

Arnold Mill Primary School



Early Years Foundation Stage Policy 2025 - 2027

INTENT

Our Beliefs

When children arrive in our Foundation Unit, they have already learnt a huge variety of things at home and in other settings. Our responsibility throughout the Foundation Stage is to continue to extend this learning process by providing a happy, secure and stimulating environment and work in partnership with parents and carers who have already begun the learning journey.

We believe that young children learn best when they are well motivated and having fun. It is through play that children begin to experience and learn about the world around them and how to cope with life's many excitements 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

This underpins our ethos and provides a robust curriculum structure. The EYFS applies to children from birth to the end of the reception year. In our school, some children join us, part time, during the term after their third birthday (F1). Some children join us full-time for 30 hours of provision. They then start full-time

in Reception in the September of the year in which they are five (F2). Other children join Arnold Mill in Reception after being in a variety of pre-school settings.

The EYFS Framework is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing in different ways

A Unique Child

Each child we receive into our Foundation Unit is an individual and will be encouraged to become a resilient, capable and confident learner.

Positive Relationships

We recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Each child is assigned a key person when they start attending the setting and parents 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 - Learning and Developing in Different ways

We recognise that every child is different and that children will develop in individual ways, at varying rates. Our job is to enable each child to fulfil his or her potential and make progress from their starting point when they join us. We use praise and encouragement to develop positive attitudes to set them on the path to become life-long learners. Our systems for celebrations and rewards are embedded within the whole school.

We value the diversity of individuals in our school. All children at Arnold Mill Primary School are treated fairly regardless of race, gender, religion or abilities. In our school we believe that all our children matter, and we give them every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage we set realistic expectations that meet the needs of our children - boys and girls, those with special educational needs, the more able, children with disabilities, children from all social and cultural backgrounds, ethnic groups and those from diverse linguistic backgrounds.

Safeguarding and Welfare

It is the aim of the school to ensure that all our children are happy, safe and secure and this is reflected in our practise in the Foundation Stage. At Arnold Mill the safeguarding of our children is paramount. All members of staff receive regular updates on safeguarding issues, have taken part in child protection training and know to whom any concerns should be referred. Everyone has access to the safeguarding policies and is made aware of changes in practise. New members of staff and students have induction Health and Safety training from the Site Manager and are given a Training Booklet containing relevant information. A member of staff trained in Paediatric First Aid is always present and available in the Foundation unit and supervises F1 children during lunchtime. Medicines are stored securely and administered under strict guidelines. Any individual requirements are noted in children's records. The Foundation outside area is securely padlocked and always supervised when children are outside.

We aim to help the children to understand the boundaries, rules and limits and why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We designed our outside area with this in mind.

At Arnold Mill Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Arnold Mill Primary School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill or have accidents.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Adhere to the statutory staff-to-child ratios to ensure the safety, well-being and developmental needs of all children in our care.
- Make sure that all adults who look after the children or who have unsupervised access to them hold appropriate qualifications and have received relevant training.
- Make certain that children are always within sight or hearing of a suitable adult, especially during mealtimes and personal care.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Further information can be found in the Whole School Safeguarding Policy, the Health and Safety Policy and the 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 about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school and organising meetings to share information.
- Operating an open-door policy for parents with any queries.
- Sharing the children's 'Learning Journey' with parents via TEAMS and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher consultation evenings per year.

- Sending a report on each child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.

Transition

We have developed links with some of our local day nurseries and pre-school groups. We visit children in their nursery or pre-school settings prior to starting school and make home visits to those children who are not registered in a setting. During the children's last term in Foundation, we prepare them for the transition into Year 1 and liaise with their new teachers. All parents are offered the opportunity to meet their child's new teacher and visit their new classroom to ease the transition.

Learning and Development

The EYFS framework guidance states that "there are seven areas of learning and development that must shape educational provision in the early years setting. All areas of learning and development are important and inter-connected. However, there are three areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building firm foundations for their capacity to learn and form relationships and thrive. "These prime areas underpin all other learning, especially for our three-year-old children during their first year at Arnold Mill.

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We embrace the characteristics of effective teaching and learning in the EYFS.

- Playing and Exploring
- Active Learning
- Creating and thinking critically

We deliver learning for all the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. We believe that the best quality learning is through play, which gives our children opportunities to consolidate their learning. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build on ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They learn through their interactions with the adults in the unit and with each other.

At Arnold Mill Primary our youngest children in F1 are introduced to environmental sounds and phonics. We then teach reading, writing and phonics in F2 through the Read Write Inc. scheme and Greg Bottrill's Drawing Club. This continues throughout Key Stage 1. Mathematics is taught using the mastery approach through 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

Foundation Stage staff use observations to inform planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations immediately lead the direction and pace of the planning which is flexible to allow opportunities for learning "in the moment". This fostering of the children's interests develops a high level of motivation on a day-to-day basis. The staff provide interventional work when and where it is needed to ensure that learning moves forward for everyone.

During their first six weeks in school each child will complete the statutory Reception Baseline Assessment. This will be compared to the child's SATs results at the end of KS2. At the end of the Foundation Stage, during the final term, the children's level of development is recorded against the 17 Early Learning Goals. This is shared with parents or carers and with the Year 1 teacher.

At Arnold Mill we use the online system to monitor each child's attainment through their time in Foundation and beyond. This measures their progress against the expected developmental stages for their age and helps to highlight any potential difficulties as well as a child's strengths. Alongside this we have developed a benchmarking system linked to the EYFS which ensures that learning keeps pace with our teaching and any interventions can be implemented speedily.

Monitoring and Review

It is the responsibility of the Foundation teachers to follow the principles in this policy and for the Lead Foundation Teacher to ensure that this happens. There is a named governor for the EYFS who has the opportunity to meet with practitioners and become involved with the foundation children. The Head Teacher and Lead Foundation Teacher carry out monitoring of the EYFS through observations and discussions.

This policy will be reviewed as part of a two year cycle or when significant changes occur.

Document created by: Kelly Broniewska

Next review: Summer 2027

Reviewed: By Kelly Broniewska in her role as Foundation Stage Lead- amendments made in accordance with new EYFS statutory guidance.

To be approved by: Strategic and Pastoral Committee