DAVENIES

Early Years' Policy

Aims of the School

Davenies' **Aims** are:

- To offer academic excellence alongside an extensive educational experience
- To deliver contemporary and highly skilled teaching approaches whilst embracing traditional values
- To provide a vibrant, caring and inclusive environment to which all the boys contribute and within which they thrive

In addition Davenies' aims:

- to deliver a broad, balanced and relevant curriculum, appropriate to the social, emotional, spiritual and intellectual development of individual children, including those with special educational needs
- to offer an approach to learning geared to the needs of young children, emphasising first hand experiences, play and talk
- to provide a setting that values contributions from parent, educator and child, and which feeds and supports children's learning
- to provide a setting that encourages children to use their own initiative and take intellectual learning risks
- to provide a setting which achieves outstanding results by employing dedicated staff

Davenies' **Ethos** underpins our **Vision** to *engage, inspire and challenge*:

- By engaging, we develop curious, reflective, and enthusiastic thinkers
- With inspiration, we nurture motivated and ambitious learners
- Through challenge, we cultivate courageous and determined characters

A boy-centred approach is at the heart of the teaching and learning.

The curriculum is devised to interest the boys and develop a love of the learning process as well as enabling every boy to make good progress based on individual needs.

Overarching Principles

Four guiding principles shape our practice:

1) Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2) Children learn to be strong and independent through **positive relationships.**
3) Children learn and develop well in **enabling environments**, in which their experiences respond to the individual needs and there is a strong partnership between practitioners and parents and/or carers.
4) **Children develop and learn in different ways and at different rates** – the framework covers the education and care of all children in the early years setting, including children with special educational needs and disabilities.

Davenies is proud to have met the necessary conditions to take up an exemption from the Learning and Development requirements in the 2021 EYFS for children aged 3 and over. This we see as a positive step and allows us to be aspirational regarding the boy's learning, enabling us to have greater flexibility in our academic offering, giving the boys wider ranging, meaningful experiences with challenge and depth. We still comply with the EYFS Safeguarding and Welfare requirements. In line with the new EYFS Statutory Framework (September 2026), our setting is committed to maintaining the highest standards of safeguarding and welfare by promoting safe sleep practices, ensuring the appropriate and purposeful use of screens, implementing robust recruitment and suitability checks, and working in partnership with families to support children's health, safety, learning and development, whilst providing an enriched curriculum.

How teaching and learning is achieved in Reception

- The boy is at the centre of decisions about the curriculum.
- The curriculum should reflect the way young children learn, preserving the place of talk, play and first-hand experiences.
- Staff recognise the boy's previous learning in identifying the next steps in learning.
- Feedback plays a vital role in the learning process, directly impacting students' progress and achievement. It is most effective when provided promptly, allowing students to act on it, and when it is clear, concise, and uses language that is easily understood. In the Early Years, verbal feedback is given consistently to support students' growth and success. To indicate this, a 'v' is placed next to completed work to show that verbal feedback has been provided.
- The curriculum for Reception is an intentional curriculum that cannot be left to chance.
- The School recognises and accepts that the Davenies Reception curriculum can and should be defined, and staff use the three prime areas and four specific areas of learning and experience to define the curriculum for Reception.
- The boy has right of access to a planned curriculum that reflects and meets his needs.
- The curriculum must be planned to ensure coverage, continuity and progression.
- The role of Reception staff is highly skilled, and complex, and requires knowledge of child development and an appropriate curriculum – there is a need for trained, experienced, knowledgeable staff.

- Materials and equipment play an important part in the presentation of the curriculum and the learning that develops from activities – there is a need for informed selection and use of appropriate materials and equipment.
- Children should be actively involved in their understanding of tasks so that they know what is expected, why, and how this helps their learning – the presentation of the curriculum should enable children to learn how to learn.
- Learning happens in a variety of groupings and situations.
- Learning is subject to many influences, some of which are beyond our control, such as time, support, home circumstances, society and the media, health and the influences of adults and other children.

How Work is Organised and Planned

Admission, Induction and Entry Arrangements

Arrangements for admission to Davenies are:

- Parents make an appointment to be shown around the School by the Head of Pre-Prep and/or Headmaster.
- If interested, the parents complete and return a registration form with a non-refundable payment of £60 (inclusive of VAT) – this is acknowledged, and the boy's place (or waiting place) is confirmed.
- Twelve months prior to joining, prospective entrants are requested to pay a fee deposit of £1,400; £900 (inclusive of VAT) of that sum will be refunded in the first term's fees and the remaining £500 is refunded in the last term at Davenies.
- Normally there is a waiting list for places.
- Forty places are offered every September to children on the waiting list for entrance to Reception.
- Further details about the admissions process, including the *Admissions Policy*, are available on our website.

