

Arnold Mill Primary School



Early Years Foundation Stage Policy

2025 - 2027

INTENT

Our Beliefs

When children arrive in our Foundation Unit, they have already learned a wide range of things at home and in other settings. Our responsibility throughout the Foundation Stage is to build on these experiences by providing a happy, secure, inclusive and stimulating environment, and by working in close partnership with parents and carers who have already begun their child's learning journey.

We believe that young children learn best when they are well motivated, feel safe and secure, and experience enjoyment and success. Play is essential in the early years. Through play, high-quality adult interaction and carefully planned teaching, children explore the world around them, develop language and relationships, build knowledge and skills, and learn how to respond to new experiences and challenges.

Our ethos is reflected in the aims of the school.

AMP Aims

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Close cultural gaps/ experiences for all children in our care, (eg knowledge of London, our capital city and other countries around the world).
- Promote a positive attitude towards learning
- To give children the cultural capital that they need to succeed in life, closing the gap between children from disadvantaged backgrounds, children with SEN and their peers
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for future life opportunities, experiences and responsibilities,
- Promote mental health.
- To have a clear progression of skills from FS to year 6.

- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

IMPLEMENTATION

The Early Years Foundation Stage Framework

The Early Years Foundation Stage (EYFS) statutory framework underpins our provision and provides the structure for learning, development, safeguarding and welfare. The EYFS applies from birth until 31 August after a child's fifth birthday. In our school, children may join part-time in F1 during the term after their third birthday, with some children accessing 30 hours of provision. Children begin F2 (Reception) full-time in the September of the school year in which they become five. Other children join Reception after attending a range of pre-school settings.

The EYFS Framework is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Importance and Learning and Development

A Unique Child

Each child is an individual. We aim to know children well, recognise their starting points, interests, strengths and needs, and help every child become a resilient, capable and confident learner.

Positive Relationships

We recognise that children become strong, confident and independent through secure, responsive relationships. Staff develop caring, respectful and professional relationships with children and their families, interact positively with children and take time to listen to them. Each child is assigned a key person when they start attending the setting and parents and carers are informed. This is usually their class teacher.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending learning. We take pride in preparing a stimulating and exciting environment to welcome the children every day. We aim to harness the interests of the children as we plan.

The Foundation Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet or creative. The unit has its own outdoor area and the free flow between inside and outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Children can explore, use their senses and be physically active and exuberant.

Inclusion - Children Learn and Develop in Different Ways

We recognise that every child is different and that children develop at different rates. Our role is to enable each child to fulfil their potential and make progress from their individual starting point. We use warm interactions, praise, encouragement, appropriate challenge and carefully targeted support to develop positive attitudes and a lifelong love of learning.

We value diversity and are committed to equality of opportunity and anti-discriminatory practice. We take account of children's different life experiences, cultures, languages, abilities and needs when planning and teaching. Children with SEND are supported through early identification, appropriate adaptation, partnership with families and liaison with the SENCO and other professionals where needed.

Safeguarding, Health and Welfare

At Arnold Mill Primary School, the safety, health and wellbeing of every child are paramount. We comply with the safeguarding and welfare requirements of the statutory EYFS framework and work alongside the school's Safeguarding and Child Protection, Health and Safety, First Aid, Supporting Pupils with Medical Conditions, Intimate Care and Online Safety policies.

All staff receive appropriate safeguarding training and regular updates, understand how to identify and report concerns, and know the school's designated safeguarding arrangements. New staff, students and volunteers receive appropriate induction. Staff suitability, recruitment, supervision and deployment are managed in accordance with statutory requirements and whole-school procedures.

Paediatric First Aid

At least one person with a current full-course Paediatric First Aid (PFA) certificate is on the premises and available at all times when EYFS children are present, and a suitably qualified person accompanies EYFS children on outings. PFA training is renewed in line with statutory requirements.

While EYFS children are eating, there is always a member of staff in the room who holds a current full-course PFA certificate. This applies to both F1 and F2/Reception children. The PFA-qualified member of staff does not have to be the only adult supervising the children, but must be present in the room and able to respond promptly.

