



Arley Primary School Early Years Foundation Stage Policy

Every child deserves the best possible start in life and support to fulfill their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

1. Introduction

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself. For young children there is no distinction between work and play. Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the foundation stage, many of these aspects of learning are brought together effectively through playing and talking.

2. Aims of the Early Years Foundation Stage

At Arley Primary School in the EYFS we believe that all children are entitled to the best possible start in their school life, intellectually, physically and emotionally, in order to enable them to develop their full potential. Within our EYFS unit we aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special and are practicing an stages not ages approach towards the children's learning.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.

- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Supporting children to follow British Values.
- Encouraging children to have a positive mindset and feel confident about their abilities by applying 'The Four R's' to their learning (Reflectiveness, Resourcefulness, Resilience & Relationships).
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside, in all seven areas of the Early Years Foundation Stage curriculum.
- Providing appropriate challenge and intervention to ensure every child makes as much progress as possible.

3. The Early Years Foundation Stage framework

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four overarching themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development'

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. (EYFS Framework 2021)

The curriculum is centered on three prime areas of learning:

- **Personal, Social and Emotional Development**
- **Communication and Language**

- **Physical Development**

Providers must also support activities through four specific areas which strengthen the prime areas. These are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

These Areas of Learning and Development address children's physical, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

4. Active Learning through Play

We organise the day to provide a balance between the following:-

- **Child Initiated Activities** - children make choices from within the learning environment to meet his/her outcomes for learning. Children are encouraged to make their own choices and challenge themselves to solve problems and extend their learning through sustained play.
- **Adult Initiated Activities** - practitioners provide the resources to stimulate and consolidate learning.
- **Adult Directed Activities** - children engage in planned activities to meet specific learning outcomes.

At Arley Primary School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS Nursery and Reception settings have an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery. Adults in the EYFS Unit continually observe and assess all the children in order to plan the next steps for each individual's learning. All the planning is based upon the three characteristics of effective learning:

- 1) **Playing and exploring** - engagement. (Finding out and exploring, playing with what they know, being willing to 'have a go'.)
- 2) **Active learning** - motivation. (Being involved and concentrating, keeping trying and enjoying achieving what they set out to do.)
- 3) **Creating and thinking critically** - thinking. (Having their own ideas, making links, choosing ways to do things.)

5. Outdoor Play

"When children play out of doors, they are exercising their growing intellectual and emotional muscles, as well as their physical ones. They are developing the power to think, to feel, to do, to see and understand, to represent and express. They are imagining, puzzling, wondering, exploring, befriending and sharing".

"Can I: Play Out" Outdoor Play in the Early Years - Bradford LEA 1995

Taken from the forward written by Mary Jane Drummond

"The best classroom and the widest cupboard is in the open air".

Margaret Macmillan

Each of the Foundation Stage areas of learning are developed through Outdoor Play.

- Outdoor play is central to young children's learning.
- Indoors and outdoors is viewed as one combined and integrated environment.
- Outdoors is both a teaching and learning environment, where adults interact with children to extend their knowledge, skills and concepts.
- Outdoor design and layout is given careful consideration.
- The outdoor classroom offers children the opportunity to use effective styles of learning - playing, movement and sensory experience.
- Children are given a wide range of open-ended equipment and environments.
- Children are able to control, change and modify their environment.

At Arley we enable children to move freely between the indoor and outdoor classrooms as much as possible.

6. Assessment and Record Keeping

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. At Arley we understand that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of our learning and development process. It involves all practitioners knowing children's level of achievement and interests. We then use that knowledge when planning and to shape teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share.

At Arley we predominately use the online Learning Journal Tapestry to record children's 'WOW moments' over the academic year within all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations within our whole class floor book to showcase our learning. Children also have a Literacy book to record their phonics work and literacy achievements where appropriate. All parents/guardians are asked for permission to display photographs of their child within others online Learning Journals and throughout the EYFS, including on the website. Staff will not use their own mobile phones for taking of photographs within the settings. Cameras and iPads are used for the taking of photographs to provide evidence on Tapestry and within Learning Journals, pictures for the website, classroom displays and for no other use. Parents are actively encouraged to make contributions to their child's Foundation Stage Profile.