Session Times

- The day begins at 8:30am.
- The Sainsbury's Gate is open from 8:10am where the children can be dropped off and supervised by the Head of Pre-Prep.
- 8:20am – Pre-Prep boys are accompanied to their classroom by a member of staff.
- Initially Reception pupils will be accompanied by their parent/carer to their classroom; after a short period they will then be dropped at the Sainsbury's Gate to be led back to classrooms accompanied by staff.
- 10:05 – 10:40am – Morning Break
- 11:50am – 12:25pm – Lunch, staggered from Reception to Year 2
- 12:25 – 1:00pm – Lunch Break
- 3:20pm – Reception collected from classroom external doors/atrium.
- The school day ends at 3:20pm.
- There is an after-school care facility ('Flop Club') from 3:30 until 6:00pm.
  Flop Club is free for all boys up to 4:00pm, then a charge of £9.00 for the session up to 5:30pm and a further £3.50 until 6:00pm.
  At 4:15pm the boys receive sandwiches and fruit – water is freely available.
  Parents are to collect boys from the Sainsbury's Gate at half-hourly intervals until 4:30pm (notified in advance), and thereafter may be collected directly from Flop Club in the Pre-Prep Hall.

- The School provides milk and a healthy snack (the cost for milk is added onto the fees) at morning break provided by our contract caterers.
- Lunch is provided for all children (this is included in the fees).
- A piece of fruit is given in the afternoon.
- Fresh drinking water is available at lunchtime with the boys providing their own drinking bottles for the course of the day.

Location

Both classrooms are adjacent and housed within purpose-built accommodation with access to outdoor areas.

Organisation of Classes

- The children are organised into two classes of 20 boys.
- A Teacher and Teaching Assistant are designated to each class.
- The Teacher is the key person for all the children in her class.
- Once a child is admitted to a class, he remains in the same class until the transfer to Year 1.
- Most activities take place in the child's own classroom or in the outdoor area: some sessions, such as PE, swimming and computing, each class is relocated to the specific subject room.
- Both classes are supervised at all times by a suitably qualified member of staff.
- Children have a choice of activities and may be working alone, in pairs, in small groups, or as a whole class: staff, however, ensure that all children experience a range of groupings during each week.

Outdoor Play

Outdoor play is a very important part of the child's development and we provide opportunities for outdoor play throughout the day. The outdoor play spaces are securely fenced and provide a safe play space where children can develop their physical skills and learn to share with others in structured and informal play. Doors lead directly out into the outdoor areas from both classrooms and the Reception 'break out' space. These areas' need future development which is under continuous discussion. All boys are encouraged to participate in outdoor and physical activity.

Forest School Activities

Davenies is proud to be able to offer Forest School to small groups of boys across the year. This is a child-centred, inspirational learning process; that offers holistic growth through regular sessions. It supports play, exploration and supported risk taking, and develops confidence and self-esteem through learner-inspired, hands-on experiences in natural settings. All seven areas of the curriculum are enriched with activities outdoors and in all weathers: focusing on child-initiated thoughts, creativity and understanding about the various themes provided. The adult-to-child ratio for this is 2:10. Miss Anna Kaul (also a Reception TA) is our Forest School Leader and will risk assess the activities and teaching environment before each session.

Whole School Activities

- After a time of settling into the routines at Davenies and when allowed to do so the children in Reception join the whole school for assembly once a week.

- The boys join the rest of Pre-Prep for hymn practice on Tuesday, Pre-Prep assembly on Wednesday and Year Group or class assembly on a Thursday.
- Friday is reward assembly for the Pre-Prep, therefore Reception join in with Years 1 & 2 for this and the 'Star Boys' are recognised.
- Each Reception class leads an assembly once a term during the Thursday session.
- Reception Teachers support other subjects, e.g. Music, PE and Swimming to ensure subject-specialist staff are aware of EYFS requirements.
- Children have access to the Pre-Prep Library, PE equipment, computers and, on occasion, cooking facilities – all communal facilities are cleaned regularly.

Information for Parents and Opportunities to join our Activities

The following information is provided for parents.

