



The Blue Coat School

# **POLICY FOR THE EARLY YEARS FOUNDATION STAGE**

Approved by the Governors' Teaching, Learning and Curriculum Committee on \_\_\_\_\_

Signed: \_\_\_\_\_

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Policy for the Early Years Foundation Stage was devised by the Head of Pre-Prep and Academic Lead, and the Deputy Head (Pre-Prep) in consultation with the SLT.

Date of Next Review: Lent 2027

## **POLICY FOR THE EARLY YEARS FOUNDATION STAGE**

### **1. INTRODUCTION**

#### **1.1**

Children in Nursery and Reception are in the Early Years Foundation Stage (EYFS). The Statutory Framework for the Early Years Foundation Stage for Group and School Based Providers (2025) and the non-statutory curriculum guidance Development Matters (Updated 2023) underpin the curriculum for children in these age groups with regard to their learning and development. The Early Education document 'Birth to 5 Matters' is also used as a reference document for staff when planning the EYFS curriculum.

### **2. AIMS**

#### **2.1**

The fundamental principles of the Early Years Foundation Stage (EYFS) underpin the provision for EYFS children at The Blue Coat School. These are as follows:

- **Unique Child:** At The Blue Coat School staff aim to ensure that every child is happy, secure, valued and confident. Every child is a unique individual who can be resilient, capable, confident and self-assured and who enjoys learning and thinking for him or herself.
- **Positive Relationships:** The relationships which the children develop with each other and with the staff are central to their happiness and lay the best possible foundations for their future. The growth of social skills and empathy amongst the children is encouraged. Staff aim to work in partnership with parents to enable the children's learning and development to be supported at home.
- **Enabling Environments:** A supportive and safe environment is provided in which every child can flourish and learn at his or her own pace and in his or her own individual way through play and through structured and creative activities.
- **Learning and Development:** The role of the staff is to stimulate and encourage the children's development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations. High quality early learning is promoted to give the children a broad range of knowledge and skills thus providing the right foundations for good future progress through school and life. Staff recognise that children develop and learn in different ways and at different rates.
- **Characteristics of Effective Teaching and Learning:** Staff aim to ensure that the different ways in which children learn are reflected in their planning and practice. The characteristics of effective teaching and learning are: Playing and Exploring; Active Learning; and Creating and Thinking Critically.

#### **2.2**

The children's spiritual, moral, social and cultural development and the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are actively promoted at The Blue Coat School throughout the EYFS. Examples of the ways in which these are actively promoted include:

- The Blue Coat School Values (Be Truthful and Kind, Cheerfully Try Hard, Show Respect)
- Collaborative working – sharing ideas and turn taking
- Self-selecting activities
- Open-ended questioning
- Respectful open-ended discussion
- Respectful self-assessment and shared achievements and celebrations
- Positive feedback for effort, success and self-awareness of next steps (Growth Mindset philosophy)
- Provision of a range of books with themes covering tolerance, mutual respect and democracy
- Sharing traditional stories and books by a range of authors

- Assembly stories covering a range of topics
- Activities related to religious and cultural celebrations and traditions
- Activities related to people who help us in the community and at school
- Activities related to care for the environment and for wildlife.

### **3. STRUCTURE**

#### **3.1**

The Blue Coat School is for children from ages 3 to 11. The Pre-Prep Department is housed in three buildings. Children in the Early Years Foundation Stage are in Nursery classes (3 and 4 year olds) or Reception classes (4 and 5 year olds). Children spend a year in their Nursery class before moving into a Reception class. They usually remain as a class group until the end of Reception.

#### **3.2**

Children in Nursery and Reception must attend full time.

### **4. ADMISSIONS**

#### **4.1**

Details about the admissions procedures are set out in the whole school Admissions and Attendance Policy and Procedures. Application Forms are available on the school website.

#### **4.2**

The Blue Coat School does not participate in the Government's Early Education Entitlement Scheme for 3 and 4-year old children.

#### **4.3 Pre-Admission Events**

##### **4.3.1**

All children are required to attend an informal pre-admission assessment (Nursery Readiness) for entry to Nursery. Parents will also be required to attend a meeting with a senior member of staff.

