## 4. Assessment, Recording and Reporting

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Prior to starting at Finton House, vital information of each child's interests, needs, development and character is gathered via the following:

- Medical form completed by the parents which includes pastoral information
- Nursery Head's Report completed by nursery school
- Visits to the nursery settings
- Meetings with parents, as required, regarding specific children
- Children are invited to a *Stay and Play* morning, where they take part in a short session at Finton House, allowing them to experience classroom activities and begin settling into school life.
- All children spend a morning at Finton House during the term before they start, providing the opportunity to meet their Class Teacher, teaching assistant, and classmates, helping them become familiar with their new environment.

## Baseline Assessments

When children join Finton House Baseline assessments are completed for all children including those with Special Educational Needs. Reasonable adjustments to the assessment process for children with special needs are made as appropriate and discussed with the SENCO. Class Teachers complete the following baseline assessments: phonics (literacy), maths, communication and language and a general assessment focusing on their understanding of the world and physical development. Results and data are recorded, discussed and evaluated with the Assessment Co-ordinator and the Academic Head, and where necessary data is reviewed with the SENCO and additional support or action will be put in place.

## Formative and Summative Assessments

On-going teacher assessments continue throughout the year and detailed records are kept by the Class Teachers and subject specialists. Each child also has books for maths, English, phonics and topic where the children's work and photographic evidence are kept. Teacher comments such as targets, achievements and notes, what the child was able to do independently and where help was needed are clearly recorded in these books. These are available for the children and parents to access whenever they request.

Various other methods of recording assessments and observations are used including:

- Photographic evidence – each Reception class has an iPad, for the staff to take photographic and video evidence. Staff are advised that personal mobile phones, cameras, home laptops, iPads or any mobile technology must not contain photographs or videos of pupils, be used to contact pupils or be visible during lessons. (*See Acceptable Use Policy for Staff for more information*).
- Each child has an Assessment book in which their formal writing assessments are kept. This book will follow them throughout their time at Finton House in order to monitor their progression in writing.
- Each Class Teacher tracks reading progress using the Anima Phonics assessment grids. This is completed on a termly basis and used to set reading targets in the Spring and Summer terms.
- Each child has a reading record book, which contains comments written by both their parents and teachers. The Class Teacher also has a reading file, which records when they have read with an adult and their current reading level.
- Marking is carried out with the children so that they benefit from immediate feedback and are given the opportunity to comment and discuss. Next steps are given where necessary. Learning skills stamps are used in line with the relevant skill they have shown (*see Teaching and Learning Policy for more details*).
- SEN meetings are booked in with the school SENCO each term so that Class Teachers and teaching assistants are able to discuss any concerns in regard to support and the progress of individual children. The Reception team meet all together for these meetings so that all staff working in a class in the Early Years are aware of the needs. Prior to this meeting, the Class Teacher will make notes on the SEN meeting spreadsheet to keep a record.
- Prior to Parents' Evening, Internal Pupil Progress Reports are completed on Engage (the school's MIS) by all the teachers who teach the child. This provides the teacher with an assessment of each child and any specific targets for development.

At the end of the academic year, progress assessment will be completed which build on evidence collected throughout the year. These will be compared to the baseline assessment to judge the progress and outcome of each child. Although this data is not directly shared with parents, it informs the detailed end of year report that parents receive just before the end of term. If parents have queries that arise from this, they are welcome

to book in a meeting or phone call with the Class Teacher (*See Assessment, Reporting and Recording Policy for more information*).

To ensure robust oversight and continued excellence in provision, the Head of EYFS meets regularly with the EYFS Governor and attends Academic Governor meetings to provide comprehensive reports to the board on the department's progress and strategic development.

## 5. Parents As Partners

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At Finton House, we believe that parents are the child's first educators, and from the time of a child's arrival at Finton House, parents are encouraged to take an active part in their child's education.