Before Admission

- The School's website may be visited at www.davenies.co.uk.
- A prospectus is provided to parents who are interested in applying for a place at the School.
- All parents are encouraged to visit before putting their child's name on the waiting list.
- 'Stay and Play' sessions through the year allow parents and boys to become familiar with the environment and EYFS staff.
- Parents have the chance to meet the Headmaster, Head of Pre-Prep, Teachers and Teaching Assistants before their child is admitted.
- Children are expected to visit their class with their parents before being left for a session unaccompanied.
- A Parent Handbook is sent to parents before their son starts at Davenies.
- Before admission and in addition to the 'Stay and Play' sessions, the boys are invited to an Induction Morning at Davenies, and to the Pre-Prep Sports Day.
- Information including emergency contacts and medical conditions is collected for each child prior to their starting, and updated annually or sooner as required.
- Information is disseminated about the EYFS prior to starting, at the Induction Morning.
- Following induction morning Parents are provided with a questionnaire, which is used to aid transition following the Summer break in which parents can record holiday adventures that are shared with the child's new teacher. This also provides information about the child's family and culture.
- The Head of EYFS Coordinator and Reception teacher will visit (or communication via telephone/video link where visits are not allowed) nurseries to observe boys and speak to key works prior to their entry to Davenies.

After Admission

- At the beginning of the school year parents are invited to a Reception Briefing, where elements of the Reception year are explained by all staff and are given the opportunity to spend some time in their son's class in order to become more familiar with this environment/routines and their son's teacher.
- At the beginning of the year all parents are given a timetable and a copy of the alphabet font used.
- A school calendar is also sent out at the start of each term.
- Daily plans are displayed on boards outside the Reception classrooms in the Atrium and via social media.

- Parents are encouraged to share books and activities with their children at home.
- All children have a Davenies Home/School Record Book.
- Parents are encouraged to share their skills and interests with the children.
- Names of Governors are displayed on the School's website.
- There are consultation evenings in the Autumn and Lent Terms; each boy receives a written report in December and July.
- Library books are offered to all families.
- Davenies operates an open-door policy, and parents are encouraged to make contact with the class teachers whenever appropriate, via email in the first instance.
- The Pre-Prep Facebook page provides further information and allows parents to see photos of the boys in action.

The Curriculum

The curriculum for the Davenies Reception Framework forms the first stage of the whole-school curriculum. The three prime and four specific areas of learning provide a curriculum in which children at Davenies are supported to achieve individual potential. The School has adapted the areas of learning as the basis for planning and assessment.

The curriculum framework covers three prime areas and four specific areas of learning and experience:

The Three Prime Areas of Learning:

1. **Personal, Social and Emotional Development** – learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others

   Successful personal, social and emotional development is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning. It is crucial that we provide the experiences and support which enables children to develop a positive sense of themselves.

In order to provide the best opportunities for personal, social and emotional development we plan for:

- Activities that promote emotional, moral, spiritual and social development alongside intellectual development.
- Experiences that help children develop an autonomy and the disposition to learn.
- Opportunities to give positive encouragement to children with staff acting as positive role models.
- Development of the ability to concentrate and persevere in their learning and to seek help where needed.
- Development of an eagerness to explore new opportunities.
- Development of the ability to initiate ideas and to solve simple practical problems.
- Development of independence in dressing and personal hygiene and in selecting an activity or resource.
- Development of confidence and self-respect.
- Development of appropriate behaviour.
- An awareness of right and wrong.
- Opportunity to work independently, in groups, to take turns and to share fairly.
- Ensuring that there is time and space for children to focus on activities.
- Development of respect for resources, the property of others and their environment.

- Positive images in, for example, books and displays that challenge children's thinking.
- Opportunities for children to work alone and in small and large groups.
- The development of independence skills in those children who are highly dependent upon adult support for personal care.
- Support and a structured approach to achieve successful social and emotional development of vulnerable children and those with behavioural difficulties.
- Opportunities for play and learning that take account of children's particular religious and cultural beliefs.
- Constructive relationships between children including those of different religious and cultural beliefs.
- Effective relationships between staff, staff and children, with parents and with workers from other agencies.

2. **Physical Development** – physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Establishing positive attitudes towards a healthy and active way of life.

   Physical development requires that children develop confidence and control of the way they move and the way they handle tools and equipment. They need to be active and to move about in order to develop many of these fundamental skills.

In order to provide the best opportunities for effective physical development we plan for:

- Activities that offer appropriate physical challenges.
- Sufficient space, indoors and outdoors, to set up relevant activities.
- Sufficient time for children to use a range of equipment.
- Resources that can be used in a variety of ways or to support specific skills.
- Opportunities to move confidently and imaginatively with increasing control, coordination and an awareness of space and of others.
- Use of a range of large and small equipment with increasing skills.
- Use of balancing and climbing apparatus with increasing confidence and skill.
- Opportunities to handle appropriate tools, objects, construction and malleable materials safely and with increasing control.
- Time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists.
- Additional adults help, if necessary, to support individuals and to encourage increased independence in physical activities.

