St Hilary's Prep School



EYFS
PARENT HANDBOOK

Academic Year 2026 - 2027

Welcome to Our School

This handbook is designed to give you a reference point for the basics and help you to understand some of the systems and procedures in the school.

Please contact your child's class teacher if you need further information or are unsure of anything mentioned in the Handbook.

School policies can be found on our website: https://www.sthilarysschool.com/About-St-Hilary%e2%80%99s/Policies.aspx

Contact details for the School:

Address
St Hilary's Prep School
Holloway Hill
Godalming
Surrey
GU7 1RZ

Contact

Office: 01483 416551	office@sthilarysschool.com
Accounts: 01483 521713	accounts@sthilarysschool.com
Business Manager: 01483 521716	bursar@sthilarysschool.com
Admissions Manager: 01483 521719	admissions@sthilarysschool.com
P.A to Headmaster: 01483 521723	secretary@sthilarysschool.com

All teachers have an email address which is their initial and surname, followed by @sthilarysschool.com

Website
www.sthilarysschool.com

Facebook
Find us on Facebook – 'St Hilary's School Trust'

Instagram
sthilarysschool

OFSTED Registered Number
6042
Telephone Number: 0300 123 1231

Mission Statement
At St Hilary's Prep School, we aim to educate the whole child by providing unequalled opportunities, support and encouragement for the on-going development of academic, creative, spiritual, moral, social, cultural and physical aspects of our children's lives.

At St Hilary's School, we aim to create a happy, caring environment in which children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential. We actively promote democracy, the rule of the law, individual liberty and mutual respect of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

Our Values

Honesty	Empathy	Responsibility
Patience	Inclusivity	Perseverance
Respect	Creativity	Aspiration
Resilience	Kindness	

School Aims
The ethos of St Hilary's Prep School is embedded in its aims which are:

- to provide an outstanding, all round education.
- to equip pupils with the qualities and skills required in school and beyond.
- to recognise and utilise all our pupils' talents, whether academic, musical, sporting or other.
- to ensure that all children - whatever their ability - achieve their full potential.

- to develop in our children a real thirst for learning.
- to transmit strong, traditional, moral values based on our school's ethos.
- to provide a warm, safe and caring environment that enables all children to thrive.

We do this by

- Providing a broad and balanced curriculum with strong subject specialist teaching.
- Building in opportunities for independent learning, creativity, problem solving and use of technology.
- Varying and enhancing our curriculum with extra-curricular activities, specialist subject days, visiting speakers, outside visits, workshops, house events and challenges.
- Delivering a well-developed PSCHE programme, encouraging staff and older pupils to be role-models, providing a buddy system between Years R and 6, Years 1 and 5, and a paired reading scheme between Years 3 and 6.
- Year 6 pupils accompany Reception to assemblies.

Expectations for Parents

- Parents should endeavour to work together with the school to ensure that the highest level of provision of care and education can be maintained. This includes communicating with staff at appropriate times and in a constructive manner.
- The school day will begin and end punctually, taking into account any extra-curricular activities (parents need to make the necessary arrangements to ensure that their son/daughter is punctual for registration and collected at the appropriate time).
- We recognise that the welfare, health and safety of the children is of paramount importance and parents should understand that children become the responsibility of parents and carers when handed over at the end of the school day.
- Parents should ensure that their son/daughter maintains a high standard of uniform and personal appearance.

Governance

St Hilary's School is part of the St Edmund's Trust. The Board of Governors are the trustees of the charity. Members of the Board are appointed according to their skills and experience. The Board meets termly, as do the various sub-committees. These are attended and sometimes chaired by a Governor with expertise in that area.

Governors regularly come in to school to meet both staff and pupils and to experience the working of the school first hand.

Chair of Governors:	Mrs Jackie Alliss
Governor with Responsibility for Safeguarding:	Mr Luke Michael

Further Governors: May be found on our website.