Safer Eating and Drinking

Children are adequately supervised whenever they eat or drink. While eating, children are always within sight and hearing of a member of staff. Where possible, staff sit facing children so that they can monitor eating, reduce food sharing and identify choking or allergic reactions quickly.

Before admission, the school obtains information about dietary requirements, preferences, allergies, intolerances and relevant health needs. This information is shared appropriately with

staff involved in food preparation, handling and supervision. Food is prepared and served in ways that reduce choking risk, and children are seated safely and appropriately.

Any choking incident requiring adult intervention is recorded and parents or carers are informed. Records are reviewed where appropriate to identify any pattern or recurring risk.

Safer Sleep and Rest

Where a child needs to sleep or falls asleep during the session, staff follow the EYFS safer-sleep requirements. Children are provided with a safe and appropriate sleep space, taking account of their age and individual needs.

All sleeping children are frequently checked and remain within sight and hearing of staff. Children are placed down safely, their head and face remain uncovered, and staff take reasonable steps to ensure that children do not become too hot or too cold. Individual sleep needs are discussed with parents and carers where appropriate.

Children's Screen Use

The school has regard to current Department for Education guidance on children's screen use in early years settings. Digital technology is used purposefully, carefully and in moderation to support identified learning and development.

Screen use does not replace high-quality adult interaction, conversation, active play, physical activity, outdoor learning, creative experiences or first-hand exploration. Staff consider children's age, needs and the purpose of any digital activity when deciding whether and how technology is used.

Health, Medicines, Intimate Care and Accidents

We promote good health, hygiene and oral health and take appropriate action when children are unwell or have an accident. Medicines are stored and administered safely in accordance with school procedures, and individual medical needs are recorded and communicated appropriately.

Children's privacy and dignity are respected during toileting and intimate care. Staff follow the school's Intimate Care procedures while helping children develop increasing independence in managing their personal needs.

Supervision, Premises and Risk

Staffing arrangements meet the needs of all children and ensure their safety. Children are usually within sight and hearing of staff and are always within sight or hearing; the specific requirements for eating and sleeping are followed as set out above.

The Foundation environment, furniture and equipment are maintained so they are safe and suitable for purpose. Risk is assessed and managed in a proportionate way so that children can develop independence, learn to recognise hazards and experience appropriate challenge without being exposed to unacceptable risk.

The outdoor area is securely managed and appropriately supervised whenever children are using it. Daily outdoor access is provided unless circumstances make this inappropriate.

At Arnold Mill Primary School we

- Promote children's welfare, health, wellbeing and emotional security.
- Take appropriate action when children are ill or have accidents.
- Support children's behaviour in a way that reflects their age, development and individual needs.
- Meet statutory staffing, qualification, suitability and supervision requirements.
- Ensure children are appropriately supervised, including the specific requirements for eating and sleeping.
- Provide safe, suitable and inclusive premises, furniture and equipment.
- Provide enjoyable, challenging and responsive learning experiences.
- Maintain records, policies and procedures required for the safe and effective management of the Foundation Stage.
- Work in partnership with parents, carers and relevant professionals.

Related school policies: Safeguarding and Child Protection; Health and Safety; First Aid;; Intimate Care; Online Safety; Behaviour; SEND; Educational Visits; and Foundation Stage risk assessments.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents and carers about their child before the child starts at school.
- Offer opportunities for children and families to spend time in the Foundation Stage before starting and provide meetings to share information.
- Maintain an open and approachable relationship so parents and carers can raise questions or concerns.
- Share children's learning and experiences through the school's agreed communication systems and value contributions from home.
- Offer parent/teacher consultation opportunities during the year.
- Provide information about children's attainment and progress, including the statutory EYFS Profile at the end of Reception.
- Provide opportunities during the year for collaboration between children, families and school.

Transition

We develop links with local day nurseries and pre-school settings and, where appropriate, visit children in their current setting before they start school. We gather relevant information from families and previous providers to support continuity and a successful start.