We recognise and value the importance of a positive home-school relationship and ensure that there is good communication between staff and parents. Before starting school parents fill in an 'All About Me' sheet with their child to inform us of each child's character, interests, fears and sources of comfort. This sheet is shared with the Class Teacher and assistant during the first few days, along with any family photos attached. These are then presented in a class book, accessible to both teachers and the children.

The parents are encouraged to keep in regular contact with the school, both through meetings, messages and emails. Each morning the Class Teacher or teaching assistant welcomes the children and is able to speak to parents should they have any messages or concerns regarding their child.

Included in the school weekly newsletter, there is a weekly 'Regards from Reception' which includes information about what Reception have been up to that week and photos. Photos from the week are also regularly shared on Frog, our Virtual Learning Environment.

An Introductory Evening is held each September, providing parents with an opportunity to meet all of the staff who will be teaching their children, including the key person assigned to their child (Class Teacher). This presentation focuses on general information about the school day, the curriculum objectives, expectations and routines for the year ahead. Parents are kept informed throughout the year via our Virtual Learning Environment, Frog Learn, which contains resources, advice and photographs to help support their child's learning.

The school gives regular advice, both verbal and written, to parents as to how they can support their child's education e.g. help with reading, writing, trips, etc. There is also guidance and information on all areas of school life and the curriculum available on Frog and the Parent Portal on the school website. In addition, there are two Parents' Evenings each year (October and March) when parents have an individual meeting with the Class Teacher to discuss their child's progress and view their work. Parents also have the opportunity to have individual meetings with all the subject specialist teachers who work with their child (November and March). Parents are given detailed bi-annual written reports (December and July), which include information on their child's attainment and progress across all of the different subject areas. Parents may, at any time, request access to any information held by the school on their child's development.

In addition to Parents' Evenings, many opportunities are planned for parents to view and celebrate their children's work and achievements. For example:

- Reception Classroom Visits (Autumn Term)
- Reception Nativity (Christmas Term)
- Reception play (Summer Term)
- Termly Sharing Afternoons
- Classroom displays
- Annual School magazine
- Weekly Celebration certificates
- Poetry recital (Spring Term)
- Sports day (Summer Term)
- Swimming Gala (Summer Term)
- Termly Prize Giving

## Reporting of minor accidents to parents

When a minor accident results in an injury, it is dealt with promptly by the member of staff on duty. During EYFS play there is always a member of staff on duty who holds the Full Paediatric First Aid qualification (FPFA). With a minor injury the child is triaged, and where appropriate, the injury is referred to a member of staff who holds a current FPFA qualification. A written record of the accident, injury, and any first aid treatment provided is completed without delay. Class teachers endeavour to brief the parents/carers if a pupil has received a minor injury. For minor cuts and grazes, 'brave stickers' are placed on Lower School pupils (including EYFS), and whenever possible, Class Teachers endeavour to brief the parents/carers. For all bumps to the head, the child will be assessed immediately by a member of staff with a current FPFA and an ice pack will be applied if necessary. A dated wristband is placed on the pupil as a visible indicator of the incident. For all hearing-impaired pupils, or where children have additional medical or communication needs, both the Class Teacher and parents must be informed immediately. If a pupil bites another pupil or adult and if the skins is unbroken the area is cleaned with antibacterial soap and water and no further action is needed. If the bite breaks the skin it is cleaned immediately with antibacterial soap and running water and a dressing/plaster is applied to prevent infection. The parents are advised to seek medical advice that day to treat possible infection e.g. tetanus and hepatitis B.

*See Health & Safety Policy for more information and First Aid and Medication Policy.*

## Complaints

Finton House prides itself on the quality of teaching and pastoral care provided to its pupils. If parents have a complaint, they can expect it to be treated by the school in accordance with our whole school complaints policy and procedure (*see Complaints Policy for more information*).

## 6. Safeguarding and Welfare

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### Safeguarding and Welfare

At Finton House we understand that children learn best when they are safe, secure, happy and healthy. We adhere to all of the safeguarding and welfare requirements set out in the Statutory framework for the Early Years Foundation Stage. All school activities, both on site and off site, comply with the guidelines set out in the School's Health and Safety Policy (*See Health and Safety Policy for more information*). There are clear procedures in place for assessing risk and keeping children safe (*See School Trips Policy, Health and Safety Policy and First Aid and Medication Policy for more information*).