##### **4.3.2**

Once an offer of a place has been made, the parents and children are invited to a Forest School session led by the Outdoor Education Coordinator. This generally takes place in the Trinity Term and also includes the parents and child meeting the Nursery class teacher for a detailed handover discussion. Following the Forest School session, all children are invited to the whole school Moving Up Day and the morning session is spent with their Nursery class teacher and Nursery Teaching Assistant.

##### **4.3.3**

Parents are invited to attend an Open Evening in the Trinity Term to learn more about procedures and routines from the Head of Pre-Prep and Academic Lead, and the Deputy Head Pre-Prep.

### **5. STAFFING**

#### **5.1**

The Head of Pre-Prep and Academic Lead has overarching responsibility for Pre-Prep and oversight of the academic progress of the EYFS children. The Nursery Year Group Leader and the Reception Year Group Leader are responsible for co-ordinating planning, observations and assessments across the year groups and for ensuring that relevant information is conveyed to parents.

#### **5.2**

The staffing qualification and staffing ratio requirements of the current Statutory Framework for the Early Years Foundation Stage are met at all times during the school day, including in Aftercare.

#### **5.3**

The Class Teacher is the Key Person for Nursery and Reception children. The Class Teacher has responsibility for the welfare, learning and development of the children in the class. Each Class Teacher is supported in this role by a full-time Teaching Assistant. Class Teachers liaise with each child's parents and/or carers to discuss each child's progress and to suggest ways in which further learning and development can be supported at home. The role of staff is explained at the Open Evening for parents and also in the BCS Parent Handbook which is published to the Parent Portal annually.

#### **5.4**

Each of the Nursery and Reception Class Teachers has responsibility for overseeing at least one of the areas of learning and development in Pre-Prep to ensure that the children are given appropriate experiences and opportunities.

#### **5.5**

SEND provision for the EYFS is overseen by the Director of Learning Success who is also responsible for the learning success provision for children in Pre-Prep which includes children in Nursery and Reception. She is supported in this role by the SENCO. The Director of Learning Success liaises closely with the Director of Able, Gifted and Talented, Assistant Head Learning and Teaching and the Head of Pre-Prep and Academic Lead to plan the provision for these children. These staff also liaise closely with EYFS staff to ensure that any planned interventions are implemented.

### **6. THE EARLY YEARS FOUNDATION STAGE CURRICULUM**

#### **6.1**

The Early Years Foundation Stage is distinct and important in its own right. It forms a secure basis upon which future learning can be built, and it offers children new experiences in order to extend their skills, develop their confidence and build on what they already know to take their learning forward. In planning the curriculum for children in the Early Years Foundation Stage, emphasis is placed on challenging and enjoyable play-based learning with a balance of child-initiated and adult-led activities. Play-based learning enables the children to develop and grow in confidence as they learn to explore, relate to one another, and set their own goals and solve problems.

#### **6.2**

The curriculum planned for children in this stage is linked to the areas of learning and development for the Early Years Foundation Stage. There are three prime areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional Development; and four specific areas of learning: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. All of these Areas of Learning and Development are inter-connected and are essential in building the children's capacity to learn, form relationships and thrive.

#### **6.3**

The Class Teacher ensures that each child is given the opportunity to progress in each of these areas of learning according to his or her individual needs, interests and stage of development. The prime areas are the main focus of planning for Nursery staff to ensure that the children are given the key skills and capacities to develop and learn effectively. In Nursery, the specific areas of learning provide the children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning and to develop and extend language. In Reception there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning in preparation for the transfer to Year 1.

#### **6.4**

All EYFS staff aim to provide a curriculum which stimulates the children's interests. They respond to the individual needs of the children and guide their development through warm, positive interactions and secure routines for play and learning.

#### **6.5**

EYFS staff reflect on the different rates at which children learn and develop. In planning for each individual child, staff ensure that opportunities are provided for:

- Playing and Exploring – children investigate and experience things, and ‘have a go’
- 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, make links between ideas, and develop strategies for doing things.