During the final term in Reception, we prepare children for transition into Year 1. Foundation staff and Year 1 teachers share information about each child's learning, development, strengths and needs so that transition is smooth and teaching can build effectively on prior learning. All parents and carers are offered the opportunity to meet their child's new teacher and visit their new classroom to ease the transition.

Learning and Development

There are seven areas of learning and development in the EYFS. All are important and interconnected. Three prime areas are particularly important for learning, development and forming relationships:

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

The four specific areas strengthen and develop the prime areas:

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

Characteristics of Effective Teaching and Learning

We support the characteristics of effective teaching and learning:

- Playing and exploring - children investigate, experience things and 'have a go'.
- Active learning - children concentrate, keep on trying when they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children develop their own ideas, make links between ideas and develop strategies for doing things.

Teaching and Curriculum

At Arnold Mill our curriculum is ambitious, carefully sequenced and responsive to children's needs. We deliver learning through a combination of purposeful play, high-quality adult interaction, direct teaching and child-initiated experiences. Practitioners decide what children need to learn and select the most effective ways to teach it.

Play remains essential throughout the Foundation Stage. As children move through Reception, there is an increasing focus on teaching the essential knowledge and skills within the specific areas of learning so that children are well prepared for Key Stage 1.

At Arnold Mill, F1 children are introduced to listening, sound discrimination, language-rich experiences and early phonological awareness. In F2, reading, writing and phonics are taught through the Read Write Inc Scheme, alongside rich talk, storytelling and Greg Botrill's Drawing Club. Mathematics is taught through a mastery approach informed by the National Centre for

Excellence in the Teaching of Mathematics (NCETM) and is underpinned by the strategies of Karen Wilding..

IMPACT

Observation, Assessment and Planning

Assessment is an integral part of teaching and learning. Staff build a secure understanding of children through day-to-day interaction, observation, professional knowledge and information shared by parents and carers. This understanding is used to identify children's interests, what they know and can do, and what they need to learn next.

Assessment does not require excessive paperwork or long breaks from interaction with children. There is no statutory requirement to keep written records of routine day-to-day observations. Staff use professional judgement and record information when it is useful for teaching, safeguarding, inclusion, statutory assessment or communication with families and other professionals.

Planning is responsive and flexible. Adults use what they know about children to shape teaching, provision, interactions and targeted support. Where a child is not making expected progress or a concern is identified, staff work with parents or carers, the SENCO and relevant professionals as appropriate.

Statutory Assessment

Children in Reception complete the statutory Reception Baseline Assessment (RBA) within the first six weeks in which they start Reception, in accordance with current statutory guidance.

In the final term of the academic year in which a child reaches age five, the Early Years Foundation Stage Profile (EYFSP) is completed in accordance with the statutory framework. The Profile summarises attainment against the 17 Early Learning Goals and supports communication with parents and carers and the child's Year 1 teacher.

Ongoing assessment and professional dialogue between Foundation and Year 1 staff support successful transition and ensure that Year 1 teaching builds on children's strengths, knowledge and next steps.

Monitoring and Review

All Foundation Stage staff are responsible for following the principles and procedures in this policy. The Foundation Stage Lead oversees implementation and quality, supported by the Headteacher and the named governor for the EYFS.

Monitoring may include discussion with staff and children, review of the learning environment and curriculum, scrutiny of relevant records, observation of practice and consideration of children's progress and wellbeing.

This policy will be reviewed as part of the school's policy cycle and sooner where there are significant changes to statutory requirements or school practice.

Document created/revised by	Kelly Broniewska- Foundation Stage Lead
Reviewed	October 2026 - revised in line with the EYFS statutory framework effective 1 September 2026
Next review	Summer 2027, or sooner if guidance changes
Approval	Strategic and Pastoral Committee / Governing Body as appropriate

Reference: Department for Education, Early Years Foundation Stage statutory framework for group and school-based providers, effective 1 September 2026. This policy should be read alongside current statutory guidance and the school's related whole-school policies.

Foundation Stage Policy | EYFS 2026