



EYFS POLICY

September 2025

At LPEBL we value the importance of the Early Years, and the role it plays in shaping our pupils into well-rounded individuals, with opportunities to thrive in a nurturing, exciting and challenging environment.

In the Early Years, pupils are scaffolded in their development, helping them to embrace their experience and make progress along the way, preparing them not only for more structured learning in Year 1, but for life itself.

The Early Years Foundation Stage is guided by four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents.
- The importance of learning and development. Children develop and learn at different rates.

In Reception, we use the Development Matters for Reception, which is the non-statutory curriculum guidance for the Early Years Foundation Stage, during the English part of the day and the [Official Programme of the French Education Nationale for Moyenne Section](#) during the French part of the day. Two pedagogical coordinators across our two sister schools are responsible for building bridges between both curricula and ensuring that the adapted curriculum in each subject and language is logical and appropriate. As a bilingual school, we place a strong emphasis on Communication and Language in both English and French across the EYFS.

Our intent is to ensure every child becomes a confident, expressive communicator who can play, interact and learn successfully in a French, English or a bilingual school environment. We nurture curiosity, resilience and a growth mindset, helping children enjoy challenges, persevere, and build confidence in both languages.

We aim to develop:

- strong communication skills in English and French, taking each child from their own individual starting point
- secure early reading foundations in English and rich exposure to French oral language
- independence, self-regulation and emotional well-being
- positive social relationships within a multicultural community
- creativity, problem-solving, and curiosity through meaningful play

Our curriculum is precisely planned and delivered to maximise learning within our half-day English / half-day French structure. Both language teams work closely to ensure consistent routines, shared expectations and coherent learning experiences. We adapt teaching carefully for children who are learning one or more new languages, using modelling, repetition, visuals, gestures and language-rich play. Children

leave Reception as confident learners who are increasingly able to communicate in English and French, proud of their identities and ready for Year 1.

Staffing

- Luisa Manzi (Reception Teacher and EYFS lead)
- Anne-Sophie Devillard (Moyenne Section (French curriculum) teacher)
- Svetlana Posnikova (Early Years Teacher Assistant)
- Flora Howlett (Early Years SENco and support teacher)

Structure

In the Reception class, there are two teachers and one teaching assistant. All have a deep understanding of each child, knowledge of child development and expert understanding of subjects taught. The class teachers work in partnership with their TA to assess individual needs and monitor progress and development with the support of the SENco where necessary. A ratio of 1:6 is maintained, ensuring an elevated level of care and attention is given to each pupil. This ratio is valuable in supporting individual needs in relation to wellbeing, SEND and academic progress. A dialogue with families is formed at the start, helping to build upon the interests and support any factors that may affect the children in their development.

To support transition, attachments remain secure with pupils from our Cambridge Gardens Nursery moving into Reception with their established year group with opportunities in the summer term to familiarise the children with their new teachers and setting. This helps children develop the resilience needed; looking after their emotional needs and preparing them for the later transition into Year 1. End of Nursery reports are shared by the Nursery with the Reception teachers and transition meetings are organised during the INSET days between the Nursery manager and the EYFS lead.

The bilingual curriculum is delivered on a half day basis with mornings being in one language and afternoons in the other. Both mornings and afternoons are structured, focusing on core subjects such as Mathematics, Literacy and linking to Topic. Afternoons tend to be more creative and child-led with enquiry-based investigations and opportunities for the children to follow their own interests and play, although children will also have structured learning in Mathematics and Literacy. The afternoons also lend themselves to exploring culture and diversity, arts and crafts and developing social and communication skills. Throughout the day, mornings included, children have access to a rich continuous provision where they can also initiate their own learning experiences. Areas are enhanced to highlight current themes and areas of interest.

The first parent/teacher consultation takes place in the Autumn Term and the second in the Spring Term. Parents are asked to give insight into any factors that may be impacting their child at home including any significant changes, such as moving home or personal achievements, such as learning to ride a bike. This helps both teachers and parents gain a greater understanding of the pupils; overall development at home and in school, creating a child-centred approach.