## **6.6**

Equality of opportunity is promoted for all children including those with special educational needs or disabilities. Further details are set out in the following whole school policies which are available for parents: Policy for Equal Opportunities; Disability Discrimination Policy and the Policy for Special Educational Needs and Disability.

## **6.7**

The Class Teacher provides opportunities for children whose home language is not English to develop and use their home language in play and learning as far as is reasonably possible. The children are also given opportunities to reach a good standard in English language. Parents of children for whom English is an Additional Language are offered small group support from the EAL Specialist at an additional cost. Further details about this are given in the whole school Policy for English as an Additional Language.

## **6.8**

Learning takes place both indoors and outdoors. The extensive school grounds are also used for outdoor learning activities. Reception children have a weekly Forest School afternoon whilst Nursery children have a weekly Forest School morning. The sessions are led by a trained Forest School practitioner. Forest School can also be used at other times during the school week subject to availability.

## **6.9**

The wide range of equipment in the Sports Centre is used by children in Nursery and Reception each week to support their physical development. Reception children have a weekly swimming lesson in the school swimming pool.

## **6.10**

Nursery and Reception children have a music lesson each week with a music specialist. Nursery and Reception children also have access to iPads for use within the classroom. All Nursery and Reception classrooms have Interactive Whiteboards which are used during the day.

# **7. OBSERVATION AND ASSESSMENT**

## **7.1**

Observation and assessment are integral to ensuring that each child’s progress is recognised, that their needs are understood and that activities and support are planned to enable progress to be maintained and needs met. Staff use observations and assessments to understand the child’s level of achievement, interests and learning styles so that learning experiences can be planned.

## **7.2**

Baseline assessments are carried out in Nursery during the first half term to assess the child’s starting points. These are reviewed throughout the year to enable progress to be monitored and to ensure that staff continue to plan for the needs of each child. Any concerns identified are discussed with the Director of Learning Success and the child’s parents.

## **7.3**

Staff routinely observe and assess each child’s progress in each of the Areas of Learning and Development. These observations and assessments, together with parents’ and/or carers’ observations are used to plan further learning experiences for each child according to his or her level of achievement, interests and learning styles. Observations might take the form of dated notes, photographs, snapshot observations or focused observations. In Nursery and Reception individual observation and assessment records are kept for each child as they progress towards the Early Learning Goals of the Early Years Foundation Stage.

## **7.4**

The Key Person will discuss any concerns about a child's progress in any of the Areas of Learning and Development with his or her parents and/or carers so that an appropriate programme of support can be planned. Advice from other professionals may be sought if necessary. Further details about provision for children with SEN are set out in the whole school SEND Policy.

## **7.5 Early Years Foundation Stage Profile**

### **7.5.1**

At the end of the Reception year (by no later than 30 June) a detailed EYFS Profile is completed for each child. Each child's level of development is assessed against the Early Learning Goals for each of the Areas of Learning and Development as determined by the Statutory Framework for the Early Years Foundation Stage. For each Early Learning Goal, the child's progress is judged to be meeting 'Expected' levels, or if they are not yet reaching the expected levels ('Emerging'). Teachers draw on their knowledge of the child and their own professional judgement as part of a best-fit, holistic judgement about a child's development and their readiness for Year 1. The Profile reflects the teachers' knowledge and professional judgement of the child. Contributions are sought from other professionals who have knowledge of the child's development where relevant. Parents are informed about these judgements in respect of the Early Learning Goals in the end of year report. A comment is also made about each child's Characteristics of Effective Learning. Parents are offered the opportunity to discuss this report. The EYFS Profile results are submitted to Birmingham Local Authority upon request. Year 1 teachers are also given the EYFS Profile reports together with details of each child's skills and abilities in relation to the three Characteristics of Effective Learning and these are discussed with them.

### **7.5.2**

If a child moves to a new school during the academic year then staff at The Blue Coat School send their assessment of the child's level of development against the Early Learning Goals within 15 days of receiving a request from the relevant school. Similarly, if a child joins The Blue Coat School during the Reception year, then a request for this information is made to the child's previous school.

