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*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

**Statutory Framework for the EYFS 2017**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At KGPS children begin attending school full time at the start of the school year in which they turn five.

### **Early Years Philosophy**

At Kew Green Preparatory School we believe the early years of a child’s life to be critical in a child’s development. The pace at which knowledge and skills are acquired is rapid in every way and it is at this stage that the foundations for learning are being laid. Young children are complex human beings who have a real enthusiasm for life. As adults, we have a vital role in their growth. The children need skilled practitioners who can provide the right environment to enable them to achieve their maximum potential. Not only is this a time for aiding children at their present stage of development, but it is also an opportunity to prepare them for continuing education and to equip them for the future.

We need to challenge children’s thinking, building on what they already know, understand and can do. It is important to recognise that the development and use of communication and language is crucial to young children’s learning and we need to ensure that we use this effectively. Since children have a variety of learning styles (for example; visual, auditory, kinaesthetic), it is the practitioner’s role to provide access to multi-sensory learning opportunities. We recognise the importance of collaborative learning and encourage children to talk through their ideas with each other, as well as with adults.

### **The Principles of Early Childhood Education**

The Statutory Framework for the EYFS explains that four guiding principles should shape practice in early years settings. These are:

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



## **A Unique Child**

At Kew Green we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration assemblies and rewards, to encourage a positive attitude to learning.

### Inclusion

We value the diversity of individuals and all children are treated fairly regardless of race, background, gender, religion or abilities.

## **Positive Relationships**

Kew Green recognises that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### Parents as Partners

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

- talking to parents before their child starts school at open mornings and induction meetings.
- ensuring the children and parents have several visits to meet their teachers and familiarise with the setting
- asking parents to sign permission slips for visits and photographs
- inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading
- encouraging parents to talk to their child's teacher if there are concerns
- meeting with parents at a more formal meeting three times per year to discuss their child's progress
- a written report at the end of the academic year about attainment and progress
- parents are invited to a range of activities throughout the school year such as assemblies, productions, sports days and parent – staff socials.
- written contact through reading diaries.
- a Lower School Parent handbook
- booklets outlining strategies to help support the child at home with reading and writing
- New Parents Drinks Evening; a social event arranged by the 'Friends' where new parents gather for drinks along with teaching staff and are later joined by all existing parents for the first social event of the academic year.

All staff involved with the EYFS aim to develop good relationships with all children interacting positively with them and taking time to listen to them. The teacher acts as 'key person' to all the children, supported by the teaching assistant.

Partnership with parents is of great importance and during the Reception year questionnaires will be sent to canvas for feedback on their child's experience at school, level of fulfilment and level of satisfaction with progress and any additional thoughts or opinions parents may have.



Reception classes have a notice-board that is updated regularly to give details of current topics, social events, articles of interest and letters sent home. Any request for parental help and rotas are also displayed.

It is school policy that if a person other than the parent or known carer is to collect a child the school should be informed.

We believe that where staff, parents and careers work together to support their child's education the results can have a positive and lasting effect on their child's achievement.

### **Enabling Environments**

Our setting plays a key role in supporting and extending the children's development where the children feel confident, secure and challenged. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

#### Observation, Assessment and Planning

Our planning follows the Statutory Framework for the EYFS 2014 and Medium Term Plans (MTPs), which we record on a cross-curricular topic web. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter them in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning which shows a breakdown of activities to be followed each day, with specific learning intentions. Planning is flexible and takes into account the children's interests and suggestions as well as any observations made by staff.

The Early Years teachers plan together and have a good understanding of the aims and principles of the Foundation Stage curriculum and the Early Learning Goals. The teachers consult each other on a daily basis and work together as a strong team. Their planning is guided by the individual child's needs and achievements.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS primarily takes the form of observations, and this involves the EYFS practitioners, including specialist teachers, as well as input from other people who have significant contact with the children and can contribute towards a rounded picture of them, including parents, other relatives, carers, non-teaching members of staff. These observations are recorded in the online learning journal.

At KGPS, we record judgements against the EYFS Profile, Early Years Outcomes and Characteristics of Effective Learning. We maintain a regular two-way flow of information with parents and they receive a end of year report on their child, which reflects our assessments and summarises their progress over the year. We also have three parents' evenings in September, March and July when parents come to discuss their children with the class teacher.