Organisation within the School

Senior Leadership Team:

Headmaster	Mr D Sinclair
Deputy Head	Mr M Parton
Head of Early Years & Pre-Prep	Mrs J Ranger
Business Manager	Mrs H Wynn
Assistant Head	Mrs E Purcell

Administrative Staff

PA to the Headmaster & Admissions Manager	Mrs S Wharf
Lead First Aider and Office Manager	Miss J Trew
Admin	Mrs B McHardy / Ms J Nichols

A full list of staff is available to view on our website, along with staff photographs.

Child Protection

"Safeguarding and promoting the welfare of children is defined … as:

- protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes."

Keeping Children Safe in Education (2026)

St Hilary's Prep School fully recognises the contribution it needs to make when protecting and supporting children at the school. All staff, including visiting staff and volunteers, believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral developments of the individual child.

St Hilary's Prep School is committed to the safeguarding and promotion of children's welfare. Our policy and procedures comply with the DFE guidance:

- Keeping Children Safe in Education (September 2026)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (2018)
- Prevent Duty Guidance: for England and Wales (revised April 2021)
- They are in accordance with locally (Surrey) agreed inter-agency procedures.

Designated Safeguarding lead:

Mr M Parton and Deputies, Miss L Robins (EYFS), Mrs J Ranger (EYFS).
For detailed information, please see the **Safeguarding Children/Child Protection Policy.**

Code of Conduct

St Hilary's Prep School Rules apply to all members of the School Community.

- We are gentle, so we do not hurt anybody.
- We are kind and helpful, so we do not hurt the feelings of others.
- We work hard and are punctual, so we do not waste our own or others' time.
- We look after property, so we do not waste or damage things.
- We listen to people and we do not interrupt.
- We respect everyone and are honest.
- We move around the school quietly and sensibly; we do not run inside.
- We wear our uniforms with pride.
- We use good manners at all times.

Pupils should know and apply these with encouragement from staff and parents.

Equality of Opportunity

Pupils at St Hilary's Prep School have the right to expect the best opportunities, direction and support we can offer through our curriculum and the learning environment. The full curriculum range is open to everyone and we aim to provide for everyone's individual needs.

We oppose racism and sexism both of word and action and positively challenge racial and sexual stereotypes. Courtesy and respect are both a right and a responsibility and we expect them from all members of the school community.

We aim to:

- Recognise positively the cultural diversity present within our school and society as a whole.
- Reflect this cultural diversity wherever possible in our syllabus and resources (taking into account the requirements of the National Curriculum and Examination Syllabuses).
- Value and draw upon the social, linguistic and cultural experiences that the children bring to the classroom.
- Assess our own attitudes and practices in relation to racism inside and outside the classroom.
- Define and combat racism and consequent discriminatory practices.

Behaviour

As well as following the School Code of Conduct, we also follow our school Eco rules.
These are:

- Reduce, reuse, recycle.
- Save water.
- Save energy.
- Walk or use public transport.
- Encourage wildlife.

Children in EYFS respond well to our consistent policy of positive reinforcement and praise. Occasionally, children require extra strategies in place to help them to comply with school expectations. Much work on behaviour is collaboration between pupils, staff and parents. At St Hilary's we believe that parents play an important part in promoting good behaviour and their support and involvement is encouraged. Parents are regularly informed about their child's behaviour both formally and informally, e.g. written reports, parents' evenings, conversations at the end of the school day, notes home, emails and the weekly Friday Notes. They are encouraged to foster close communication with teaching staff in order to address any issues or concerns immediately and to retain a positive focus. We try to involve parents as soon as possible with any concerns regarding behaviour as this generally leads to a more consistent approach and more effective outcomes.

Please refer to our **Behaviour, Discipline and Exclusions Policy** found on the school website for more details.

Bullying

Bullying is a deliberately harmful behaviour over a period of time. The school takes bullying very seriously and works hard to address any issues. In Class time, Circle Time and during Personal, Social and Emotional Development activities, teachers define a clear, fair set of rules, that protect the interest of all class members, that everyone agrees.

When it is perceived that a child may be being bullied or when a child feels they are being bullied, the first point of contact should be the child's Class Teacher or Key Worker. They will respond to the problem in the first instance, informing the necessary staff and taking concrete steps to address the situation.

For detailed information and a flowchart of the School's procedures - please see the **Anti-Bullying Policy** on the School's website.

Attendance

Our responsibility as a School is to ensure good attendance, discourage lateness and to ensure that a full record is kept of all absences and for the school to be aware of all persons present on the school site at any one point in time. We also ensure that registers are correctly kept and available for inspection by any appropriate body at any given time.

For Reception children, registers are called at 08:30 each morning and close at 08:45. In Kindergarten and Nursery, registration takes place at 09.00. Registers for the second session of the day are called after lunch break. Registers

are completed online through our School Management System and marked using the official codes which are displayed on the system.

The parent of a child of compulsory school age is required by law to ensure that the child regularly attends the school at which he/she is registered. When a child of compulsory school age is absent from school, the attendance register must indicate whether the absence is authorised or unauthorised.

Authorised absence is where the School has either given approval in advance for the child to be away or where an explanation offered afterwards has been accepted as satisfactory explanation for absence.

Parents may not authorise absence; only schools can do this. Should School staff have reason to doubt that the explanation offered about a particular absence is not genuine, the absence should be treated as unauthorised. Children are not allowed, without permission from the Headmaster, to leave early or to be absent for any cause other than illness or emergency.

Parents/carers are required to telephone or email the school office prior to 10am on the first morning of a child's absence to notify the cause of absence. In the case of an extended period of absence through illness, parents/carers are asked to update the School of the child's progress.

Absence may generally be authorised for the following reasons:

- Illness, medical or dental appointments;
- Days of religious observance;
- Family bereavement;
- A child caring for a sick or disabled family member (authorisation should, in such instances, be of limited duration);
- Involvement in a public performance;
- Off-site examination
- Special occasions - the nature of such special occasions will be determined by the school on an individual basis;
- Lateness (when the child arrives after the register has closed and offers a satisfactory explanation).

Excessive amounts of authorised absence may often be as damaging to continuity of learning as unauthorised absence. The school therefore, will only authorise absence sparingly and only after careful consideration, particularly where children have a history of irregular attendance.

When leave of absence is required for some special reason, a letter or an email should be sent, for the attention of the Headmaster, to his PA, on secretary@sthilarysschool.com at least one week in advance of the day for which absence is requested.

Unauthorised absence is where no explanation has been given for the child's absence or where the explanation offered is considered by the school to be unacceptable.

Absence should not be authorised in the following circumstances:

- No explanation is offered by the parent / carer;
- The explanation offered is unsatisfactory (shopping, minding the house);
- Family holidays
- Lateness when the child arrives after the register has closed at 9.00am and fails to offer a satisfactory explanation;
- Special occasions (when the school does not agree that these should be given).

Persistent absence is absence of 10% or more. An individual child is considered to be a persistent absentee, therefore, if his/her attendance is less than 90%, regardless of whether or not the absence has been authorised.

In such cases, parents will be asked to attend a meeting with the Headteacher.

Parents are able to view their child's attendance by logging into the Parent Portal.

What to do if your child is unwell
In order to reduce the risk of cross-infection, please keep your child at home if he / she:

- has been vomiting
- has had diarrhoea
- has an infected discharge from eyes, nose and ears
- showing signs of a rash
- has a temperature

If sickness or diarrhoea has occurred, please keep your child at home for 48 hours since the last symptoms occurred.

Please note that any medicine that needs to be administered at School should come in the original container, named and with clear instructions re dosage, etc. A medical form can be obtained from the school office and needs to be completed and signed so that we have permission to administer the medication.

If you are unsure of the health of your child, please seek medical advice from your Health Visitor or GP.

Updates of changes at home
It is vital that we are informed of any changes to the way we contact you, including telephone numbers, email and address, including any temporary changes. Please also ensure that we are kept informed regarding any changes to the details of emergency contacts. This is for the safety of your child and so that we have accurate records. Please inform the school office as soon as possible of any changes.

It is also important that we are told of any changes that may affect your child's behaviour at Nursery, Kindergarten and Reception. This may include family issues, new siblings, bereavements, moving house and parental absences (e.g. work or holiday). Sometimes children may seem to be unaffected or coping well at home, but may show more signs of distress at Nursery, Kindergarten and Reception.