## **8. WELFARE**

### **8.1 Safeguarding**

#### **8.1.1**

As part of The Blue Coat School's ethos, all staff are committed to the highest standards in protecting and safeguarding the welfare of the children entrusted to their care at all times. The school follows the procedures laid down by the current version of 'Keeping Children Safe in Education' and other relevant publications and it also follows the procedures laid down by the Birmingham Local Safeguarding Children Partnership as part of its commitment of care. EYFS staff are trained in safeguarding and child protection following the principles as set out in Annex C of the EYFS Statutory Framework. The Safeguarding and Child Protection Policy is enforced rigorously throughout the school. This Policy is updated annually and approved by a sub-committee of the governors. All staff are then required to read the Policy.

#### **8.1.2**

The Deputy Head Pre-Prep is the Designated Safeguarding Lead (DSL) (including for the EYFS). The DSL is responsible for liaising with local statutory children's services agencies and with the Local Safeguarding Children Partnership. The DSL provides support, advice and guidance for other staff on any specific safeguarding issue on an ongoing basis as and when required. The DSL regularly attends training in child protection as do all staff. Safeguarding and child protection training forms part of the induction procedures for new members of staff and volunteers. Records are kept of all training attended. The Head of Pre-Prep and Academic Lead, the Head of Prep, the Deputy Head of Prep and the Director of Learning Success are Deputy DSLs.

### **8.1.3**

Staff are fully aware of their responsibilities under the Prevent duty and training is provided for staff in this aspect of safeguarding. Further details are set out in the Safeguarding and Child Protection Policy.

## **8.2 Staffing**

### **8.2.1**

The recruitment process, as set out in the school's Recruitment, Selection and Disclosure Policy, includes checking the suitability of applicants, obtaining enhanced criminal records checks and barred list checks, obtaining references and checking their qualifications to ensure that they are valid and full and relevant for staff in the EYFS. Records are kept of all such checks. The procedures in the Policy for Staff Induction are followed for all new staff which includes training in their roles and responsibilities, emergency evacuation procedures, safeguarding, child protection and health and safety. The name, home address and telephone number of all staff are recorded. Information about qualifications, identity checks, criminal records checks, barred list checks and any other relevant information is maintained on the School's Single Central Register as set out in the Recruitment, Selection and Disclosure Policy. Information about safe employment is also set out in the School Safeguarding and Child Protection Policy.

### **8.2.2**

All staff are required to sign the staff Code of Conduct each year. This sets out the requirements regarding disqualification from working with children and the requirement to declare any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at The Blue Coat School). Requirements about the use of mobile phones and cameras are set out in the Code of Conduct and staff are referred to related school policies with which they are required to comply.

### **8.2.3**

INSET days are held regularly and staff are encouraged to attend training courses to further their skills, knowledge and understanding and to ensure that a quality learning experience is provided for the children.

### **8.2.4**

The Pre-Prep Staff Handbook is updated annually. Requirements about the use of medication and other substances are set out in these Handbooks and in the Code of Conduct. Staff are required to read the Pre-Prep Staff Handbook and comply with its contents. Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. Staff must only work directly with children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly. All medication must be securely stored and out of reach of children at all times.

### **8.2.5**

Supervision is provided for staff on a regular basis by the Deputy Head Pre-Prep. Staff are given the opportunity for confidential discussions about any issues in relation to safeguarding and child protection and children's development or well-being. Through mutual support and teamwork, solutions are identified to address issues as they arise. Coaching is provided to improve the effectiveness of staff as necessary.

### **8.2.6**

Staff performance development meetings are held on a regular basis in accordance with the school Policy for Continuing Professional Development.

## **8.3 Daily Routines**

### **8.3.1**

Information about the daily routines in Nursery and Reception is given in the BCS Parent Handbook. These include information about before and after school care, daily routines, special educational needs provision, school contact phone numbers and staff lists.

### **8.3.2**

Nursery and Reception children have an assembly once a week with the School Chaplain. Reception children also have year group assemblies during the week. Assemblies are predominantly Christian but are designed to be respectful of other faiths. One of the Nursery and Reception assemblies is led by the Head of Pre-Prep and Academic Lead together with the Deputy Head Pre-Prep. Further details are set out in the whole school Collective Worship Policy.