Practitioner assessed tracking is completed three times a year. There are overview sheets for each class, filled in termly, which show (as percentages) how many children are working significantly below, below, in line with and above their 'typical' age and stage of development. The SLT analyse baseline assessments and termly GLD data to identify trends and areas of relative strength and weakness to allow them to effectively instigate change. An action plan is drawn up at the end of each academic year.

#### Individual Child Profiles

Each pupil's 'EYFS Profile' is designed to capture their personal learning journey, display their development



and provide evidence of their progress. Combined with the 'EY Outcomes document', it reflects each child's attainment against 17 early learning goals, together with a short narrative about their learning characteristics. KGPS Profiles are compiled chronologically to support tracking progress and development. Parents are encouraged to contribute to their child's Profile regularly through verbal communication with their class teacher or by writing any home observations on their child's 'Golden Tickets'. They are also welcomed into class termly, to share the Profile with their children during 'Celebration Mornings'. Each child's Class Teacher uses the Profile evidence to monitor and track their progress, working toward the Early Learning Goal.

### The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classrooms are organised in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales from when indoors. We encourage the children to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help them to develop in all seven areas of learning. In addition, we have access to a large playground and the children receive specialist P.E. and gym lessons.

### **Food and Allergies**

#### Snacks and Lunches

Children are given a healthy snack every day at around 10.30am. This consists of a selection of fruit, wholemeal baguette and cheese. This is accompanied by a choice of milk or water to drink. On special occasions, such as birthdays, children may be offered a small cake or similar, usually provided by the parents. These must be nut free. Parents should check with class teachers if they have any questions about ingredients.

A hot school lunch is served to all Reception children between 11.45 – 12.00. A weekly menu is emailed to parents the Friday before, and all allergies are catered for.

#### Allergies

The school is a nut free environment and any food that is brought into school, be it cakes for cake sales, after-school snacks or any other food, must not contain nuts.

### **Learning and Development**

Children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected.

Children learn when they are actively involved and interested. We encourage interactive discovery learning whereby the child has an opportunity for making decisions and having responsibility for outcomes. Structured play develops independent, confident learners who are able to explore and experiment without fear of failure.

Children need to feel safe and secure and have:

- Quality interaction with adults
- A safe and secure environment with organised routines where they feel they 'belong' and are valued



- Space to move, explore and develop their own ideas through 'hands on' practical activities
- Opportunities for play
- Opportunities for investigation, exploration and discovery
- Opportunities for making choices and having control over what they do
- Opportunities for success, building on what they know, understand and can do rather than what they cannot do.

Children need adults who:

- have a knowledge and understanding of the learning processes of young children
- have a sense of humour, are open minded and enthusiastic
- have high expectations of them
- observe and listen to them
- are sensitive to and can meet young children and their family's needs by being approachable, adaptable, caring, kind and discreet
- respect all children and their families with regard to language, culture, ability, religion and race.

Children learn:

- by talking and listening
- by expressing their feelings
- when recognition is given to their individual's needs - emotional, social, physical and intellectual
- by being given stimulating experiences
- by being helped to develop self-esteem and a sense of identity
- by being helped to develop positive relationships with adults and other children
- through lively interaction with adults and children

### Aims

Our aims in teaching in the EYFS are that all children will:

- learn and play alongside their peers in a caring, secure and properly supervised environment outside the home
- feel secure, valued and confident and develop a sense of achievement through learning which is a pleasurable and rewarding experience
- be encouraged to think and talk about their learning and to develop self-control and independence
- participate in a range of activities which take due account of their interests and their developing physical, intellectual, emotional and social abilities
- have firm foundations laid in all areas of the EYFS, to be built upon in subsequent stages of education

We continually monitor and assess children's learning and give them opportunities to learn through a variety of teaching styles. We consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

### The seven areas of learning and development

All areas of learning are important and inter-connected. Three areas are particularly curical for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three prime areas are:

- Personal, social and emotional development.



- Communication and language
- Physical development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. These are:

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

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Teaching involves creating opportunities that will encourage children to: explore, create, investigate, practise, assimilate, repeat and discover.

#### Playing and Exploring

*“Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Statutory Framework for the EYFS 2017*

Through play children investigate, explore and experience. These learning experiences help them make sense of the world. They have the opportunity to think creatively alongside other children as well as independently. They communicate with others as they investigate and solve problems. They can express fears or relive anxious experiences in controlled and safe situations. Adults guide the children’s development through warm, positive interaction.