Finton House is committed to safeguarding and promoting the welfare of all children in line with the EYFS Statutory Framework. We follow safer recruitment practices, provide regular safeguarding training for all staff (including all EYFS staff members), and have clear procedures for whistleblowing (*see whistleblowing policy for more information*). Attendance and absence are monitored closely, with follow-up for unexplained or prolonged absence, and we ensure that more than one emergency contact is held for every child.

*See Child Protection & Safeguarding Policy for more information.*

### Safer Eating Practices

Children are supervised during all meals and snacks with at least one member of staff with the Full Paediatric First Aid Training (FPFA). Staff promote safe eating practices and follow food hygiene standards to reduce risks of choking or allergic reactions. During the first few weeks of school, the children are accompanied to lunch each day by either the Class Teacher or the assistants in Reception. They are encouraged and supported to eat a balanced meal, use their manners, ask for the food they would like and use their knife and fork correctly. Once the children are settled, they are supervised by three members of staff in the lunch hall. When necessary additional support is provided for individual children. All staff on duty during EYFS lunch periods will follow the *Reception Expectations for All Staff* guidance to ensure consistency, safety, and positive routines for the children. [Dining room\RECEPTION Expectations for all staff on Lunch time duties 2025.pdf](#)

Finton House follow the Department for Education's EYFS nutrition guidance (2025). Meals and snacks are balanced, healthy, and appropriate for children's needs.

## Supervision of Children

Reception children are taught primarily by their Class Teacher (key person), who is supported by an assistant. The children benefit from specialist teaching and resources in the following subjects: art, computing, music, PE and French.

Within Reception, the ratio of staff to children is approximately 1:10. The Reception team is made up of Class Teachers and assistants. The supervision policy outlines exact ratios with EYFS, including staff qualifications. As detailed in the Supervision Policy, children are well supervised during outdoor playtime adhering to the ratios laid out in the EYFS Statutory Framework. In addition, other adults are also in the vicinity who are on hand to help if required. In the event of indoor play, due to wet weather, at least two of the Reception Class Teachers will be within sight and sound of the children at all times, in addition to the members of duty staff supervising. When children are eating lunch or having a snack, they are adequately supervised at all times by a member of staff who holds a full Paediatric First Aid (PFA) qualification, in line with safer eating requirements. All out of hours care and after school clubs are supervised by a member of staff whose qualifications are such that they can supervise children from the EYFS.

*See Supervision Policy and Out of Hours Care Policy and Clubs Policies for more information.*

Within the school day, should there be a toileting incident, staff will follow the toileting care plan, as detailed in the *Children Protection and Safeguarding Policy*. All staff working with Reception children received training during the supervision meeting.

Each group is registered and counted regularly throughout the school day. In the event that it is discovered that a child is missing, staff will quickly and calmly follow the procedure set out in the Missing Child Policy (see *Missing Child Policy for more information*).

## Supervision Meetings

Arrangements are in place for the supervision of all members of staff working with children in EYFS. This aims to foster a culture of support, teamwork, and continuous improvement, and encourages the confidential discussion of sensitive issues. Individual supervision meetings are held 1:1 in the autumn, spring, and summer terms and are run by the Head of EYFS. These meetings provide an opportunity for teachers and teaching assistants to review the whole class list, discuss each child, and raise any concerns. If a concern or issue arises outside of these meetings, additional sessions are arranged as needed. The Head of EYFS also has regular supervision meetings with their line manager. These termly meetings support staff in identifying solutions, receiving coaching, and improving personal effectiveness.