The Characteristics of Effective Teaching and Learning are:

- Playing and exploring – (curiosity, "having a go").
- Active learning – (concentration, perseverance, joy in achievement)
- Creating and Thinking Critically (developing ideas, making links, strategy)

School Day (This is an overview - detailed timetables are shared on Google Classroom in September)

8.30-8.45am	Welcome activities
8.45-9.45am	Focus Activities & Teaching / Continuous Provision

9.45-10.30am	Snack & Break in the park
10.30-11.30	Focus Activities & Teaching / Continuous Provision
11.30-12 noon	Lunch
12-12.30pm	Quiet time
12.30-1.15pm	Break in the park
1.15-2.15pm	Focus Activities & Teaching / Continuous Provision
2.15-3pm	Snack & Break in the park
3-4pm	Focus Activities & Teaching / Continuous Provision
4pm	Collection & afterschool care/ clubs

Drop off and Collection

Doors open at 8.30am and shut promptly at 8.45am. Reception children are expected to say goodbye to their parents at the door and make their own way to their classrooms. At collection, Parents wait for the school door to be opened, and for their child's name to be called. The children wait in their classroom until they are dismissed by their class teacher. Feedback at this time is limited, but parents are welcome to arrange a time to discuss any matters after school, and where possible, calls regarding any incidents are made prior to the end of the school day.

The Curriculum

In Reception, we use the Development Matters for Reception, which is the non-statutory curriculum guidance for the Early Years Foundation Stage, during the English part of the day and the [Official Programme of the French Education Nationale for Moyenne Section](#) during the French part of the day. Two pedagogical coordinators across our two sister schools are responsible for building bridges between both curricula and ensuring that the adapted curriculum in each subject and language is logical and appropriate.

Our bilingual curriculum covers all seven EYFS areas and is intentionally adapted for a bilingual environment with children who have varied language starting points.

Prime Areas

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are the Prime Areas:

Communication and Language

- Rich exposure to English and French.
- Enrich vocabulary and syntax to construct more complex sentences.
- Teachers scaffold language for English-learners, French-learners and multilingual children using visuals, modelling, and structured talk.
- Tell stories, ask questions, and express oneself clearly.
- Build the first tools to structure one's thinking

Personal, Social and Emotional Development

- Emotional vocabulary taught in both languages.
- Consistent routines across French and English sessions reduce cognitive load.
- Growth mindset language ("I can't do it yet", "mistakes help me learn") used daily.
- Autonomy: Dressing, tidying up, taking initiative.
- Socialization: Living together, sharing, respecting rules, first friendships.

- Rhythm and attention: Improving concentration, transitioning from naptime to quiet time.

Physical Development

- Developing gross motor skills outdoors (running, jumping, balance).
- Developing fine motor skills (cutting, folding, puzzles) and early writing in English.

Specific Areas

There are four Specific Areas, through which the three prime areas are strengthened and applied. The Specific Areas are:

Literacy

- Daily phonics with precise, ambitious instruction.
- Discover sounds and syllables in French (preparation for reading).
- Comprehension supported through visual storytelling and discussion.
- Mark-making opportunities support children transitioning between languages.

Mathematics

- Shared mathematical vocabulary across French and English.
- Mastery approach, focusing on number sense, subitising, and spatial reasoning.

Understanding the World

- International stories, cultural celebrations and nature study.
- Opportunities to share home languages and traditions.
- Discovering the animal and plant world.
- Simple experiments, observing the environment.
- Concepts of space and time.

Expressive Arts and Design

- Creative play supported in both languages.
- Visual arts (painting, collage, modeling).
- Songs, rhymes, musical awakening and discovering live performance.

In Literacy, Comprehension, Reading, Story Scribing, Phonics and Handwriting are focused on, whilst in Mathematics, we explore recall, subitising, number bonds, numerical patterns, quantity, even and odd numbers and double facts. Primarily we focus on numbers to 10, looking to extend beyond at the right stage.

All other areas of the curriculum are offered throughout the provision and are strengthened in the children's own investigations and interests.

Value is given to the process of learning rather than making products for the children to bring home. The children's work will be evidenced in the children's books, on Google Classroom, in the Newsletter and displayed on walls.