All children are assessed on entry using The Reception Baseline Assessment (RBA) which is a short assessment, taken in the first six weeks in which a child starts reception alongside the class teachers own assessment. There is continuous monitoring and assessment of each child's development using the Statutory framework for the early years foundation stage and the Birth to Five non statutory pathways. At the end of the year these assessments will be used to provided a summary of every child's development and learning achievements. Judgments will be made on children's development across all Areas of Learning and Development and progress will be measured from these starting points. Home visits are conducted with Nursery children before starting school to also enable information for base-lining to be gathered so accurate assessments can be made of children on entry to school. Two members of staff conduct home visits together.

Target Tracker is updated at least termly and pupil progress is reported to the Headteacher every half term. Interventions are planned for children to support

them in narrowing any gaps. Pupil Premium children have additional interventions provided for them depending upon their individual needs. More able children have interventions planned for them to challenge them to fulfill their potential. Progress is also tracked by using EYFS Progress Tracking grids to show progress from start of the year to the end. Through Tapestry each child is monitored to signpost where any gaps in learning might be for each child.

Accident records are also kept within the EYFS settings. In the case of any injury an accident slip is completed to be signed at the end of the day by parents and a text message is sent home.. The parents will be told at the end of the day by the class teacher what has happened, provided with the slip and asked to sign the accident record book to acknowledge they have been informed of the accident and any treatment given. If the accident requires further medical treatment staff will telephone parents immediately.

All EYFS staff have been trained in Child Protection and follow the whole school Safeguarding Policy and if necessary complete the required records in accordance with this.

Mrs. Garvin and Mrs Critchlow are both trained Paediatric First Aiders.

7. Planning

The EYFS framework provides a long term plan to follow by ensuring that all seven areas are covered throughout the academic year. The Nursery and Reception teachers decide upon topics which are flexible and follow the interests and needs of the children.

Medium term and short planning is created and takes into account the individual children's interests, learning and developmental needs. Short term planning is flexible and altered as the week progresses taking into consideration children's needs and their next steps.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The settings also make use of the outdoor environments whenever possible. All planning is monitored by the Head Teacher.

Floorbooks are looked at regularly by all EYFS staff and professional conversations are used to discuss childrens progress with SLT frequently to ensure moderation of assessment judgments and coverage of curriculum.

8. Parents as Partners

At Arley Primary School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavor to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. We encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the settings through regular letters, reading records, website class pages, Tapestry online learning journal and informal chatting at the beginning and end of the day. Whole school newsletters are also sent home regularly.

Parents are invited to attend Parent Partnership sessions and INSPIRE workshops throughout the school year. In these sessions parents have the opportunity to work alongside their child and talk with the class teachers about their child's progress. Parents are actively encouraged to make contributions to their child's Learning Journal. Parental questionnaires are sent home to ask for parents' comments, feedback and evaluations of sessions offered. These comments from parents are then used to help inform and plan appropriately for future sessions. Parents' evenings are also held during the course of the academic year. The first of these takes place during the Autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parents' evening takes place during the Spring term where practitioners will feedback on children's learning and development progress. A written school report is sent home during the Summer term reporting on the characteristics of learning for each child and detailing children's attainments and progress over the academic year. All children will be assessed against the Early Learning Goals at the end of their Reception year and will be judged at the emerging or achieving the expected level of development.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits, walks and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning.

Parents may be invited into the setting on other occasions such as class or whole school assemblies and other special events.

Practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

9. Admissions and Induction

Nursery

Arley Primary School provides part-time Early Years education for children in the Nursery year. Children attend for up to five mornings a week with sessions being three hours long. These sessions take place within the EYFS unit with both Nursery and Reception classes sharing the same learning space.

Before they start in Nursery, all children will be invited to a one hour session in order for them to become familiar with the EYFS class and staff. Parents are asked to stay with their child for this session. They will also have a Home Visit in term prior to starting in order to gain information about their health and development and give parents the opportunity to ask any questions they may have. The children will start Nursery and Reception in small groups. Sessions will be shorter to start off with, to enable each child to have the maximum support from the adults in the setting as they settle into their new environment and learn new routines. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the settings. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school. If a child has difficulty settling they are able to attend for a shorter period of time and gradually increase it when they are ready.