After School Care
This is a paid for afterschool care service, please see the details included in the Induction Pack.

What to do if someone else is collecting your child
If somebody else is collecting your son/daughter for any reason it is essential that you complete the form available from Nursery, Kindergarten or Reception beforehand. In an emergency, please email or telephone the school office.

Registration & Assembly
EYFS are in the classrooms from 8.00am to receive pupils. Pupils in Before School Care may attend breakfast club in the Pepperpot until 8.00am by members of the Nursery and Kindergarten staff.

Morning registers are taken **at 8.30am** for Reception to Year 6 and **at 9am** for Kindergarten and Nursery. Afternoon registers are taken as soon as pupils return to classrooms/EYFS after lunch.

Registers are completed online through the School Management System.
Assemblies for pupils in Reception, Pre-Prep and Prep are daily.

Snacks and Lunches
We provide a choice of healthy snacks twice a day. These are served in the Reception, Nursery and Kindergarten.

Our food is provided by Thomas Franks who provide healthy, balanced meals that are all prepared on-site. Staff on duty supervise the children at lunch and eat alongside them to encourage good table manners. Allergy information is displayed in a book to ensure children with allergies are only served appropriate food. St Hilary's is a nut free school. Any allergens used are clearly labelled. No food is to be brought in from home, unless it is a School approved snack.

If your child suffers from an allergy then please talk to the Lead First Aider, Miss Trew, who will pass on the information to the catering staff and to your child's teachers. *It is vital that we know of any allergies your child has before they begin at St Hilary's.*

Children in EYFS go into lunch at a similar time (between 11.40am and 11.45 am).

No Nut Policy
St Hilary's Prep School, in line with Surrey schools, implements a no nuts/seeds policy and, for this reason, various strategies have been put into place to enforce this. All on site catering is provided by Thomas Franks who ensure that all eating requirements are catered for and that no nuts/seeds, or food that may contain traces of nuts, are used. We are fortunate that the School catering team provide breakfasts, break time snacks, lunch and food for afterschool and match teas.

The Thomas Frank's handbook states, 'as nut and peanut allergies are so prevalent in children, and because of the risks of food sharing amongst pupils, Thomas Franks Limited have a nut free policy in all of our educational locations. Therefore, products containing nuts or peanuts must not be purchased, prepared or served in any of our educational units.'

Nut/seed allergies are serious and can result in life-threatening situations. Nut / seed allergies can elicit reactions from ingestion, direct contact, or in some cases, airborne contact with nuts or nut products. We rely on the cooperation of the staff, the pupils, and the parents to ensure that no nuts or nut products are brought to school at any time. We understand that pupils are hungry at the end of the school day and may need a snack before attending their club. In order to ensure that we are adhering to our policy, and ensuring the safety of pupils with allergies, please can we ask that only items listed below be given to pupils to eat after school.

- 'Get Buzzing' nut free bars (available online or from Waitrose, Holland and Barrett, Ocado and Amazon)
- Bear Fruit yoyos/nibbles
- Fresh fruits (apples, oranges, banana, grapes, watermelon, pear, kiwi, blueberries, etc.)
- Fresh vegetables (carrots, broccoli florets, bell pepper strips, cherry tomatoes, cucumber)
- Dried fruits
- Popcorn
- Marmite rice cakes

FOSH
The Friends of St Hilary's School exists as a fund raising body providing valuable additional resources for the school and also as a means of bringing parents together in a social capacity. Meetings are held once a term and are open to all parents and include an AGM in the Autumn Term.

EYFS Class Representatives
Parents from each age group are invited to volunteer to act as Class Representative for their child's Class for an academic year. The main role is that of liaison with the Class teacher on general matters and as a point of welcome for new parents to the school.

Website and Parent Portal
Much of the information that parents require can be found on the school's website. This includes an on-line parent calendar. Every Friday our weekly newsletter the 'Friday Notes' is published on the website alongside a list of important dates and information for the next two weeks. Further curriculum resources and useful information can be accessed through our parent portal section on the school website (under Quick Links). Instructions on how to register will be included in your New Entrant's Pack.

Children's Uniform and Equipment

Uniform

Correct uniform should be worn at all times. No jewellery (except plain gold ears studs) is allowed, except where the wearing of a medical alert bracelet is required for a life-threatening illness. Hair longer than shoulder length should be tied back at all times. Children should always wear sensible footwear (no crocs or flip-flops), wear a coat (except on very hot days) and on sunny days, have sun cream applied at home and wear a named sun hat.

All uniform and possessions should be named, and Class Teachers carry out a check on uniform-marking soon after the beginning of each term.

School uniform is supplied by Direct Clothing https://directclothing.co.uk/
The Nearly New shop is in house, please contact Ms Nichols via email on jnichols@sthilarysschool.com

A Uniform List is available to view on the school website under Parent Information/School Shop.

Lost Property

All items of clothing should be clearly named, including watches. The Lost Property Box is situated near the main school office and parents are welcome to search the box for lost items at the beginning and end of the day.

Smart Technology

Despite the obvious distraction that these devices can pose, smart watches are internet and camera enabled and therefore present the same concerns as mobile phones in terms of safeguarding. Parents should not allow their children to wear a smart watch to school.

Equipment

Please ensure all uniform and clothing is named on the inside.

Nursery

- Nursery uniform
- Sun hat / winter hat as appropriate
- Named water bottle

If your child is not potty trained they will need a named bag, containing:

- A complete named change of clothes
- Nappies (preferably NOT pull-ups)
- Wipes
- Nappy sacks
- Nappy Cream

To help encourage independence, please ensure your child wears clothes that are easy to put on and take off.

Kindergarten

- Please refer to the Uniform Leaflet
- Named water bottle

Children in Kindergarten begin to be issued reading folders and phonic equipment when they are developmentally ready and in Reception all children have their own reading folder and resources provided by the school.

Reception

Please see uniform list and please send your child to school with a named water bottle.

School Houses

All the pupils from Reception to Year 6 are allocated to one of four Houses:

- Jekyll - Red

- Meath- Blue
- Mallory- Green
- Hart- Yellow

Each house has a House Captain and Vice-Captain. Siblings go into the same house where possible.

Music
In addition to curriculum Music lessons, children in Reception are given the option of individual or group lessons with a peripatetic teacher and these can take place at any time during the school day. Please find information about these lessons in the Induction Pack. Individual lessons in music are paid for by parents as extras and therefore are arranged with their full agreement. If a child wishes to discontinue lessons, a term's written notice must be given to the teacher in accordance with the peripatetic terms and conditions.

Year 6 Buddies
Reception Class children are assigned a Buddy from Year 6, who accompanies them at various events and who accompanies them to weekly assemblies.

Aims of EYFS St Hilary's Prep School
At St Hilary's we strongly believe in the aims of the Statutory Framework for the Early Years Foundation Stage that "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."[1]

From the time each child starts at St Hilary's, staff work in partnership with parents to ensure that all children are happy, safe and learning. We provide exciting, well planned and well-resourced activities that promote children's learning and independence and prepares each of our pupils with the broad range of knowledge and skills that provide the right foundation for their future progress through school and life.

What is the Early Years Foundation Stage?
The Early Years Foundation Stage (EYFS) is how the government and Early Year's professionals describe the time in your child's life between birth and age 5. It is a framework setting the standards for learning, development and care for children during this period. For further information, please refer to www.foundationyears.org.uk where specific documents can be found.

How we deliver this at St Hilary's Prep School
As the children progress and grow in confidence, St Hilary's Prep School staff provide an increasing range of activities and challenge across a wider curriculum. Continued observation and assessment enable appropriate and exciting activities to be planned and provided. These may include visiting the woodland for a bug hunt, using the bikes to have an adventure, measuring equipment with ribbons, creating huge monsters out of chalk, learning about Diwali through stories and Art and making models of penguins from clay.

As the children move into Kindergarten, we begin to provide some focused phonics and mathematical activities and termly topic activities that link other areas of learning.