#### Active Learning

*“Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.” Statutory Framework for the EYFS 2017*

Active learning occurs when children are motivated and interested. We encourage children to be independent and to take control over their learning by planning a balance of structured and self-initiated activities, providing appropriate resources and facilitating independent learning through questioning and scaffolding. As children develop their confidence they learn to make decisions and feel a sense of satisfaction as they take ownership of their learning.

#### Creating and thinking critically

*“Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.” Statutory Framework for the EYFS 2017*

Children should be given opportunities to be creative and develop their own ideas within all areas of learning. Children can develop their own strategies for doing things. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

None of the areas of learning can be taught in isolation from the others. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Parents can



access further information about the EYFS curriculum and requirements from class teachers or online at [www.gov.uk](http://www.gov.uk)

### **Induction Procedure**

Kew Green Preparatory School is non-selective. The procedure begins a year before entry when the children are individually invited to meet a member of the Senior Leadership Team. Nursery visits are carried out by the Early Years team, where the Key Worker and child show their nursery profile. It is an opportunity to discreetly observe the child in their nursery setting. Where possible, we try to ensure that children are within existing friendship groups so that they know at least one or two others in their class and we have a spread of ages across the year group with a balance of boys and girls in each class. The children spend a morning with their new teacher in the Summer Term before they start and also have the opportunity to meet their classmates. Parents are also given a class list so that they may arrange play dates over the summer. While the children are in the classrooms the parents are invited to join Senior Staff, Parent Representatives and other parents for coffee, and later (while the children are escorted to the playground) the Reception teachers.

During the first week of the Autumn Term, parents are invited to a year group Curriculum Evening. This is an opportunity for the teachers to clarify daily routines, explain the Foundation Stage curriculum and answer any queries that parents may have. It is also an opportunity to prompt parents to elect a parent representative to join the active PTA or 'Friends' and ask for them to organise a rota of parent helpers (for example with reading) as well as volunteers to share whatever experience they may have!

As a school we are aware of how tired the children may be in their first year at 'big school' and so parents have the option of taking reception children home on Friday afternoons throughout the first year. For full details of admissions procedures please refer to the Admissions policy.

### **Behaviour Management**

At Kew Green we believe that children's behaviour must be managed effectively and in a manner appropriate for the child's stage of development and particular individual needs. Most behaviour is easily managed within the class by the Reception team, however the Head of Lower School is also available should the need arise and is the named person for behaviour management. All staff in school have the same views and attitudes towards behaviour. We follow the Kew Green Learning Charter, that was developed in consultation with the children, to remind each other of our rights and responsibilities. Please refer to Promoting Good Behaviour and the Safeguarding Policies regarding incidents of physical intervention.

### **Community involvement**

We have good links with the local community and are always looking for new ways to encourage the children to experience the locality and also to invite local organisations and individuals into our school.

Kew Green Preparatory School is highly aware of the impact it has on our local community and as part of our Green Travel Policy we encourage children to travel to school by our bus service rather than by car. Our school car park is also made available to our neighbours during the weekends and holidays.

We have regular visits from the local police, home beat officer, mounted police and the local Fire Fighters who speak to the whole of Lower School in assemblies and specifically spend time with the Early Years classes. We arrange visits from the local dentist and doctor and local charities. Parents and relatives of the children are welcome to visit the school and share their professional expertise.



As a school we regularly use a number of local premises to enhance our curriculum: Kew Gardens, Kew Green and the cricket pavilion (for cricket events and Sports Day). We regularly take children over to our local church, St Anne's, where we celebrate a number of school events; Prize Giving, Nativity, Musical soirees and Carol Services. We support our local church with fundraising and congregational collections. The 'Friends' organise for our Harvest donations to be taken to local charities for the elderly, homeless and families in distress after the Harvest celebration. We also take the opportunity to celebrate all cultural and religious days throughout the year.

We have established a biannual 'Friends and Family Day' where relatives are welcome to spend an afternoon at school, to spend time in the class and be given a tour of the school by the children, finishing off with a cream tea together in the hall accompanied by a few songs from the choir.

At Kew Green we encourage healthy eating and actively incorporate this into our curriculum. All of our lunches are freshly prepared each day on the premises, from daily deliveries.