Music is timetabled in one 45-minute session throughout the week, where the children are taught by a specialist teacher, focusing on song, rhyme and exposed to a range of new vocabulary and stimuli.

PE is taught once weekly (40-minutes) by a specialist teacher who offers a range of activities that encourage movement, including developing core strength, balance, and coordination, as well as the skills needed to follow instructions, use equipment, and participate in sports.

Forest School is taught in the Summer term once weekly and is based completely outdoors in a specially designed enclosed area in Avondale Park.

Literacy

There is a literacy focus every day, with a blend of adult-directed and child-initiated activities.

Phonic assessments take place at the end of each term, helping to guide teachers. Phonics is taught daily using the Letters and Sounds phonics scheme, which we supplement with Jolly Phonics songs and stories and Read Write Inc mnemonics for formation of letters. By the end of Reception, all pupils should be at the expected level in Phase 3 Phonics. From October half term, Reception children are given 5 books per week to read at home with their parents. Parents receive a training in Phonics at the end of September to enable them to better support their children's reading at home. The Reception teacher will hear the children read every Monday morning and books will be changed, depending on the pupil's reading and comprehension ability, ensuring the vocabulary in the text is understood and that the children can retell the story. Reception takes part in the school wide Readathon reading competition every year which aims to develop a love of books and a pleasure for reading.

Handwriting is encouraged throughout our continuous provision in the way of mark-making, and fine motor activities, including playdough gym and tweezers, helping to build dexterity and hand control. Children in Reception will have opportunities for name writing, and when ready, will attempt creative writing by adding captions to their work and drafting short stories. Children will also write independently in a range of situations using sound mats and sound friezes seen within the continuous provision. Children are also encouraged to write sentences linked to questions asked or linked to the current theme of learning. In both French and English they will be listening daily to fiction, non-fiction, and poems, at a level beyond that at which they can read independently. They will recite poems and rhymes in both languages and will be exposed to new vocabulary.

As a bilingual school, we place a great emphasis on promoting communication and language in both languages. We aim to expose children to new vocabulary in both French and English through rich, interactive environments—like reading, storytelling, poems and songs, games, and varied conversations—expanding comprehension, improving articulation, building confidence, and strengthening overall communication by providing context and repeated use for words. Consistent, contextual exposure and active use of new words are key to embedding them into long-term memory and enhancing expressive language. Vocabulary enrichment involves explicit and guided instruction with specific sequences, regular activities such as classification, word memorization, vocabulary reuse, and interpretation of unfamiliar terms based on their context or morphology. One of the challenges of vocabulary teaching lies in finding the right balance between understanding words in context and effectively reusing learned words outside of that context.

Oral communication is one of the essential objectives of the French curriculum in Maternelle. From the first attempts to more complex verbalizations, the teacher's attention is constant. Through all sorts of cross-curricular situations or those specifically geared towards language learning, and through numerous and varied exchanges, the teacher guides students from situational oral communication to more detached oral communication, from the practical oral communication used at home to the sophisticated oral communication required by school, thanks to the use of different discourses: narrating, describing, explaining...

Mathematics

In English:

- Count objects, actions, and sounds
- Subitise beyond 3
- Link numerals to their cardinal number value
- Count beyond 10
- Compare numbers
- Understand 'one more than' and 'one less than'
- making predictions
- Explore the composition numbers to 10

- Automatically recall number bonds 0-10
- Count in 2's, 5's and 10's
- Double and halving
- Explore 'part, part, whole'
- Addition and subtraction
- Develop spatial reasoning with shapes
- Understand 3D and 2D shapes
- Continue, copy, and create repeating patterns
- Compare length, weight, and capacity
- Sequence and telling the time
- Explore money

In French:

- Discover numbers (counting to 10, recognizing numerals).
- Comparing and classifying (colors, shapes, sizes, quantities).
- Structuring time (before, after, during).

Special Educational Needs and Disabilities (SEND)

The SENco spends time in class, supporting individual children and small groups, helping them to make progress academically, socially and emotionally. Depending on individual needs, a specialised professional such as a Speech and Language Therapist may work with a pupil in or out of school. The SENco and other key staff liaise with external agencies, keeping parents informed along the way.