We introduce more structure to some aspects of learning within the Reception day. There are daily times for whole class teaching, which increase over the year as children learn to concentrate for longer periods. Children have daily reading activities and a homework task is sent each weekend. In class, children participate in a range of adult-led and child initiated activities, both indoors and outdoors.

Through careful monitoring and observations, specific targets are set for each individual child and all staff are aware of the needs of each child and the support or challenge they may need. To enable children to succeed, lessons are differentiated to provide appropriate levels of support and extension for individual children.

Learning Support and Inclusion
At St Hilary's we value every child and work to engage them in their learning. Some children may need additional targets and/or support along with the individual approach to learning we provide for all. We have our own EYFS SENCO (Special Educational Needs Co-ordinator) who works closely with parents and staff to ensure that every child's needs are met and that each child is challenged, supported and encouraged to learn. Please refer to our EYFS Learning Support and Inclusion Policy for further details.

EYFS Curriculum
The EYFS is organised into seven areas of learning and development, with three of these being Prime Areas of Learning and four Specific Areas of Learning. These are:

Prime Areas
Personal, Social and Emotional Development
Communication and Language
Physical Development

Specific Areas
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Early Learning Goals have been identified within the areas of learning and development and it is expected that most children will achieve these by the end of EYFS (the Summer Term after their fifth birthday). Children will be at different stages towards achieving these goals, depending on their age and development.

Within Reception, Kindergarten and Nursery activities covering all areas of the curriculum are spread throughout the week and are based around a termly or half-termly topic. The importance of offering opportunities for both inside and outside learning and both child initiated and adult led play is recognised and included in planning.

Key Person Approach
Each child will be assigned a member of the EYFS Team as their Key Person and in Reception, this is the class teacher. Their role is to ensure experiences are tailored to meet your child's individual needs, to help them become familiar with their new class, to build a settled relationship with them and to build a relationship with you. The Key Person will work closely with your child and be the first point of contact for you.

Assessment and The Early Years Foundation Stage Profile
Children in EYFS are assessed by on-going observations and identification of next steps in learning. Often these are recorded by the Key Person, but all staff in the EYFS have a good knowledge of the children within their age groups, so successes are recorded and shared regularly.

The Early Years Foundation Stage Profile describes each child's attainment and identifies their learning needs at the end of the Early Years Foundation Stage which is the Summer Term of Reception Class. The profile is based on teaching staff's on-going observations and assessments in all areas of learning and development.

Homework
In EYFS, children take books home from the library and when the children in Kindergarten are ready, they begin to take phonic packs home and early reading books as appropriate. Children in Reception take phonic packs, word cards and reading books home four times a week and a library book once a week.

Parent's Meetings and Reports
Information meetings are held in September by class teachers which outline expectations and important issues for that particular year group.

Individual meetings with staff can be arranged before or after school or during the school day according to the member of staff's availability.

Parent Consultation Meetings are held in the Autumn Term and Spring Term for Reception and Kindergarten. Nursery parents are invited to consultation meetings following the Two Year Old checks.

Reports are sent at the end of the Summer Term to all parents and Reception parents receive an Interim Report in the Spring Term, which precedes Parent Consultation Meetings.

We have an 'Open Door' policy at St Hilary's Prep School. Staff meet and greet at the beginning of each session. Your child's Key Person will usually available for a quick word if there is something you need to pass on. If a more detailed discussion is needed, please arrange an appointment either through the Key Person, room manager, Head of EYFS or through the office. This can be done by email, telephone or in person. Any recorded information can be accessed by parents upon request.

At St Hilary's Prep School we value the importance of good and effective communication with parents. We work to build positive relationships with you to benefit your child's time at St Hilary's Prep School.

Transition to Reception
For those Kindergarten children who are getting ready to join our Reception Class, opportunities are given to them in the final year to visit Reception, to help them become familiar and secure in the classrooms and with staff. They are also asked to join some whole school assemblies and are given their first taste of French.

EYFS Events and Outings

EYFS Offsite or Onsite Educational Visits
We welcome visits from parents who would like to give talks of interest to the children. These can be about different places, cultures or professions.