## **8.4 Behaviour**

### **8.4.1**

The Blue Coat School is committed to establishing and maintaining high standards of behaviour in all aspects of school life. As stated in the Behaviour Management and Exclusions Policy, corporal punishment is illegal and is entirely rejected by The Blue Coat School. It will not be given to any child of any age by any person who cares for or who is in regular contact with children at The Blue Coat School, or by any person living or working on the premises, nor will it be threatened. Staff do not use or threaten any punishment which could adversely affect a child's well-being. Behaviour includes: personal standards, self-discipline, manners, politeness, respect, pride, general conduct, and attitude. The Blue Coat School Values underpin the standards of behaviour expected of the children. These Values form part of the Behaviour Management and Exclusions Policy and they are set out for parents in the BCS Parent Handbook. The Behaviour Management and Exclusions Policy gives full details of the expectations of children in Pre-Prep, outlining the behaviour expected both within and beyond the school gates. It also sets out guidance on restrictive interventions including use of reasonable force in schools.

### **8.4.2**

Class Teachers in Pre-Prep are responsible for the pastoral care of the children. Positive praise rather than negative criticism is used, and children are encouraged to be responsible for their actions and to develop self-discipline. Good manners and behaviour are encouraged, together with a respect for the freedom and property of others. The Behaviour Management and Exclusions Policy gives details of the rewards and sanctions used. If a child's behaviour causes particular concern, parents are informed. Through co-operation between home and school it is hoped that problems can be resolved to the satisfaction of everyone. In the vast majority of cases poor behaviour is soon rectified and issues of concern are speedily resolved. However, the school reserves the right to impose a permanent exclusion, subject to rigorous procedures, where such a sanction are deemed appropriate or necessary. Children and parents have the right of appeal against such decisions to a Pupil Discipline Appeal Panel.

### **8.4.3**

Staff are supported in their implementation of behaviour management strategies by the Director of Learning Success, Head of Pre-Prep and Academic Lead and the Deputy Head Pre-Prep.

## **8.5 Health**

### **8.5.1**

Good health, including oral health, is promoted for all children who attend The Blue Coat School. The BCS Parent Handbook outlines some key details of the school First Aid and Health Policy. This Policy gives comprehensive details about the school's procedures for this aspect of the children's welfare, including administering medicines, the procedures followed when children are ill or infectious, procedures for children with allergies, the administration of First Aid and recording and reporting procedures. All parents are required to complete a Medical Information and Consent Form prior to their child's admission to the School. Parents are reminded to keep the School informed of any changes to their child's medical needs.

### **8.5.2**

Children in Pre-Prep have access to the school Health Centre which is led by two School Matrons. Many of the staff in Pre-Prep have Paediatric First Aid qualifications. Each of the Nursery and Reception classes has a Teaching Assistant with a Paediatric First Aid qualification. All of these Paediatric First Aid qualifications are fully compliant and they are renewed every three years. A record of these is maintained by the Head of Pre-Prep and Academic Lead, and the School Matrons and they are recorded in the school First Aid and Health

Policy which is available on the School website for parents. Details of qualifications are also set out in the BCS Staffing Booklet issued to parents annually. The requirement that staff newly qualified at Level 2 or 3 should have a Paediatric First Aid qualification is also met. At least one member of staff with a Paediatric First Aid qualification is present during outdoor play. At least one member of staff with a current Paediatric First Aid qualification accompanies each class when the children are on school visits. First aid supplies are kept in various locations around the school and staff ensure that a portable First Aid kit for each class is taken on trips, outings and off-site visits. All accidents are recorded in accordance with the procedures set out in the First Aid and Health Policy. Where specialist knowledge is required for the administration of medication, then training is provided.

### **8.5.3**

Parents are expected to telephone the Pre-Prep Office as early as possible after 8.15 am on the first morning of their child's absence or to notify the school using the app.