### **Special Educational Needs and Disabilities (SEND)**

Kew Green Preparatory School embraces diversity through its non-selective admissions policy. Practitioners enable all children to reach their full potential and value individual ability, term of birth (age), Special Educational Needs and Disability, linguistic diversity, race, religion and ethnic background. We aim to provide a safe and supportive learning environment where all children are valued and where inclusive provision prevents discrimination and enables high quality learning.

We use a wide range of teaching strategies, differentiate the curriculum, adapt resources, carefully monitor progress and adjust provision to suit each child's individual needs. We encourage our children to learn collaboratively, showing kindness and tolerance toward fellow classmates.

If a child enters the EY setting having been identified with SEND, the following protocol is adhered to:

1. Prior to entering the school, the Headmistress, SENCo and Head of Lower School meet with parents to discuss the child's individual needs and any prior SEND support.
2. Senior Leaders and/or SENCo visit the child's Nursery setting for a thorough hand-over.
3. SENCo liaises with outside specialist support workers and collects any relevant paperwork.
4. Preparation and support is provided by the SENCo and Head of Lower School to the new Class Teacher to ensure the transition is as smooth as possible into KGPS Early Years.
5. The pupil visits the school for a welcome morning prior to the new school year and to familiarise the new learning environment. Staff are supported by the Learning Support Team to ensure the pupil succeeds in their new setting.

If EY staff suspect a child has Special Educational Needs and Disabilities once they have begun learning at KGPS, the following protocol, in line with the SEND policy, is adhered to:

1. The Reception Teacher will discuss her concerns initially with the SENCo either via a meeting and/or by completing a concerns form.
2. The SENCo will observe the child in their learning environment (classroom or outdoor playground).
3. Recommendations will be made to support the child within class.
4. If the child does not make the expected progress despite in class additional support, they may be



withdrawn for learning support lessons. Alternatively, or in addition to, they may also receive support from an external agency such as an Occupational Therapist (OT) or Speech and Language Therapist (SALT).

5. If required, the child may also be set targets, in the form of an Individual Education Plan (IEP), for within class. These will be written by the SENCo, in conjunction with the class teacher. These targets are achievable and are shared and discussed with the child's parents. The targets are evaluated at the end of every term.
6. If the child still does not make the expected progress, despite classroom adjustments and intervention, they will be placed on the SEND register.
7. Detailed observations of the child are regularly made as evidence of progress and attainment.
8. A small minority of children who have significant and/or complex needs may undergo an Education, Health and Care Plan (EHCP) needs assessment in order to establish their specific needs and the range of provision required to meet those needs. This process is outlined in the SEND policy.
9. Partnership with parents and the exchange of information with external agencies are particularly important in order that the needs of children with SEND are met effectively. Parents are kept informed at every stage through regular review meetings, chaired by the SENCo, Head of Lower School and Class Teacher.

If a child is found, or known, to be Able, Gifted and Talented the following procedure may be implemented:

1. The Able, Gifted and Talented Coordinator will be informed and support or guidance provided to the Class Teacher to enhance provision.
2. A more challenging curriculum will be implemented with the guidance of Subject Leaders and the child's attainment/progress will be closely monitored.

If a child is identified to have English as an Additional Language, the following procedure will be implemented:

1. Practitioners will identify the child's prior language experience and any education they have received elsewhere.
2. Within the EYFS profile, the early learning goals (ELGs) for communication and language and for literacy will be assessed in relation to the child's competency in English.
3. Learning opportunities are then planned to enable the child to develop their English. Activities will provide a range of experiences for children to engage in speaking and listening in English. They will also interact regularly with their peers and adults, through structured play using visual aids such as pictures and puppets.
4. Children will have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They will be able to participate in ways that reveal what they know and can do in the security of their home language.
5. Provision may be made for language lessons within school, in consultation with parents.

## **Welfare**

*"Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them."* **Statutory Framework for the EYFS 2017**

We understand that we are required to:



- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill. (If your child is ill then it is the school's policy for them not to return until the risk of spreading the infection has passed. The school follows strictly the guidance laid out by the Health Protection Agency which details recovery timescales.)
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Train all staff to understand our safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues.
- Have regard to the Government's statutory guidance 'Working Together to Safeguard Children 2015', 'Keeping Children Safe in Education 2016' and to the 'Prevent duty guidance for England and Wales 2015'.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Equals Opportunities Policy**

KGPS is committed to equal opportunities for all irrespective of their age, gender, attainment, ethnicity, special educational needs or competence in English. Each September there are 40 new children that enter the school in Reception. We admit a balance of boys and girls regardless of race, religious views or physical ability.