3. **Communication and Language** – talking, listening and encouraging children to become readers and writers.

   Communication and language depend on learning and being competent in a number of key skills together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes speaking and listening in different situations and for different purposes, reading a range of simple texts and writing for a variety of purposes.

In order to provide the best opportunities for effective development in language we plan for:

- Opportunities for incorporating communication and language development in planned activities in each area of learning.
- Opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as the BBC program Music and Movement, Cosmic Yoga.
- Providing an environment that reflects the importance if language through signs, notices and books.
- Opportunities for children to hear, use, see and read familiar words.
- Opportunities for children to communicate thoughts, feelings and ideas and to build up relationships with adults and each other.
- Speaking and listening activities which include children speaking and listening to an adult and to each other.
- Opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books in school and at home with parents.
- Use of increasing vocabulary, including specialist vocabulary.
- Opportunities to take part in role-play and to make up their own stories.
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups with particular awareness of and sensitivity to, the needs of children for whom English is an additional language.
- Additional time and opportunities to develop the spoken language and talk of those children who have difficulty with oral skills, working as necessary with speech and language therapists.
- Early identification and response to any particular difficulties in children's language development.
- Opportunities to use pictures, symbols, familiar words and letters in their writing to communicate meaning and to develop an awareness of the different purposes of writing.
- Opportunities to see adults writing and for children to experiment with writing for themselves through mark-making, personal writing symbols and conventional script.
- Participation by every child in an end-of term production, also involving music, which is performed to parents and to other pupils.

The Four Specific Areas of Learning:

1. **Mathematics** – mathematical understanding and the foundations of numeracy, with a focus on practical mathematics. Opportunities for children to solve problems on their own or in a group.

   Mathematical development depends on becoming confident and competent in learning and using key skills. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, spaces and measures. Mathematical understanding should be developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers, including numbers larger than 10.

In order to provide the best opportunities for effective mathematical development we plan for:

- Many different activities, some of which will focus on mathematical development and some of which will draw out the mathematical learning in other activities, including observing numbers and patterns in the environment and daily routines.
- Practical activities underpinned by oral development.
- Opportunities to use mathematical language to describe shape, pattern, size or quantity.
- Opportunities to recognise and to recreate mathematical patterns.
- Opportunities to compare, sort, match, sequence and count, using everyday objects.

- Opportunities to recognise numbers to 10 and beyond.
- Opportunities to learn number songs and stories and to take part in counting games and number rhymes.
- Use of practical activities to solve practical problems and to develop an awareness of number operations such as addition and subtraction and of language e.g., add one more, take one away, how many altogether?
- Help for those children who use a means of communication other than spoken English in developing and understanding specific mathematical language.

Using our key statements within our assessment documents, Reception teachers are to deliver learning which will enable the children to achieve the objectives.

- Say and use the number names in order in familiar contexts.
- Count reliably up to ten everyday objects.
- Recognise numerals 1 – 9.
- Recognise numerals 10-20 and begin to understand value.
- To be able to subitise and have secure number sense.
- Use language such as more or less, greater or smaller and heavier or lighter to compare two numbers or quantities.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Find one more or one less than a number from 1 to 10.
- To be able to recite number bonds to 5 and number bonds to 10.
- Begin to relate additional to combining two groups of objects and subtraction to 'taking away'.
- Talk about, recognise and recreate simple patterns.
- Use language such as circle or bigger to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve practical problems.

2. **Understanding the World** – finding out about the world around them, other people and features of the natural and manmade world. These become a foundation for history, geography, technology and science

   Understanding the world depends on children developing the skills, knowledge and understanding that help them to make sense of the world. This forms the foundation for later work in science, history, geography, design and technology and information and communication technology.

In order to provide the best opportunities for developing effective understanding of the world we plan for:

- Activities based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking and discussion.
- An environment with a wide range of activities inside and outside that attract children's interest and curiosity.
- Opportunities to talk about families and past and present events in the children's lives.
- Opportunities to talk about where the children live and their environment and the purpose of some of its features.
- Exploring features of living things and natural and man-made objects.
- Exploring similarities, differences, patterns and change.
- Opportunities to talk about and to record their observations.

- Opportunities to ask questions about why things happen and how things work.
- Making appropriate use of technology such as computers, sound recorders and programmable toys to support their learning.
- Adult support in helping children communicate and record orally and in other ways.
- Forest School activities enhance this area of learning.