### **8.5.4**

Staff at The Blue Coat School will ensure that the relevant authorities (including the local child protection agency) are informed in the event of a serious accident, illness or injury to, or death of, any child whilst in the care of the school. Notification of the incident and the action taken will be made as soon as is reasonably practicable, but in any case within 14 days of the incident occurring. Any advice from the relevant authorities will be acted upon.

## **8.6 Special Educational Needs**

### **8.6.1**

If a child has medical needs or special educational needs, or requires any special adjustments, parents will be invited to attend a meeting with the Head of Pre-Prep and Academic Lead, the School Matrons and/or the Director of Learning Success together with any outside specialist who has been involved with the care of the child, to produce an Individual Health Care Plan (IHCP) and discuss thoroughly the regime that is most appropriate for his or her individual care, well before he or she joins the school. The school ensures that, as far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities.

### **8.6.2**

If, as a result of the observations and assessments carried out by the Key Person and other relevant staff, it is thought that a child has a special educational need or disability which requires specialist support, this will be discussed with the child's parents and/or carers and they will be supported in accessing appropriate support and help from relevant services and agencies as appropriate. Further details about the procedures are set out in the school's SEND Policy.

## **8.7 Food and drink**

### **8.7.1**

The School takes into account the Early Years Foundation Stage Nutrition Guidance (2025). Food is freshly prepared by the school caterers. Menus are on the school website. The food is healthy, balanced and nutritious, with fresh fruit and vegetables available every day. Vegetarian, vegan and Halal options are available. Fruit is provided for all children as a mid-morning snack with a drink of milk or water. Fresh drinking water is available for the children throughout the day. Staff involved in preparing and handling food have Food Hygiene qualifications.

### **8.7.2**

As far as is reasonably possible no food containing nuts or traces of nuts are served as some children have life-threatening allergies. Parents of children who have allergies to any food product, or who have special dietary requirements, are asked to make this clear in the Medical Information and Consent Form and during the pre-admission interview. Parents should inform the School at once if their child subsequently develops an intolerance of any food. The School Matron and/or the Catering Manager are happy to see any parents

who have concerns about their child's medical condition, and to devise a special menu, where practically possible.

### **8.7.3**

Staff involved in preparing or serving food are trained in food hygiene.

### **8.7.4**

The catering department staff serve Nursery and Reception lunch in the Atrium. The Nursery and Reception children are accompanied to lunch by their Class Teacher and Teaching Assistant. These members of staff usually sit with the children for lunch or alternatively another member of the Pre-Prep staff will sit with the children. Mid-morning snacks are served in the classrooms in Pre-Prep. A member of staff with a valid Paediatric First Aid certificate is always present in the room when the children are eating.

### **8.7.5**

Children are always within sight and hearing of a member of staff whilst eating. Staff are aware that choking can be completely silent and are alert to when a child might be starting to choke. When a child experiences a choking incident that requires intervention, staff record details of where and how the child choked and ensure parents/carers are made aware. The records are reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action will be taken to address any identified concerns.

### **8.7.6**

As soon as is reasonably practicable, but in any case within 14 days, the relevant authorities will be notified of any incident of food poisoning affecting two or more children at the school.

## **8.8 Health and Safety**

### **8.8.1**

Regular risk assessments are carried out on rooms in Pre-Prep, other indoor areas, outdoor play spaces and all equipment and toys used by the children, in order to ensure that everything with which they may come into contact has been assessed and that potential hazards are kept to a minimum.

### **8.8.2**

The whole school Health and Safety Policy details the school's procedures for the health and safety of the staff and children. The whole school Fire Safety Policy and Emergency Evacuation Procedure detail the school's procedures in the case of a fire or any other emergency. Basic fire safety rules are also detailed.

### **8.8.3**

'No smoking' signs are clearly displayed at the entrances to all buildings used by children in the EYFS. Smoking, vaping and e-cigarettes are not permitted on the school campus which includes the outside play areas.

### **8.8.4**

In addition to the visits within the school grounds Reception children are taken on outings in their year group whilst Nursery children have a 'Wow' day in school. Parental consent forms are required for offsite visits. Letters giving details of Nursery and Reception enrichment events are issued in advance. Full Risk Assessments are carried out before any such visit and staffing ratios for the outings are adjusted as appropriate. Further details are given in the Policy for Trips, Outings and Off-Site Visits.