English or French as an Additional Language (EAL/ FLE)

For children, whose home language is not English and/or French, there are rich opportunities for them to develop and use their home language in play and learning, supporting their language development at home. If a child does not have a strong grasp of the English and/or French language, teachers will explore the child's skills in the home language and may involve assistance from external support agencies.

Inclusion and Diversity

We are an inclusive school, educating children in an environment that sees the value of diversity and offers support for all pupils while actively promoting British Values.

Within all areas of the curriculum, Fundamental British Values are adhered to and can be seen within the continuous provision, throughout the routine and during planned lessons. These include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

It is through our awareness of Fundamental British Values that we ensure the Protected Characteristics are upheld – these include being mindful of and respectful in relation to: Age Disability Gender reassignment Marriage and civil partnership Pregnancy and maternity Race Religion or belief Sex Sexual orientation

At La Petite Ecole Bilingue we have a values-led curriculum. This means that we use a specific set of values in our teaching and as a way to reinforce positive behaviour at school and in later life. These values are known as 'Our Golden Rules' and include:

- We are helpful
- We are kind
- We are honest
- We listen
- We are respectful
- We work hard

See our **PHSCE Policy**.

Spiritual, Moral, Social, and Cultural Development (SMSC)

Our environment allows opportunities for confidence, self-belief, and resilience to grow. Each day, children have time to reflect and gather their thoughts, also taking part in circle time activities, working independently - deep in thought or in group collaboration, working together as a team. Although we practise Mindfulness, it is not a timetabled focus, allowing it to grow organically, within the routine. Questions are posed enabling children to become reflective in their thinking “I wonder if...” and “Can you remember when...?” The environment depicts a rich multi- cultural community within the school walls and beyond. This is evident in the resources, outings, staffing and much more! See our **SMSC Policy**

Relationships and Sex Education (RSE)

Children are encouraged to be independent in their levels of care, although at times, more support may be required, especially in relation to toileting. Hygiene and cleanliness are valued, with children always asked if help is needed. If assistance is refused, then it is never forced. Consent plays a vital role in Relationships and Sex Education, especially in the more formative years, where children are beginning to gain more of an understanding of themselves as an individual.

Body parts are named correctly and a clear dialogue is formed discussing types of behaviour which are unacceptable. A culture of respect and understanding is embedded within the routine, and at times, discussed during group session times. See our **RSE Policy**.

Extra-Curricular activities

Clubs are offered at an additional cost and include for the Reception children: Tennis on Mondays, Dance and Art on Tuesday, Music (piano/ recorder) on Wednesday, chess on Thursday and Drama on Friday.

Trips and Visits

- Holland Park Ecology Centre
- Wallace Collection
- Postal Museum
- Christmas Pantomimes
- London Transport Museum
- London Aquarium
- Nutrition and Dental Health Workshops
- Science show at school
- Police office coming to school
- Visit to the Fire station
- Whipsnade Zoo
- British Library

At LPEBL we celebrate culture and diversity, recognising the value of working in partnership with our families. Throughout the year parents offer their time to come into school to share something special whether it be related to a festival, skill or simply reading a story. This can be arranged with the class teacher.

Themed Events

We aim to follow a whole-school approach, embracing similar theme / charity days throughout.

World Book Day

Anti-bullying week

Charity Days

Readathon

Healthy Eating month

Remembrance Day

International Day

Little London Marathon

Assemblies to discuss pastoral matters and celebrate events, whilst also drawing upon cultural diversity, reflecting upon festivals and other special celebrations.

Reception children take an active part in children led assemblies (eg. Guy Fawkes in the Autumn term).