3. **Being Imaginative** – the development of imagination and the ability to communicate and to express ideas and feelings in creative ways

   Creativity is fundamental to successful learning. The aspects covered in this area of learning include art, music, dance, role-play and imaginative play. Being creative enables children to make connections between one area of learning and another and so to extend their understanding.

In order to provide the best opportunities for effective creative development we plan for:

- A rich environment in which creativity and expressiveness are valued.
- A wide range of activities to which children can respond by using many sense, specifically including sound, colour, texture, shape, space and form in two and three dimensions and to which they can respond in a variety of ways to what they see, hear, smell, touch and feel.
- The development of an increasing ability to listen and observe and to use imagination through dance, art, music, stories and imaginative play.
- Using a wide range of materials, suitable tools, musical instruments and other resources to express ideas and communicate feelings.
- Take part in two weekly Music sessions delivered by a music specialist teacher.
- Sufficient time for children to explore, to develop ideas and to finish working on their ideas.
- Resources from different cultures to stimulate different ways of thinking.
- Opportunities to work alongside artists or other creative adults.
- Each child to take part in an end-of term production, involving music, which is performed to parents and to other pupils.
- Opportunities for children who have difficulty with oral communication to respond to music in different ways, such as gestures.
- Accommodating children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.

In Reception, PE is supported by a specialist teacher and is taught in either the Sports Hall or on the Field. Music is supported by Mrs Peers and is taught in the Pre Prep hall. Swimming lessons are provided on site with the boys being taught in groups of 10 by a specialist teacher and supporting adults.

4. **Literacy** – successful literacy depends on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes reading a range of simple texts and writing for a variety of purposes. As such, we have adopted Ruth Miskins' 'Read, Write, Inc' programme which has been rolled out across the Pre-Prep.

In order to provide the best opportunities for effective literacy development we plan for:

- Opportunities for incorporating literacy development in planned activities in each area of learning.
- Opportunities for children to hear, use, see and read familiar words.
- Opportunities for children to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books in school and at home with parents.
- The development of reading skills through phonics which is reinforced regularly when children are heard to read and are tested on their phonics.
- Opportunities to read and enjoy books, including big books, to learn that pictures and words have meaning, that pages turn and that text reads from left to right and from top to bottom.
- Opportunities to recognise letters of the alphabet by shape, sound and name.
- Opportunities to associate sounds with patterns in rhymes and in word construction.
- Developing the skill to write their own names with appropriate use of upper and lower case letters.
- Opportunities to see adults writing and for children to experiment with writing for themselves through mark-making, personal writing symbols and conventional script.

In Reception, teachers need to have regard to the Objectives set out in the National Literacy strategy which are:

- At Word level (phonics, spelling and vocabulary) children should be taught phonological awareness, phonics, spelling, word recognition, graphic knowledge, vocabulary extension and handwriting.
- At Sentence level children should be taught grammatical awareness and punctuation.
- At Text level (Comprehension and composition) in Reading children should be taught understanding of print and composition.

Throughout Reception, all children are given a book in October. The book will vary between one with words and a picture book depending on the boy's ability to decode. There are a wide variety of reading books available from various schemes such as Dandelion, Rigby Star, Story Worlds and Oxford Reading Tree.

How the Curriculum is planned

- The curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas of learning and experience.
- Planning covers themes (over each half term) and core aspects (such as book experience, outside play activities, free exploration of natural materials and opportunities for writing).
- Teachers and Teaching Assistants plan together to provide a linked series of activities over each term, week and day.
- Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day.
- Staff plan a mixture of directed and free choice activity and children's choices are carefully recorded to ensure a balanced programme.
- The five 'Every Child Matters' outcomes have been included in planning where appropriate, e.g. in personal and social, emotional, as well as physical goals.

Putting the Principles into Practice

The principles which guide the work of all early years' practitioners are grouped into four themes:

1. *A Unique Child* – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

2. *Positive Relationships* – children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.
3. *Enabling Environments* – the environment plays a key role in supporting and extending children's development and learning.
4. *Learning and Development* – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. **Characteristics of Effective Learning** should be called upon to assess a child's individual characteristic and will determine the way they respond to both teaching and the learning taking place in the environment.

Three characteristics of effective teaching and learning are:

1. **Playing and Exploring** – Engagement

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives and symbolic thinking.