Reception

Arley Primary School provides full-time Early Years education for children in the Reception year. This is for children who enter school from September of the academic year in which they will turn five years old. The children will be already familiar with the Reception staff having spent time with them within the EYFS unit ensuring a smoother transition from Nursery to Reception.

Practitioners will also go to visit the children in their current pre-school settings either in person or via zoom storytime sessions if they are not already at Arley Primary School and invite parents to visit the EYFS unit too. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period to Arley Primary School as smooth as possible. In the September children will start school in small groups for a few days before the whole class attends

at the same time. This is to enable each child to have the maximum support from the adults in the setting as they settle into their new environment and learn new routines. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the settings. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

10. Inclusion, Equality, SEND and Valuing Diversity

In the EYFS, as in the rest of the school, British Values, the 'Four R's' and the Arley 8 underpin everything we do. Our new school values are built upon the vision: kindness, respect, independence, empathy, resilience, honesty, tolerance and positivity. These will form the 'Arley 8' and sit at the heart of the culture in our school. We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, special educational needs, ability or disability. Our EYFS is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We consider:

- rights of children
- rights of parents/carers
- rights of students and all staff
- individuals with special educational needs and/or a disability
- those from minority ethnic groups;
- travellers and any other diverse cultural groups or other groups at risk of exclusion or social exclusion.
- those with English as an additional language
- equal opportunities

Our Aims:

1. To ensure all children have full access to Early Years Education through the Early Years Foundation Stage.
2. To ensure all children are able to develop in a caring and considerate environment where the staff and the children are all valued for their contribution to EYFS life.
3. To ensure our EYFS is committed to the early identification of children with Special Educational Needs (SEND) and to adopting clear and open procedures which are outlined in the SEND policy (in line with the revised SEND Code of Practice).
4. To work in partnership with parents who are fully involved in all decisions that affect their children's care and education.

5. To work with agencies and other care providers in a professional and open manner to enable individual needs to be met in a timely and purposeful way.
6. To provide, within available resources, the highest possible quality support, interventions, inclusive care and education for children with SEND or other additional needs.

Purpose of these aims:

1. To meet the individual needs of children in the EYFS.
2. To ensure that Inclusion and Equal Opportunities are put into practice.
3. To raise quality and standards, particularly in reading and writing.
4. To recognise the rights and needs of every child.
5. To encourage parent/carers to use the provision.
6. To increase awareness of staff, families and children.
7. To narrow the gap between boys' and girls' attainment, particularly in reading and writing.
8. To narrow the gap between Arley EYFS writing attainment and the national level.

11. Intimate Care

Intimate care is defined as care involving washing, touching or carrying out a procedure to intimate personal areas which some children may need support in doing because of their young age, physical difficulties or other special needs. At Arley we aim to meet the needs of all our children and promote their welfare. We recognise and assist children with intimate care where needed, and ensure that the children are treated with courtesy, dignity, and respect at all times. Where a child has intimate care needs, a designated member of staff takes responsibility to provide their care. We address issues on an individual basis and put into place a care plan if and when necessary. Due to the developmental stages of the children that we work with, we support them with their personal care: reminding the children to go to the toilet, hygiene etc. to develop their independence. As outlined in the Foundation Stage curriculum, we are responsible for children's personal care skills, as an essential part of Personal Development, in order to be able to access the rest of the curriculum.

12. Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. In the event of any allegations made against EYFS staff they will be reported in accordance with the whole school

Safeguarding Policy. The Head Teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The government document 'Keeping Children Safe in Education' (March 2019) is referred to by all EYFS staff to ensure every child's safety.

13. Supervision

Appropriate arrangements are in place for the supervision of staff who have contact with children and families providing support, coaching and training for the practitioners and promoting the interests of the children. Please refer to the EYFS Supervision Policy for further details about how a culture of mutual support, teamwork and continuous improvement is fostered through supervision at Arley Primary School.

EYFS Staff:

Naomi Garvin (Reception Teacher) FIRST AIDER

Revised September 2021

Review Date: September 2022