Behaviour

A huge focus is placed on restorative justice in Reception, with the understanding that young children are simply learning. With our reflective approach embedded, we hope to prepare children for what lies ahead, as well as tackling any issues that arise with a healthy and positive mindset. Boundaries and rules are set and discussed with the boys, with them also making contributions. Praise and awards, such as stickers or star of the week certificates are used, although teachers are mindful that this should not be what the child is motivated by. Discussion about feelings and behaviour are a recurring theme at group times, and during play. Children are never made to feel humiliated by their behaviour – instead, time is spent helping the child to make sense of the situation – for this reason, time outs are never used. A huge focus is placed on reconciliation and discussing what can be done to make things better, and apologies are never forced. The consequence of the behaviour always fits the behaviour seen. (More detail can be seen in the Behaviour Policy)

Transition

Transition is supported, helping the children move seamlessly throughout the school. All staff across the school work in unity to make the Reception children feel safe, secure and cared for. In the Summer Term, Reception children spend time in Year 1 with the Year 1 teachers. Meetings take place between Reception and Year 1 teachers during the INSET days, helping to highlight any relevant information on individual pupils. A clear dialogue is maintained with families, teachers, the head and the Senco, helping to support transition. The curriculum is designed to support transition, making sure that learning is fluid and approached correctly, for each age range.

Staff Supervision

Staff supervision meetings take place in the Autumn and Summer Terms, with the Head meeting all staff individually to discuss all matters in relation to safeguarding, children, progress, staff development, teamwork, and curriculum. Key tasks are set and followed up over time, including the organising of relevant CPD and training. Weekly meetings take place with teachers discussing planning and other child matters regarding academic and wellbeing.

Assessment

Assessment for learning is a constant process within the Reception class, with teachers monitoring progress and setting targets throughout the year. In January and at the end of Reception, teachers review the progress made in line with the Early Learning Goals, making judgments, whether a pupil is at emerging levels, at expected levels or exceeding in their progress and development. These outcomes are shared with parents and Year 1 teachers. In Reception and Year 1, pupils are assessed each half term on their phonics. Children at the end of Year 1, complete the national phonics screening check to advise on phonics teaching in Year 2.

Training and CPD

Training is offered, ensuring that staff are up to date with their approach and able to support children effectively. Professional development is encouraged, with the focus being on continuous school improvement. Some of the training offered in Autumn 2025 includes:

First Aid

Safeguarding

Food Hygiene

Safer Recruitment

Anaphylaxis Training

Children and maths all around them (EYFS)

EYFS framework 2025

Supporting conversation skills

WellComm speech and language training

Dyslexia awareness

ADHD awareness

Catering

All meals are prepared onsite by our in-house cook. Children are offered a well-balanced diet, consisting of a morning and afternoon snack (fruit), and a healthy meal at lunchtime. All dietary requirements are adhered to, overseen by the teachers, and catering team. The children enjoy their snacks in their classrooms or in the park and eat lunch in the dining room together with Year 1 and their teachers. The headteacher and DSL oversee the composition of the menu. We prioritise the health and safety of our pupils in every aspect of their day—including mealtimes. Our Healthy Eating Policy was updated based on the following recent guidance:

- DfE (2025) '[EYFS Nutrition Guidance](#)'
- DfE (2025) '[School food standards practical guide](#)'

All staff members, including those involved in food preparation or service, hold a Level 2 Food Hygiene qualification. Having a team trained to Level 2 standards means meals and snacks served to our students are prepared and handled with the utmost care and in line with national food safety guidelines. We also provide ongoing training and refreshers to ensure our staff stay up to date with best practices and regulatory changes. This is part of our wider commitment to maintaining a safe, hygienic and nurturing environment.

The Early Years Foundation Stage (EYFS) statutory framework sets the standards that early years providers must meet to ensure that children learn, develop well and are kept healthy and safe. The EYFS nutrition guidance 2025 highlights: Healthy Eating at School. We provide balanced meals and snacks every day, using a variety of foods from the four main food groups. This helps children get the nutrients they need to grow and stay healthy. Eating together also encourages children to try new foods by learning from their peers. Our meals are based on the Eatwell Guide and include:

Fruit and vegetables Starchy foods (e.g. bread, rice, pasta, potatoes)

Dairy or alternatives Protein (e.g. beans, eggs, meat, fish)

Our goal is to support healthy growth and lifelong eating habits.