'Being willing to have a go' refers to the child:

- Finding an interest
- Initiating activities
- Seeking challenge
- Having a 'can do' attitude
- Being willing to take a risk in new experiences
- Developing the view that failures are opportunities to learn

2. **Active Learning** – Motivation

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to:

- The importance of persistence even in the face of challenge or difficulties
- An element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation that supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

3. Creating and thinking critically

'Having their own ideas' covers the critical area of creativity – generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

'Using what they already know to learn new things' refers to the way children use narrative and scientific modes of thought to:

- Develop and link concepts
- Find meaning in sequence, cause and effect
- Find meaning in the intentions of others

'Choosing ways to do things and finding new ways' involves children in:

- Approaching goal-directed activity in organised ways
- Making choices and decisions about how to approach tasks
- Planning and monitoring what to do and being able to change strategies

The focus of the Characteristics of Effective learning is on how children learn rather than what they learn i.e., process over outcome. Underpinning the Characteristics of Effective Learning is the understanding that during their earliest years, children form attitudes to learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative and adventurous learning throughout their lives.

Parental Involvement

We recognise that parents are the most important people in a child's life and that the relationship between parents and school is fundamental to a young boy's wellbeing, development and progress. Parents are partners in children's learning. We value the information they can give us, and we try to involve them whenever appropriate.

The following opportunities for contacts with parents are:

- The form teachers are directly responsible for the pastoral care of the boys in their forms and are available before and after school on most days to talk to parents.
- The Head of Pre-Prep's presence at the gate in the morning and evening allows parents the opportunity to speak to her directly.
- A Home/School Book goes home each day which provides opportunity for staff and parents to communicate.
- Parents are provided with the e-mail address of their class teacher and the Head of Pre-Prep to assist communication.
- Appointments can be easily made for more formal consultations, advice or information regarding the boy's progress and concerns etc.
- Parents' Evenings are arranged in the Autumn and Lent Terms to discuss progress – subject specialist teachers are available at the Lent Term meetings.
- At the start of the year a 'Curriculum Booklet' is sent out providing parents with information on the topics their son will be covering during the year and suggestions on how to help at home.

- Newsletters are circulated to parents each week concerning school news and forthcoming events – in addition to this, there is a great deal of information and photos on the School's website and My School Portal.
- Parental involvement in home activities such as simple phonic work and shared reading; other curriculum-linked activities are available to support their son's learning when the boys show themselves to be ready.
- A 'Learning Journey' is sent between home and school over the Summer holiday in which parents can contribute by recording holiday events and adventures which are shared with Reception teachers. This provides a nice introduction for teachers to get to know pupils quickly as well as a link to home and family.
- Using Tapestry, as an online learning journey, parents and practitioners can contribute photos, videos, diary entries and observations of the child's individual development.
- Parent Reps' Meetings are held on a termly meeting which allow for a free flow of concerns/ strengths between parents and school.
- Parents are invited to Mini Open Afternoon/Morning, an annual Sports Day as well as an annual Harvest Festival and Nativity play.
- Events such as Mother's Day Afternoon Tea, Father's Day Breakfast and Grandparents Afternoon further strengthen home/school links.

Assessment Procedures

Davenies has a Learning Support Department which is available to give support to children with specific learning difficulties. If necessary, support will also be sought from an outside agency.

For whole school aspects of assessment, recording and reporting, please refer to the School's *Assessment Policy*. Assessment procedures in the EYFS are as follows:

- Nursery reports are received by Davenies on incoming children, where available.
- The Head of Pre-Prep together with the Head of EYFS will have visited the majority of nurseries to observe boys and talk to Key Workers about the boys who will enter Reception.
- For those where a visit has not taken place, the Head of Pre-Prep or the Head of EYFS will talk to the Key Workers over the phone.
- At the beginning of the year an initial assessment takes place taking account of maths and literacy as well as a range of C & L and PSED skills.
- Each term, regular observation and record keeping is used and assessments are kept on each child.
- At the end of a child's time in the Pre-Prep classes, records are sent to the next class teacher and a 'transition meeting' takes place concerning each child.
- Reports are sent to the parents at the end of the Autumn and Summer Terms.
- If a child transfers to another school during the Reception year, a full report is sent to that school.
- Internal moderation of assessment takes place by EYFS staff and Head of Pre-Prep to ascertain good consistent practise.

Inclusion in the Davenies EYFS

At Davenies we believe that all our boys matter. The School gives its pupils every opportunity to achieve their best. This is done by taking account of our boy's range of experiences when planning for their learning.

The EYFS sets realistic targets and challenging expectations that meet the needs of its pupils so that most achieve the Davenies Learning Goals by the end of Reception. Some boys progress beyond this point. This is achieved by planning to meet the needs of all boys, including:

- children with Special Educational Needs
- children who are more able
- children with disabilities
- children from all social and cultural backgrounds
- children of different ethnic groups
- children from diverse linguistic backgrounds
- Gender neutral inclusion

The needs of the children are met by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Providing a wide range of opportunities to motivate and support children and help them to learn effectively.
- Using a wide range of teaching strategies based on children's learning and needs.
- Providing a safe and supportive learning environment in which the contribution of children is valued (Every Child Matters).
- Using resources that reflect diversities and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary. This may involve help from outside agencies.