We aim to:

- meet the individual needs of children irrespective of age and attainment.
- provide a broad and balanced curriculum, which meets individual needs
- provide access to the same range of activities for both boys and girls.
- provide an environment that reflects our multicultural society, through a variety of games, books, artefacts and pictures.
- celebrate different religious festivals through assemblies, class discussions and activities.
- encourage guests and other people connected with other cultures to come and share their experiences and beliefs.

### **Complaints Procedure**

Please refer to the whole school 'Complaints Procedure Policy'.



### **EYFS policy on the Administration of Medicine**

KGPS promote the good health of children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill. The school office is responsible for keeping records of all the prescribed medicines on site. All staff are first aid trained and can administer medicines to children if required. Parents are always informed.

KGPS requests written permission for each and every medicine from parents before any medication is given.

KGPS ensures that we have sufficient information about the medical condition of any child with long-term medical needs. Information is then shared with all staff and extra training given to staff as required, e.g. epipen training. Prescribed medicines are kept in the office. If a child has an epipen this is kept in the office in a clearly named plastic wallet (this is not in a locked area during school hours.)

All Early Years staff receive first aid training with there always being one person with a current certificate on the premises at all times when children are present and accompanying children on trips.

#### Administration of Medicine in the Early Years

Any member of staff giving medicines to a child should check:

- the child's name,
- prescribed dose
- expiry date
- written instructions provided by the prescriber on the label or container

If in doubt about any procedure, staff should not administer the medicines but check with the parents before taking further action. If staff have any other concerns related to the administration of medicine to a particular child, the issue should be discussed with the Head of Section.

Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

#### Emergency

For all children with medical conditions, emergency medication is easily accessible in the school office or in sports first aid bag or class first aid bag for off-site activities/residential visits. Several members of staff will be trained in administering the emergency medication safely.

#### General

All use of medication defined as a controlled drug is administered by a member of staff. Kew Green Preparatory School recognises that there is no legal or contractual duty on school staff to administer medicine or to supervise a pupil taking it. This is a purely voluntary role and is recognised as such by the DCSF. While teachers have a general legal duty of care to their children, this does not extend to a requirement to routinely administer medicines.

#### Refusal of Medicine



If a child refuses medication, it will be recorded and parents will be informed as soon as possible. If it is a child with long term medical needs the parents will be required to come to school to either administer the medicine or take the child home. If a refusal to take medicine results in an emergency, the school will contact the ambulance service and then the parents.

If a child misuses medication, either their own or another child's, their parents will be informed immediately. The child will be subject to the school's disciplinary procedures.

#### Prescription Medicines

KGPS will administer medicines which are essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school day. The school will accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.

If the school feels that the frequency and dosage administered in school is excessive the Head of Section will consult the parents in the first instance and then Health Care Professionals (reference Medicines Standard of the National Service Framework (NSF) for Children)

#### Controlled Drugs

The supply, possession and administration of some medicines are controlled by the Misuse of Drugs Act and its associated regulations. Some may be prescribed as medication for use by children, e.g. methylphenidate.

Any member of staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicine should do so in accordance with the prescriber's instructions. It is permissible for the school to look after a controlled drug, where it is agreed that it will be administered to the child for whom it has been prescribed.

Misuse of a controlled drug, such as passing it to another child for use, is an offence.

For further information on the administration of medicines in the EYFS, please refer to the KGPS Medical Conditions Policy.

#### Non- Prescription Medicines

These may include Calpol, Paracetamol, cough or throat lozenges or any herbal remedies. Travel sickness pills must be administered by the parents prior to the beginning of the trip. For all non-prescription medicine parents are required to complete the permission form.

#### **Monitoring and Review**

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head of Lower School, subject co-ordinators and EYFS co-ordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule. This policy will be reviewed again in January 2018.

**KEW GREEN PREPARATORY SCHOOL**  
**EARLY YEARS FOUNDATION STAGE POLICY**

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