



Early Years Foundation Stage Policy

Introduction

'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 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.'

Arnside National Church of England School is a lively and caring community where all are supported, nurtured and encouraged. Our vision is rooted and grounded in love, God's greatest gift, which helps and guides everyone at our school to aspire, believe and achieve. 'Let all that you do be done in love' (1 Corinthians 16.14)

Introduction to Statutory Framework for the Early Years Foundation Stage 1

The overarching aim of the Early Years Policy at Arnside National School is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance, which can be viewed on the school website or by following the link:

[Statutory Framework](#)

The Statutory document states the requirements for schools and early year's settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area, which can also be viewed on the school website or by following the link:

[Development Matters](#)

The EYFS is about how children learn, as well as what they learn. Our children need opportunities to develop their own play and independent exploration. The EYFS staff will help the children to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. We will help children to think, discuss and plan ahead which is key, gathering materials they need to make a den before they start to build. These are ways we help children to develop their characteristics of effective learning.

At Arnside National School we follow the seven key features of effective practice set out by Development Matters:

- ✓ The best for every child
- ✓ High Quality Care
- ✓ The curriculum: what we want the children to learn
- ✓ Pedagogy: helping children to learn
- ✓ Assessment: Checking what children have learnt
- ✓ Self-regulation and executive function
- ✓ Partnership with parents

(In depth detail of each area can be read in the Development Matters document pages 7 to 11)

*'When we give 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)*

Safeguarding

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- Regular safeguarding training, including child protection training and updates for staff.
- Safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues, *ref to e-safety policy, allegations against staff and whistle-blowing policy.*
- The extent to which children behave in ways that is safe for themselves and others.
- Children's understanding of dangers and how to stay safe.
- The extent to which children show that they feel safe and are confident to confide in adults at the setting/school.
- The steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe.
- The necessary steps are taken to prevent the spread of infection, and appropriate action is taken when children are ill.
- The suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.
- The maintenance of records and policies and procedures required for the safe and efficient management of the EYFS and for ensuring that children are safeguarded and their needs are met.
- The suitability and qualifications of the adults looking after children or having unsupervised access.
- The appraisal arrangements, training, support and skills development of staff.
- The effectiveness of risk assessments and actions taken to manage or eliminate risks.
- See whole school policies, safeguarding, behaviour policy, and health & safety policy and risk assessment.

EYFS Provision

The terms 'Early Years' / 'Foundation Stage' in this context refer to children in the nursery and reception.

This policy reflects the school values which are:

- Happy, healthy and secure
- Independent and confident
- Caring and respectful
- Inspired and excited to learn
- Part of a team or family

The main aims of education are that all children, in accordance with their age, ability, aptitude and any special needs they may have, will become active and responsible members of their own community and of society. Children will acquire and develop the following:

- ✓ skills
- ✓ knowledge
- ✓ understanding
- ✓ moral values
- ✓ characteristics of effective learning including independence, curiosity, seeking challenge and staying power.

Staffing

In both Nursery and Reception class there is one teacher and one teaching assistant. Other adult support may be provided by parent volunteers and students. At all times, there is a paediatric first aider present in the foundation stage.

At lunch time Reception class and nursery are looked after by midday supervisors. During other breaks, there are always two members of staff on duty.

Organisation and management of provision:

Early Years provision at Arnside National School is organised into two classrooms. The Nursery can accommodate up to 26 children aged between 3-4 years, between the hours of 9am-3:15pm. The Reception classroom can take up to 30 children aged between 4-6 years. (Depending on numbers, some year one children may be taught alongside Reception and in the afternoons, nursery will also join Reception Class in the afternoons).

A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department and the children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, library, cooking area etc. The Nursery and Reception both have well equipped outdoor areas which are available throughout the day.

Nursery children are admitted the term after their 3rd birthday and are entitled to 15 hours per week (mornings only) or sessions can be paid for and then the children can start the day after their 3rd birthday.

Additional afternoon wrap-around care sessions can be arranged from 12 noon to 3.15pm. Nursery children can also access the school breakfast club 8.00 – 8.50am and 'Arnies' the after-school club from 3.15 – 6.00pm. The additional wrap-around care sessions will accommodate children who meet the 30 hours free entitlement or can be paid for at £15 per session.

In Arnside National School, all children join Reception at the beginning of the school year in which they are five. Initially most children attend on a part time basis to ease the transition to full time education. (Compulsory schooling begins at the start of the term after their 5th birthday).