Resources

Staffing

Mrs D Battersby, BA (Hons) (Cardiff), MA (Buckingham)	*Assistant Head: Pastoral & Safeguarding* *Head of Pre-Prep, DSL*
Mrs H Williams, BA with QTS (Hons)(Surrey)	*Head of EYFS & Class Teacher*
Mrs E Ward, BEd (Goldsmiths)	*EYFS Class Teacher*
Miss A Kaul, EYFS (Bucks), CACHE (Level 5)	*REW Teaching Assistant & Forest School Lead*
Ms A Calum, NNEB	*Rec RW Teaching Assistant and Forest School Assistant*

- There is one qualified Teacher and one Teaching Assistant in each Reception class.
- The Head of EYFS as a qualified teacher, and the other class teacher, a has a BEd (History) from Goldsmiths University; one Teaching Assistant is CACHE Level, and the other has NNEB.
- Other adults working under the supervision of teachers include dining supervisors, work experience volunteers and parent helpers.
- Group activities and group sizes supervised by support staff and volunteers must reflect the experience and abilities of the individual – they should not normally take place outside the classroom.
- Volunteers are not permitted to take children off the school site without a member of staff.
- The adult/child ratio always reflects the experience and position of the adult.
- Teachers are responsible for the completion of the class register.
- Teachers consult with other staff before completing individual records and reports to parents.
- Staff in the EYFS have access to the following specialists within the whole staff: the SEN Coordinator; all subject specialists; the School Nurse (RGN); and the Site Staff.
- The children in each Reception class have a subject specialist for music, PE and swimming.
- All members of school staff (teaching & non-teaching) are subject to safeguarding checks, including obtaining an enhanced DBS Certificate, a Barred List Check, Teacher / Management Prohibition Checks (where necessary), and a Disqualification under Childcare Act (including by Association) Declaration. Please see our *Recruitment Policy & Procedure* for further information.

In the event of an emergency, Parents should phone either the School Office on 01494 685400 or the Head of Pre-Prep on 01494 685404.

Out-of-School Care

After-School Care (Flop Club) is led by a qualified NNEB trained member of staff whose sole role in school is to provide a stimulating and enjoyable after care service. She is assisted by two After-School Club Assistants.

Reception boys may join with other members of the school for Breakfast Club which is overseen by a member of the SLT and the Housekeeper.

Procedure for Missing Children

The School has a *Missing Child Policy*, which contains rigorous procedures for dealing with a missing child, whether they are missing during the school day, at pick-up time, on an Educational Visit; and further actions to be taken once the child has been found. All procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible, and that a full report is prepared to avoid any future incidents. Please see the *Missing Child Policy* for full details.

Procedure for Failure to Collect a Child

If a parent or other adult fails to turn up by 3:30pm, the child is automatically taken by the Form Teacher or Teaching Assistant to Flop Club. The parents will then be charged for this session. The member of staff on duty in Flop Club will look after the child until the parent or appointed adult arrives.

If the parent or other adult fails to arrive by 6:10pm, the member of staff on duty will phone the parents or the adult who was supposed to pick up and explain that the child is still in school. Arrangements will then be made for the parents or adult to come and collect the child.

If neither parents or guardians can be contacted, the school will telephone the designated person to contact in case of emergency and arrangements will be made for this person to come to school to pick up the child. The child will stay in the Pre-Prep Hall with the member of staff at Flop Club until the parent or adult arrives.

In the event of parents or the person to contact in an emergency being unavailable to speak to, social services will be contacted through the First Response line:

During working hours:	0845 4600 001
Out of hours:	0800 999 7677

Safeguarding

Davenies has a *Safeguarding Policy* which applies to the whole school including the EYFS. Mrs Deborah Battersby (Head of Pre-Prep) is the School's Lead Designated Safeguarding Lead (DSL) and in addition Mr Joe Stephenson (Head of Junior School) and Miss Sophie Bell (Head of Middle School) are Deputy DSLs. The *Safeguarding Policy* includes procedures for dealing with allegations against those working with our pupils, as well as our policy for the use of mobile phones and cameras.

School media phone and iPads are used to photograph the boys within the EYFS; no staff are permitted to have their own mobile device with them when teaching the EYFS boys.