## 7. Entitlement, Inclusion and Equal Opportunities

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At Finton House all children, regardless of ability, gender, ethnicity, culture, religion or language are given equal access to the curriculum and are encouraged to take part in all activities. Care is taken to ensure that the children are given positive role models for both men and women, both within their immediate environment and the wider society. All staff are aware of the need for the curriculum to reflect cultural diversity. Children are given opportunities to enjoy and explore stories, poetry, art, music and play materials drawn from a variety of cultures. Through teaching and special whole school events and assemblies, we aim to prepare our pupils for a life in a diverse and multi-cultural society. (*See Equal Opportunities Policy, Inclusion Policy and More Able Policy for more information*).

We believe that each and every child is entitled to equal access to the curriculum and must be given opportunities to progress at his/her own pace in order to achieve their potential (*Please see The Aims of the School and Equal Opportunities Policy for more information*). At Finton House, children are taught within three mixed-ability Reception classes. Within each class, children are frequently grouped in different ways, depending upon the activity being undertaken. We adopt a multisensory and dyslexia friendly approach to lessons and tasks are differentiated appropriately according to individual needs. This includes those who are more able or who have special educational needs or disabilities. Each child's individual development is carefully monitored and, where necessary, children are given Additional Support Targets (ASTs) and are supported accordingly.

## 8. Transition to Year 1

In the Summer Term, the Year 1 teachers meet with the Reception staff to discuss each child in order to ensure a smooth transition to Year 1. This discussion helps the Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the educational and pastoral needs of all children. In addition, the Year 1 teachers will visit the children in their Reception classroom, and a 'Moving Up Morning' is organised, which gives the children the opportunity to spend time in their Year 1 classroom with their new class, Class Teacher and assistant.

## 9. Appendices

### A. ELG Exemption – What we do at Finton House

Although Finton House has received exemption from having to formally assess against the Early Learning Goals (ELGs), the table below details how our carefully designed curriculum and excellent teaching and resources ensure that children work towards and achieve these goals by the end of their time in the EYFS. As detailed in this policy and in the Assessment, Recording & Reporting Policy children are closely monitored to ensure they are on track in developing these important goals.

Early Learning Goal (ELG)	What we do at Finton House
<p><b><u>Communication &amp; Language</u></b></p> <p><b><u>Listening, Attention and Understanding ELG:</u></b></p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking ELG:</u></b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul>	<p><b><u>Communication &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>- Whole class, small group and 1:1 discussions, encouraging children to share their own questions and comments in response to their learning.</li> <li>- Encourage children to share their own answers in relation to a topic, using examples from their own experiences.</li> <li>- <b>Reading:</b> Talking to children about a book they have read, asking questions directly related to the characters, setting, and story line.</li> <li>- <b>Zones of Regulation:</b> Celebrating when children share their emotions (using the zones) with examples to show their understanding.</li> <li>- <b>All About Me:</b> Presentation to the whole class. Children are encouraged to ask questions focusing on the five Ws.</li> <li>- <b>Poetry Week:</b> Learning and reciting a poem off by heart and performing this to a large audience.</li> <li>- <b>Class Play:</b> Children are given a character and have lines to learn. Children perform this in front of a large audience.</li> <li>- <b>Role Play:</b> Children often get to vote what role play they would like for the next term, ensuring it is related to the topics we are learning about.</li> <li>- <b>Celebrations and rewards:</b> When children are awarded with one of these they are encouraged to share why they have received their reward. For example celebration certificates, learning skill stickers, WOW wall and green brick jar.</li> <li>- <b>Word of the week:</b> Children to talk about what the word means and to use it in a sentence, talking about their own experiences.</li> </ul>
<p><b><u>Physical Development</u></b></p> <p><b><u>Gross Motor Skills ELG</u></b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> </ul>	<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>- <b>Specialist Lessons:</b> Children attend weekly gym and games lessons with specialist P.E teachers where children are able to work on their gross motor skills.</li> </ul>

<ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b><u>Fine Motor Skills ELG</u></b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Class Teacher also allows opportunities within lessons to practise these skills too. For example: During activities sessions we may get the bikes out. Movement breaks. Sensory diet – wall press.</li> <li>- <b>Outdoor Play:</b> Playing in the playground (monkey bars, climbing wall, obstacle course)</li> <li>- Outdoor learning and swimming getting changed.</li> <li>- <b>Healthy Routines:</b> Children learn about making healthy choices in relation to food and physical activity.</li> <li>- <b>Fine Motor Activities:</b> Class Teacher often offer children the opportunity to practise their fine motor activities. Class Teacher will often model this too. For example: within lessons one table is predominately focused on fine motor activities such as, threading, cutting, tracing...etc.</li> <li>- <b>Early Intervention:</b> There is a weekly fine motor skills group run by the teaching assistants for the children that need additional support.</li> <li>- Teachers guide children towards using the tripod grip.</li> </ul>
<p><b><u>Personal, Social &amp; Emotional Development</u></b></p> <p><b><u>Self-Regulation ELG</u></b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul> <p><b><u>Managing Self ELG</u></b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p><b><u>Building Relationships ELG</u></b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	<p><b><u>Personal, Social &amp; Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>- <b>Class Expectations:</b> Introducing class rules to the class and expectations in the classroom and around the school.</li> <li>- <b>Zones of Regulation:</b> Children are encouraged to think about how they are feeling and put their picture on the corresponding zone. We emphasise that feeling different emotions is okay but acting on it is not.</li> <li>- <b>Visuals/Prompts:</b> Use of lots of visual cues to help children follow instructions, language such as 'my turn, your turn'.</li> <li>- <b>Routines:</b> Keeping routines in place, for example moving around the classroom. Using tidy up music for the children to tidy up to.</li> <li>- Encouraging the children to be aware of our value of respect by ensuring they can respond and act on what is being said.</li> <li>- <b>Roles and Responsibilities:</b> Each week, pupils are assigned classroom duties to promote responsibility and teamwork. In addition, two pupils are appointed as Eco Monitors each term to support the school's environmental initiatives.</li> <li>- <b>Child Initiated Learning:</b> Throughout the day the lessons include a range of activities to encourage independence and resilience at new challenges they may face. For example, maths areas, writing area, role play and fine motor area. Children are allowed to choose activities to encourage independence. To promote this, we refer back to the school values and celebrate when children have shown resilience, self-belief and curiosity.</li> <li>- <b>Hygiene:</b> In our PSHEE lessons children learn basic hygiene routines, including the importance of oral health. They are encouraged to follow these within the school day.</li> <li>- Celebrating children's kindness to others, relating this to the Finton House Values. After play times, we often have discussions as a whole class about who they played and how they showed acts of kindness.</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Disability:</b> Within the curriculum, the children learn about disability, talking about similarities and differences between us all.</li> <li>- <b>Early Intervention:</b> Weekly play skills group is run by teaching assistants, linking it to a particular topic, for example, sharing.</li> <li>- <b>Economic Development:</b> Children explore the concept of money through role-play activities, fundraising for charities, and participating in themed event days to develop an understanding of economic awareness and social responsibility. Money is also taught explicitly within the Maths curriculum during the summer term to reinforce these concepts in a practical context.</li> <li>- <b>Cultural Diversity:</b> Children learn about and celebrate different cultures through a variety of activities, including exploring different family structures through stories such as <i>Monkey Puzzle</i>, participating in Black History Month, celebrating different festivals such as Diwali, attending parent talks and workshops, and taking part in assemblies. These experiences promote inclusion, respect, and an appreciation of diversity within the school community.</li> </ul>
<p><u>Literacy</u></p> <p><b><u>Comprehension ELG</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b><u>Word Reading ELG</u></b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Writing ELG</u></b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>- <b>Anima Phonics:</b> Teaching 4 new phonemes a week including digraphs and trigraphs, moving onto consonant clusters and real and nonsense words later in the Spring and Summer term. When introducing the new phoneme, we link other activities to this. Lesson inputs encourage children to read and recognise phonemes off the board. The reading pages are sent home daily for them to practise at home. Rainbow words (sight words) are introduced for children to learn to read and write.</li> <li>- One <b>English</b> lesson a week focuses on a particular text. Activities range from reading, writing or drawing in their English books and role play. From this, we have a word of the week that we encourage children to use.</li> <li>- <b>Reading:</b> Children read to an adult regularly where they are able to apply their phonics understanding. Questions are asked to check their comprehension.</li> <li>- <b>Library:</b> Children have a weekly library slot and are able to take one book home a week. They are also often read to at the end of the day.</li> <li>- <b>Poetry Week:</b> Children learn a poem and recite this off by heart to an audience.</li> <li>- <b>Handwriting:</b> Letter formation practise through fine motor activities and various mark making tasks.</li> </ul>
<p><u>Maths</u></p> <p><b><u>Number ELG</u></b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>- <b>Practical Learning:</b> We follow the maths scheme of work, using practical lessons to start the week and then challenging children to apply what they have learnt to a set task.</li> <li>- <b>Mastery Maths:</b> Children learn to consolidate their understanding of number, practising mastery maths skills. Our focus is to concentrate on a set of numbers, learning the formation, place value and explaining their understanding before moving on to higher numbers.</li> </ul>