Organisation and management of the learning environment:

In line with the principles of the EYFS (***unique child, positive relationships, enabling environments, learning and development***) our practice starts with the child and their interests, abilities and skills rather than the curriculum. We offer a play-based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences.

Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's language and communication, personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development that shape the educational program. All areas of learning and development are important and inter-connected.

Prime	Specific
Communication & language Personal, social and emotional development Physical development	Literacy Mathematics Understanding the world Expressive arts and design

Nursery has opportunities to join in with main school collective worship weekly and on special occasions. Reception and Key Stage 1 children have access to RE and daily collective worship. It is a parental right to request that their child be withdrawn from such events.

On a weekly basis, this will include whole school assemblies, key stage assemblies and a church service.

At Arnside National School, we are working towards children achieving the early learning goals by the end of the reception year. Development Matters age related bands (**Unique Child**) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage.

We use the Development matters **Positive Relationships** and **Enabling Environments** when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

The wider curriculum at Arnside National School consists of:

- ✓ Educational visits
- ✓ Visitors, e.g. family members, members of the local community.
- ✓ Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest schools.
- ✓ Links with local community organisations, e.g. Community Hospital / High schools / Business
- ✓ Links with pre-school, playgroups and child minders.

EYFS Planning

Planning takes place on three different levels:

Long Term Planning - Curriculum Mapping

This forms an overview, ensures continuity in progression throughout the school and helps us focus on our medium-term planning:

- ✓ We ensure coverage of all areas using Learning and Development in line with the educational programmes of the EYFS Framework, whole school initiatives and curriculum maps.
- ✓ We follow the requirements for the Diocesan syllabus for RE.
- ✓ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation.

Medium Term Planning

This informs and helps us focus on short term planning.

- ✓ Block of time – two/four/six-week time frame or half term.
- ✓ We include a range of experiences and starting points for activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision.

- ✓ Our daily routines which will include snack or mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction, whole class activities with staff.
- ✓ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for nursery, reception and KS1 children, e.g. Ourselves, seasons, change and growth, etc.
- ✓ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children and their next steps.
- ✓ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs, interests and next steps of individual and groups of children, which will change throughout the year
- ✓ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

Short Term Planning

This takes account of the observation, assessment and planning – '**The Seven key features of effective practice**' (*Development Matters p8*). It provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. We use development matters unique child/ positive relationships /enabling environments to support our planning.

For Nursery, this would include: knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, the characteristics of effective learning, a specific focus on the prime areas and opportunities for phase one phonics, planning for continuous provision and enhancements, large and small group activities and how the needs and interests of individuals are met, and evaluation of provision.

For Reception and KS1, this would include: knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the Diocesan RE syllabus, planning for adult led or adult guided activities, enhancements in continuous provision, activities to support observed interests of the children, whole class and small group activities and how the interests and needs of individuals are met, and evaluation of provision.

Observation and Assessment

On Entry Assessment

In Nursery and Reception, during the first six weeks, the children are assessed using the development matters age-related bands as a guide in order to provide a 'Best fit' baseline.

Information is gathered from previous settings, parents and other professionals, e.g. transition documents from previous settings, observations during induction sessions/home visits, discussions with parents and other professionals, meetings, photographs, samples of children's work. Information collected is collated, organised, analysed and used to inform the provision e.g. learning walls, Wow books and floor books.

Formative Assessment

Throughout the year, Arnside National School uses a variety of informal observations and assessment strategies to develop knowledge of individual progress, in order to inform future planning, e.g. talking to and listening to children, discussion with parents, participating in activities, etc. For collecting ongoing information on a child's progress and achievements throughout the year we record achievements in an individual Wow book to include a range of annotated evidence: photographs, post it notes, samples of child's work and assessments entered onto the school's computer assessment tool, Scholar Pack.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

'Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile'. Statutory Framework (2.11)

Arnside National School use the LA & EYFSP exemplification materials, internal and external procedures for moderation of judgements in relation to the 17 ELG'S in each of the seven areas of learning and development,

We complete the EYFSP for each child, e.g. we use information collected in learning journals and trackers each term. ***'The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution'***. EYFS Statutory Framework (2:10)

In the nursery setting we pass on information on transition to reception, e.g. in nursery we complete a transition profile at the end of the year to provide a picture of the child's progress in all seven areas of learning and development.