## **8.9 Premises**

### **8.9.1**

The spatial requirements as set out in the Statutory Framework for the EYFS are met. Toilets and wash-hand basins are provided for all the children. Separate toilet facilities are provided for adults. Children's privacy is considered and balanced with safeguarding and support needs for toileting or if a child needs their clothes changing. There is an adequate supply of clean spare clothes.

### **8.9.2**

Staff rooms are available for staff in Pre-Prep and in Ison Lodge. Rooms are available for confidential discussions with parents.

### **8.9.3**

The school holds public liability insurance and certificates are displayed in various locations.

## **8.10 Security**

### **8.10.1**

All visitors to the school campus are required to report to Main Reception where they are expected to sign in. They are required to wear security badges and they are escorted throughout their visit. They sign out when leaving. Staff wear identity badges on lanyards.

### **8.10.2**

Ison Lodge is kept locked and the Pre-Prep doors have security coded access.

### **8.10.3**

Children may not leave the campus during the school day unless prior permission has been obtained from the Headmaster. If permission has been granted, parents or carers must report to Main Reception to ensure that the child is signed out.

### **8.10.4**

In order to minimise the risk of a child going missing, parents must ensure that their child is fully supervised before the start of the school day. Parents must accompany their child to school and they are responsible for ensuring that their child is handed over to a member of staff. During the school day the children are supervised both within and outside the buildings. Members of staff check the whereabouts of children at regular intervals throughout the day and especially when the children are moving from one activity to another. Children are registered on arrival at the start of the morning and afternoon sessions, and in Aftercare. Parents visiting the school during the school day must report to Main Reception.

### **8.10.5**

Parents must ensure that staff are informed about who will be collecting their child, preferably in writing. At the end of the school day children are handed over to their parents or named carers by their Class Teacher. Children attending an after-school activity will be handed over to their parent or named carer by the activity leader. Children attending Aftercare will be handed over to their parent or named carer by the Aftercare staff. Staff will sign the register to indicate that parents or carers have collected their child from Pre-Prep Aftercare.

### **8.10.6**

Parents or carers should ensure that they collect their child by the specified time. They should telephone the school if an emergency prevents their prompt arrival. Brief details about uncollected children are set out in the BCS Parent Handbook.

### **8.10.7**

The following policies give further information on security procedures: Pre-Prep Policy for Lost or Uncollected Children and the Before and After School Care Policy.

## **9. HOME SCHOOL LIAISON**

### **9.1 Key Person and Class Teachers**

#### **9.1.1**

In Nursery and Reception, Class Teachers are responsible for the children's pastoral care and for their learning and development. They are supported in this by the Teaching Assistants who work full time in the classrooms with the children. The children are greeted by Pre-Prep staff each morning and dismissed by them at the end of the school day. Class Teachers ensure that information regarding each child is given to parents or carers as necessary.

### **9.1.2**

Each child's Class Teacher will discuss any immediate concerns about a child with his or her parents and/or carers. Appointments can also be made to see the Class Teacher if a longer discussion is required. The Head of Pre-Prep and Academic Lead may also be involved in these discussions if necessary. The support of the Director of Learning Success is sought if necessary and parents are encouraged to seek the advice of external professionals if appropriate.

## **9.2 Letters, Topics and Home-School Diaries**

### **9.2.1**

Information letters are made available to parents via the parent portal at regular intervals throughout the school year.

### **9.2.2**

Parents of children in Nursery and Reception are given half term topic-based planning overviews at the start of each half term.

### **9.2.3**

Reading books are given to children in Reception from the start of the academic year. Children in Nursery are given reading books to take home to share with their parents after the first half term. Class Teachers explain the way in which these are to be read with the children. Children in Nursery and Reception also have 'Word Books' to take home on a regular basis. Children in Nursery and Reception have a Reading Diary which is used by the Class Teacher and parents to convey messages about the children's reading progress and any other comments as necessary. A 'Focus for the Week' is also included in the Reading Diaries for children in Nursery and Reception so that parents can become involved in aspects of their child's learning.