<p><b><u>Numerical Patterns ELG</u></b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>- Children learn the formation rhymes but progress to write and recognise the numbers without relying on the rhymes.</li> </ul>
<p><b><u>Understanding the World</u></b></p> <p><b><u>Past and Present ELG</u></b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <p><b><u>People Culture and Communities ELG</u></b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul> <p><b><u>The Natural World ELG</u></b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>- <b>People Who Help Us Topic:</b> Various speakers, such as dentists, police officers, firemen...etc. come in to talk to the children about their role within society.</li> <li>- <b>Things From the Past Topic:</b> Children have lots of discussions and activities where they compare similarities and difference. We have a sharing afternoon with the grandparents where they can bring in their old toys to share and compare with the children.</li> <li>- <b>Around the World:</b> Within topic lessons, children learn about different habitats and compare similarities and differences between these around the world.</li> <li>- <b>Educational Visits:</b> School trips are linked to our topic lessons. For example, a trip to The Postal Museum.</li> <li>- <b>Reading:</b> Sharing a wide range of texts encourages lots of discussions about the world we live in. We encourage the children to relate to their own experiences and to ask questions.</li> <li>- <b>Local Walk:</b> Children learn about their local area by going on a 'Local Walk' using a map. Children use their observation skills to discuss their environment.</li> <li>- <b>R.E:</b> Children will begin to explore differences and similarities between people and faiths. They will learn about festivals from different faiths. e.g. Harvest, Diwali and Christmas.</li> <li>- <b>Outdoor Learning:</b> Children the exposure to the outdoors where they are able to explore the natural world they live in. Often these lessons are cross-curricular.</li> <li>- <b>Natural World:</b> Children learn the life cycle of a butterfly to see the changes in the natural world. We also link this to changes in the seasons.</li> <li>- <b>ICT:</b> Reception have access to their own iPads within the classroom, as well as weekly computer lessons from a specialist computer teacher.</li> </ul>
<p><b><u>Expressive Arts &amp; Design</u></b></p> <p><b><u>Creating with Materials ELG</u></b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b><u>Being Imaginative and Expressive ELG</u></b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> </ul>	<p><b><u>Expressive Arts &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>- <b>Art:</b> The children have art lessons with a specialist art teacher. All children from Reception to Year 6 have an Art book which charts their journey of discovery and learning throughout their time at Finton House. Children are introduced to a broad range of specialist materials, tools, and techniques through a variety of media: drawing, painting, printing, collage, sculpture, and textiles.</li> <li>- <b>Creativity in the Classroom:</b> Within the classroom children have time to explore creative arts through: bubble painting, chalk drawings, junk</li> </ul>

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

modelling, mark making using a variety of materials, free drawing/mark making, cutting and sticking.

- **Role Play** area within the classroom, as well as a weekly Drama lesson.
- **Assemblies:** Every week the children attend an assembly where they perform songs, rhymes or poems.
- **Music:** Children go to weekly music lessons with a specialist music teacher. Within the classroom, we also give children the opportunity to listen and dance to music.