First Aid

Everyone in the School, including our EYFS children, have access to the Medical Room and our School Nurse and Health Care Assistant.

All Reception staff have attended a 2-Day Paediatric First Aid training course. At least one member of Reception staff is on school grounds at all times that Reception pupils are present, and at least one member of Reception staff will accompany any offsite activities / trips for Reception pupils. This member of staff will

administer first aid to a pupil who suffers an injury during an outing, and will, if necessary, call an ambulance. All new Reception staff must hold or obtain a paediatric qualification.

When Reception pupils receive medical treatment during the day for any illness, accident or injury, however minor, parents/guardians are informed verbally by the pupil's Form Teacher, and this will be followed up by a note in the pupil's Home/School Record Book.

Any medication needed by the children is administered by the School Nurse, or another staff member who has received appropriate training. Staff must seek medical advice if they are taking medication which may affect their ability to care for the boys, and any staff medication must be securely stored at all times.

Local Management Arrangements for Health and Safety

The Reception children are based largely in a purpose-built building within the Pre-Prep area of the school and move to different areas of the school for their more specialised lessons. It is imperative that staff carry out their room risk assessments and that Head of EYFS in conjunction with the Head of Pre-Prep undertakes 'Active Monitoring'. Members of staff must check that the workplace and equipment is safe before work starts. Any concerns relating to Health and Safety should be relayed to either the Head of Pre-Prep, Facilities Manager or as Bursar. All members of the department have legal health and safety duties and must ensure that we have a safe and tidy workplace. Colleagues must ensure that they:

- Help to implement the LMA.
- Work in a safe manner and in accordance with risk assessment.
- Report any health and safety hazards and concerns raised by themselves to the persons named above.
- Not use equipment for which they are not trained.
- Report accidents using the approved format.

Budget

The budget for Reception is devolved to the department and the staff in that department make spending decisions. The Head of Pre-Prep has the final say on budgetary issues. All local spending must be agreed in advance and a receipt must accompany claims. The Foundation Stage Department has access to money raised through the Friends of Davenies fundraising events.

Staff Development and Appraisal

Appraisal

The arrangements for appraisal or professional development include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified.

Class Teachers

- A self-review form is completed one week before the appraisal date
- The Head of Pre-Prep, or another member of the SLT, observes at least two teaching sessions
- An interview, feedback and target-setting follows this
- This review procedure is completed on an eighteen-month basis

Teaching Assistants

- A self-review form is completed one week before the appraisal date
- The Head of EYFS, the Head of Pre-Prep, or another member of the SLT, observes one or two teaching sessions
- An interview, feedback and target-setting follows this
- This review procedure is completed on an eighteen-month basis

Staff Training, Meetings and Professional Development

All new staff attend Induction Training which covers a variety of matters set out in the following policies:

- *Attendance & Registers Policy*
- *Equality Policy*
- *Fire Safety Policy*
- *First Aid Policy*
- *Health and Safety Policy*
- *Missing Child Policy*
- *Safeguarding Policy*
- *Staff Behaviour (Code of Conduct) Policy*

In addition, all staff are involved in the following:

- The Reception staff have planning meetings yearly for updating Long-Term Plans; half-termly for the writing of Medium-Term Plans, and weekly for Short-Term Plans
- The Head of EYFS has weekly meetings with the Head of Pre-Prep to discuss the curriculum and other relevant issues
- Pre-Prep staff meetings are held fortnightly
- Subject departments have meetings termly, which Pre-Prep staff are expected to attend
- Whole staff meetings are held termly
- Pre-Prep staff are encouraged to attend relevant courses including regular whole-school and Pre-Prep InSeTs

The main staff within the Reception (Teachers and Teaching Assistants) have current paediatric first aid training qualifications, with the remainder having general first aid training qualification. Our School Nurse is the School's Health Representative and is a qualified RGN. Please see the School's *First Aid Policy* for further information.

Parents are able to contact OFSTED at https://www.gov.uk/government/organisations/ofsted, or 0300123 1231. Or, ISI at concerns@isi.net, 0207 6000 0100, if they believe that the School is not meeting the EYFS requirements.

This Policy should not be viewed in isolation and relevant policies viewed alongside this include but not exclusively:

- *Anti-Bullying Policy*
- *Assessment Policy*
- *Attendance & Registers Policy*
- *Complaints Procedure*
- *Davenies Framework*
- *Equality Policy*
- *Missing Child Policy*
- *Pre-Prep Accidents in the Dell Policy*
- *Safeguarding Policy*
- *Staff Induction Policy*

Updated: **Autumn Term 2026, Head of EYFS**
Review: **Autumn Term 2027, Head of EYFS**