## **9.3 Parents and Pupil Handbooks**

### **9.3.1**

The BCS Parent Handbook is available to parents on the parent portal on the school website. The BCS Parent Handbook gives the school's address. It lists the staff and their qualifications together with contact information. It also sets out the school's vision statement and information about the policies, procedures and practices for the Pre-Prep Department.

### **9.3.2**

Towards the end of the Trinity Term children who will be in Nursery or Reception in September are given a booklet containing photos of key staff for the year group, key areas such as the dining hall and toilets and photos of the classroom.

## **9.4 Information boards**

### **9.4.1**

Information boards are situated in Ison Lodge entrance lobby and corridor.

## **9.5 Open Classroom**

### **9.5.1**

Parents and children are given an appointment to meet the Class Teacher and Teaching Assistant on the day before the start of the Michaelmas Term.

## **9.6 Parent Workshops**

### **9.6.1**

Parent Workshops are usually held for parents of children in Nursery and Reception in the Michaelmas Term and again later in the school year. Information is provided for parents at these Workshops and then parents are invited back to the classrooms to work alongside their child on some aspect of their learning.

## **9.7 Parents' Evenings**

### **9.7.1**

Formal Parents' Evenings are held in the Michaelmas and Lent Term for parents of children in Nursery and Reception. Parents are invited to make an appointment to discuss their child's progress and areas for future development with their child's Class Teacher.

## **9.8 Reports**

### **9.8.1**

Children are assessed continually through observations, questioning and whilst working or playing with adults. These observations and assessments are used to inform the written reports. A report is made available electronically to Nursery and Reception parents towards the end of the Trinity Term. Parents are invited to discuss the contents of the report at the end of the Trinity Term.

## **9.9 Pupil Records**

### **9.9.1**

The School complies with the provisions of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Records are retained for a reasonable length of time after a child has left the School. Full details of our data retention and data handling are set out in our Data Protection Policy and our Information and Records Retention Policy.

### **9.9.2**

Parents are entitled to have access to their child's developmental records. However, a written request must be made for access to their child's personal file. Parents have the right to make written comments on their child's records, which will then be treated as part of that record.

### **9.9.3**

The following information is recorded for each child in Nursery and Reception: Full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers. Where possible, the school holds more than two emergency contact numbers for each child.

### **9.9.4**

Staff are made aware of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

### **9.9.5**

Attendance records are maintained for the children. Patterns of trends and absences are monitored in line with the School's Admissions and Attendance Policy and Procedures.

## **9.10 School Website**

### **9.10.1**

The parent portal on the school website gives details of some forthcoming events and also includes reports on activities and outings. Parents are informed of their username and password.

## **9.11 Policies**

### **9.11.1**

Copies of key school policies are available on the School website, including this policy and many of those referred to in this document. Some of these policies are in the open access area and some are accessed via the parent portal.

## **9.12 School Events**

### **9.12.1**

Parents are invited to attend specific events during the year. During the course of the year, parents of children in Nursery and Reception are invited to attend a Harvest Thanksgiving Service and a Christmas Service/Performance together with Sports Day in the Trinity Term.

## **10. COMPLAINTS**

### **10.1**

The Blue Coat School takes pride in the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with the School's Complaints Policy. A written record of any complaints and their outcome is kept. Further information on who to contact to make a complaint is available in the Complaints Policy.

### **10.2**

The Independent Schools Inspectorate (ISI) is responsible for inspecting Pre-Prep. Parents are entitled to make a complaint directly to ISI. Contact details for ISI are given in the BCS Parent Handbook.

## **11. RELATED POLICIES, MONITORING AND POLICY REVIEW**

### **11.1**

This Policy should be read in conjunction with other related whole school policies including those referred to in this policy.

### **11.2**

A review of this Policy is carried out annually. The Policy will also be monitored to ensure that it complies with statutory requirements and to ensure that any changes in practices are accurately reflected. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval in the Lent Term. The minutes of this meeting will be presented to the Governors.