From Reception, the information is shared with YR1 staff to ensure effective transition to YR1, they should have at least the profile and a ***'short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.15)'***. Statutory Framework (2.12)

Reporting to Parents

At the end of the reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

Information about the child is shared between staff and parents on an on-going basis throughout the year, e.g. interactions at the beginning and end of the day, sharing Learning Journals (Nursery only), home visits, parents' afternoons or evenings Arrangements for formal information sharing with the teacher who completed the EYFSP

Induction / Parental Engagement & Involvement

Arnside National School collect details of pre-school induction visits, admission information, liaison with nursery or playgroup etc, booklets for parents, arrangements for children starting school, introduction to key person and other staff, contact phone numbers or emergency procedures, sharing information on children's interests and learning with parents, sharing information on any concerns relating to child's progress in the Prime areas and how the child will be supported.

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- ✓ offering parents the opportunity to talk about their child before their child starts in our nursery/ school.
- ✓ inviting all parents to an induction meeting during the summer term before their child starts nursery/school.
- ✓ offering open access(out of COVID restrictions) to the classroom at the beginning and end of the day to share their children's work and chat informally with the teacher about any concerns.
- ✓ encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's progress in the spring term and a written report of attainment and progress at the end of each school year.
- ✓ having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances.
- ✓ offering for children to start nursery/school over the first three weeks of term. We stagger the starting time of each child over this period, so that the teacher can welcome each child individually into our setting. We encourage parents to stay if there are problems with the child's admission.
- ✓ arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- ✓ offering a range of activities that support the involvement of parents. There is regular communication with home through Dojo, the child's reading record, home journals, observations and WOW stickers.
- ✓ In nursery (out of COVID restrictions), parents are placed on a parental rota so that they have opportunity to help and share their child's experience within the setting. In reception parents are invited to come in and hear readers.
- ✓ parents are invited to attend trips off site to help and observe the children throughout the day.
- ✓ parents are encouraged to join the PTA and be active in the organisation.
- ✓ parents are informed and invited to any fund raising events, sharing of good work, special assemblies, children's plays etc to be held at school.

Transition Procedures

Points of transition (When COVID restrictions allow):

Home /Pre-School to Nursery

Prior to starting nursery parents are invited to a parents' induction evening in the summer term. Here the parents get an opportunity to have a look around the setting, talk to the teachers and staff and have a brief presentation about what they need to know. Parents are given 'A get to know you sheet' that they complete for the teacher before the home visit, plus a booklet to take away regarding all the information they need to know. The children start nursery in small groups, staggered over a three-week period.

Nursery to Reception

Prior to starting school parents are invited to a parents' induction evening in the summer term. Here the parents get an opportunity to have a look around the setting, talk to the teacher and staff and have a brief presentation about what they need to know. Parents are given a booklet to take away regarding all the information they need to know.

Reception to Y1

The reception teacher will liaise with the year one teacher, passing on transfer notes and all other relevant information.

Information to be transferred:

Home /Pre-School to Nursery

- ✓ Personal information from parent about child e.g., who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- ✓ Portfolios, Record of achievement / learning journals

Nursery to Reception

- ✓ Personal information from parent / nursery about child e.g., who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- ✓ Record of achievement
- ✓ Information about progress in relation to EYFS

Reception to Y1

- ✓ EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- ✓ Record of achievement
- ✓ On-going assessment documents e.g., reading records, writing assessments, behaviour programmes, care programmes

Liaison with other agencies

Any concerns the nursery or class teacher they will talk to the SENCO, it is then the SENCO's responsibility to liaise with the outside agencies.

The school is committed to work closely with all agencies and individuals when identifying, assessing and making provision for special needs pupils.

Our local LA contact is South Division, A.A.O.

We recognise the importance of seeking expert advice from other educational specialists, educational psychologists, healthcare professionals, social care and any other agency involved in the support of its children. We aim to work closely with them at all stages of assessment and liaise to provide the best standard of care and support for pupils.

Staff Development

All staff working in foundation stage are conversant with EYFS 2021, and procedures for observation, assessment, and record keeping and planning.

All staff will understand attachment theory and key person role. All permanent members of staff will be key person to a group of children, ***'The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate'***. EYFS Statutory Framework (1:16)

The class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and/or staff development interviews, as outlined in the Performance management policy.

The Early Years co-ordinator will ensure that:

- ✓ Appropriate dissemination of training/materials/good practice takes place regularly.
- ✓ A record of INSET activities is maintained.
- ✓ Teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- ✓ There is an assessment of the impact of INSET etc on the quality of teaching & learning.

Resource Audit

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning and for the rest of the time activities are more teacher directed to ensure that each child acquires early literacy and numeracy skills.

Reviewing the Early Years policy

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Review Date	Signature	Position
<i>September 2024</i>	<i>Nick Sharp</i> <i>Leanne Sharp</i>	Head Teacher EYFS co-ordinator