To minimise the risk of choking and ensure safe eating environments for young children, the following practices are implemented for children until the age of 5 years old:

- **Supervision:** All children are supervised during mealtimes and snack time. Children will be within sight and hearing of a member of staff whilst eating. Where possible, **staff will sit facing children whilst they eat** so they can be sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- **Choking Hazards:** Staff will prepare food in a way to prevent choking and be vigilant to ensure **foods sent in packed lunches have also been prepared safely**. Firm, spherical foods like grapes and cherry tomatoes must be sliced into quarters or segments. Cylindrical foods such as cucumber, carrots and cocktail sausages must be cut lengthways into thin batons. This [guidance on food safety for young children](#) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years settings. If a child experiences a choking incident that requires intervention, staff will record details of where and how the child choked and parents and/or carers made aware. The records will be reviewed and risk assessed alongside other accidents / incidents at nursery on a half-termly basis. Appropriate action will be taken to address any identified concerns.
- **Age-Appropriate Food Types:** Foods will be served in a manner suitable for the child's developmental stage (e.g., food will be cut into small, manageable pieces for younger children). **Popcorn, marshmallows, jelly cubes and hard sweets are never permitted for children under 5.**
- **Mealtime Environment:** Children will sit down and remain seated while eating and be given time to chew and swallow their food properly. Children are discouraged from talking loudly at mealtimes / snack time. Other distractions such as toys at the meal table are, wherever possible, discouraged.

For more information please see our **Healthy Eating Policy**.

Risk Assessing

Each morning, a member of staff carries out a risk assessment of both indoor and outdoor environments, completing a tick chart to highlight each area. We have a risk assessment for our local park and staff members carry out a search of the playground each time the children are to use it. Risk assessments are carried out ahead of taking the children on trips, offsite. Information regarding the trip is then shared with all staff. For more information, please see our **Risk Assessment Policy**.

Medical

All medication brought into school must have a consent form completed and signed prior to it being dropped off at the school office by an adult. It must also be in its original container with the pharmacy label and/or instructions attached including name of pupil. See the school's **Medication Policy**

Pupils that are not well should not be at school, even if they are not infectious. If they need Calpol or Nurofen to be able to attend school then they need to stay home, rest and recover. It is the parents' responsibility to inform the school in writing of any allergy that their child may have. All parents are asked to complete the relevant information in the Back to School Form which is completed at the start of each school year. A list, which is regularly updated, of pupils who suffer from allergies, with appropriate information, is displayed on the noticeboards in the Dining Hall, relevant classroom and School Office. We will need an Allergy Action Plan for all pupils that have adrenaline pens at school such as Epi-Pens/Text or Asthma. This plan must have current information on it including a current photo, current allergies/ asthma and current plan from the doctor that outlines the medications to be given and the current dose. As children age their dose will change. See **Managing Children who are Sick, Infectious or with Allergies Policy**.

All staff who are in contact with Early Years children have up to date full Paediatric First Aid training, a list can be found in and around the building. There is always at least one member of staff with PFA present with the children onsite and offsite. See the school's **First Aid Policy**.

Safeguarding

The Early Years follows the whole school **Safeguarding Policy** and adheres to the Keeping Children Safe in Education guidance. Incident records are maintained on our shared drive and overseen by the Head and the DSL. The EYFS lead is aware of all safeguarding matters, liaising with the DSL and Headteacher. Staff supervision also provides time for safeguarding matters to be discussed. There are posters visible around the building highlighting who the safeguarding team are.

Early Years Foundation Stage Complaints

Written complaints about the fulfilment of the EYFS requirements must be investigated and the complainant notified of the outcome of the investigation within 28 days of having received the complaint. If parents are dissatisfied with the outcome of a complaint concerning our Early Years provision, they are entitled to make a complaint directly to Ofsted and the ISI (see below).

Written records of complaints must be provided to Ofsted and ISI on request. These records will include the actions taken by the school as a result of the complaint.

If parents feel that the School is not meeting the requirements of the EYFS, they should contact ISI and Ofsted:

- Email ISI on: concerns@isi.net
- Contact Ofsted on <http://www.gov.uk/complain-about-school>

Please refer to our **Complaints Procedure** available on our website.