Reception children are taken on an Educational Visit linked to class topics in the Autumn and Spring terms. In the Summer Term, an Educational Visit or an on-site visit by an outside provider of educational learning experiences will be arranged for all EYFS children.

All children in EYFS are invited to join in with the following annual events:

Nativity
The children in Reception lead the EYFS Nativity and perform a dance, Kindergarten children support in singing and occasional acting roles and Nursery children form part of the Nativity tableau towards the end of the performance.

Bugs and Butterflies Ball
Parents are invited to join their children for a minibeast themed picnic in the Summer Term. Children are asked to be dressed in theme!

Sports Day
EYFS sports day takes place one morning during the latter part of the Summer Term. All children are invited to take part. Kindergarten and Reception take part in the full event, whilst Nursery join for races towards the end. All parents are invited to bring a picnic and stay for lunch.

Sports
The EYFS is naturally an active place, as this is part of the development of the children at such a young age. We have free-flow learning to accommodate active and kinesthetic learners and all EYFS children regularly use our lovely grounds. This can be in planned activities, impromptu opportunities according to the interests of the children, or in environmental circumstance (e.g. snow!).

Specialist Teaching
Children in Kindergarten and Reception enjoy Music lessons with Mrs Wood. EYFS children have sports lessons devised by the Sports Department at an age appropriate level.

Outdoor Learning
EYFS children take part in Outdoor Learning activities and information will be sent home about this separately.

How can you help with your child's learning?
All the activities that you do with your child at home are important in supporting their learning and development, and have a really long-lasting effect on your child's learning as they progress towards and through school. For example, talking, reading, singing nursery rhymes with your child or cooking and baking with them. More ideas can be found at www.earlyhomelearning.org.uk.

We also ask Reception parents to hear their child read each day, although we appreciate there may be times when children are overtired and unable to read. Please sign and date the reading record and write any additional comments, so that we can establish the right reading level for each child. We also send home phonic and name writing activities to practise.

Children can be engaged in practical mathematical activities at home. Useful phrases can be 'How many more..?', 'There are too many, what do I need to do?' and also asking the children in learning the properties of shapes and the concepts of time and money.

How to Prepare Your Child for Reception
All parents hope their children will settle happily into Reception and generally they do, although no child reacts in the same way. Sometimes children can take longer than others to separate from parents. A member of staff will help and it is recommended that parents leave promptly. We will telephone parents to let them know that their child has settled and this usually happens quickly for children.

It is helpful if parents talk to their child about starting school and teach them some independence skills, such as doing buttons, dressing themselves and using a knife and fork.

How to Prepare Your Child for Nursery and Kindergarten
Children joining Kindergarten and Nursery also react in different ways when coming in, as some bounce in through the door raring to go and others need more help to settle. We offer a visit for you and your child where you will have the opportunity to meet with key staff and become familiar with the Nursery and Kindergarten.

If you have cared for your child exclusively, it is advisable to arrange short separations, with a trusted friend or relative. Make sure these visits are enjoyable, always say goodbye and always return promptly. Your child will learn that these separations are for a finite time and they can be happy without you, knowing that you will return.

Does your child have a security blanket or toy?
It may be reassuring for your child to bring a comfort blanket or toy for the first few weeks.

Was your child excited about school for the first days and now says he/she doesn't want to go?
However much a child is prepared for Nursery and Kindergarten, the days are busy and full. New routines are often exhausting and your child may be feeling tired. Your child may also be missing some of the more comfortable aspects of home, so extra cuddles and a leisurely breakfast can help. It is often tempting to ask children for details of their day, but some children can be reluctant to share this information. Please don't worry, this is quite common and it may take time.

We warmly welcome you to St Hilary's School Prep School.

The EYFS Team

References

[1] *Statutory Framework for the Early Years Foundation Stage,* Department for Education, 2021, p5
[2] *Statutory Framework for the Early Years Foundation Stage,* Department for Education, 2021, p6

Reviewed: June 2026
Next Review: June 2027
Person responsible: Mrs Julia Ranger
Approved by: Mr Duncan Sinclair, Headmaster June 2026