



## Armfield Academy

### Early Years Foundation Stage Policy

*“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”*

Development Matters September 2020

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## Aims

At Armfield Academy we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

## Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. The Academy's Early Years Foundation Stage accommodates children from the age of 3 to 5.

## Nursery

At the Academy we have a 26 place Nursery with 26 sessional places (places are offered am/pm or full days) and comprise of the following: Mornings - 8-45am-11-45am, Afternoon - 12-15pm-3.15pm, Full days – 8-45am-3-15pm. Sessions offered are based on parents/carers requirements and the well-being of the child. 15/30 hour Government Child Care Grants are accepted and where additional/top up sessions are required are charged at £4.00 In addition to our core hours of 8.45am-3.15pm, we can offer extended sessions before and after school. These places are limited and need to be booked in advance. The Nursery is staffed with a full-time teacher and a Level 3 Teaching Assistant.

### Reception Classes

The Academy has 2 reception classes with 30 children in each class. The reception classes operate as a through unit where high-quality areas of continuous provision support the development and needs of the cohort. The unit is staffed with 2 Early Years teachers and 2 Level 3 Teaching Assistants. The Reception Class provides a secure learning environment where children are valued and where every child's unique learning potential is developed. Warm caring relationships are established in the class and children are encouraged to develop their creativity and self-esteem. The children are taught in an environment which has high expectations for all aspects of behaviour and learning. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

### Curriculum

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected. The class room is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The room is set up in learning areas where children are able to find and locate equipment and resources independently.

Learning and Development is categorised into three prime areas of learning:

- Communication and Language: Listening, Attention, Understanding and Speaking
- Physical Development: Gross Motor Skills and Fine Motor Skills
- Personal, social and emotional development: Self-Regulation, Managing Self and Building Relationships

Additionally, there are four specific areas of learning:

#### Literacy:

*Comprehension*

*Word Reading*

*Writing*

#### · Mathematics:

*Number*

*Numerical Patterns*

· **Understanding the world:**

*Past and Present*

*People, Culture and Communities*

*The Natural World*

· **Expressive arts and design:**

*Creating with Materials*

*Being Imaginative and Expressive*

4 Achievement of these prime and specific areas of learning is underpinned by the Characteristics of Effective Learning · Playing and exploring - engagement · Active learning - motivation · Creating and thinking critically – thinking

**A unique child**

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

Positive relationships

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

**Enabling environments**

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. The children are provided with a range of rich, meaningful first-hand experiences, in which they can explore, think creatively and are active learners and participants. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child-initiated learning.

**Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes

together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the Academy's 'Special Needs Policy' for greater detail.)

### **Assessment, Recording and Reporting**

- Assessments are made in line with the EYFS
- Daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps · Significant observations of children's' achievements are recorded in their learning journeys which are shared with parents via Class Dojo

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. The profile is moderated internally (referring to the Development Matters [Guidance](#) and our own in school curriculum documents) and in partnership with schools across the Trust, other local schools and the Local Authority to ensure consistent assessment judgements are made. The EYFS profile data is submitted to the local authority.

### **Transitions**

At Armfield Academy we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be as smooth as possible. All children starting in our Nursery are invited into Nursery prior to starting. This enables the child to familiarise themselves with the staff and the setting. These opportunities give parents time to ask questions and share knowledge or any concerns they have about their child. All children starting Reception have opportunities to come into school and spend some time with their new class teacher and other adults working in the unit. Parents are invited to attend a number of Induction sessions during the summer term. Parents of those children coming from different settings to our Reception will be offered a virtual meeting as part of the induction programme.

### **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. In Nursery each child is

assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate.

**Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general including personal hygiene, self-help care, hand washing and the benefits of keeping fit and healthy as stated in the Early Years Statutory [Framework](#)

We also teach E-safety across our EYFS in age appropriate ways. The rest of our safeguarding and welfare procedures are outlined in our Safeguarding and Incontinence and Intimate Care policies.

**Monitoring Arrangements**

This policy will be reviewed and approved by the Senior Leadership Team every year. At every review, the policy will be shared with the governing board for ratification.

**Appendix 1. List of statutory policies and procedures for the EYFS**

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy Incontinence and Intimate Care policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	Medicine Policy Statutory Framework for the EYFS
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy