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**ARUNDEL COURT PRIMARY ACADEMY SCHOOL**

**EARLY YEARS FOUNDATION STAGE POLICY**

**The term Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In this policy it is used to describe children who are in our Nursery or Year R classes. This policy is based on requirements set out in the** [**2017 statutory framework for the Early Years Foundation Stage (EYFS).**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

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**1. Aims**

At Arundel Court Primary Academy we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning and well-being. Our school values are integral to everything we do. We support each child’s welfare, learning and developmental needs by:

* Recognising that all children are unique and special.
* Providing a safe, caring and stimulating environment, inside and outside where children feel happy and valued.
* Fostering and nurturing children’s self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
* Encouraging their independence and decision-making, supporting them to learn through their mistakes.
* Providing learning experiences in play which reflect their personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
* Maintaining close partnership work between key practitioners and with parents and/or carers.
* Ensuring smooth transition of all children year on year.

**2. Legislation**

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage (EYFS).](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

**3. Principles**

At Arundel Court Primary Academy, we strive to meet every child’s entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The EYFS is based upon four principles:

* every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
* children learn to be strong and independent through **positive relationships**;
* children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
* **children develop and learn in different ways and at different rates.**

The ways in which the child engages with other people and their environment underpins learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

**4. Our Curriculum**

Our curriculum is driven and designed to meet the needs of our unique community.

The curriculum is also reviewed in the light of national developments, new thinking and research. It strives to encourage a love of learning and allows learning to happen within a child centred approach. It includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings.

**Areas of Learning**

There are 7 areas of learning set out in the Early Years Foundation Stage. The three areas, known as the prime areas of learning are particularly crucial for igniting children’s curiosity and enthusiasm, and for building their capacity to learn and form relationships. These are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

* Literacy
* Mathematics
* Knowledge of the world
* Expressive arts and design

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. Initially in nursery we focus on the prime areas and build on these when introducing the specific areas. All areas are delivered through a balance of adult led and child initiated activities.

The nursery and reception classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors. We also make good use of our local environment and other available outdoor resources effectively to enhance learning and to provide hands on experience for all children.

The curriculum will be planned and overseen by the class teachers, but will be delivered by both the class teacher and early year’s practitioners.

**Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the nursery and reception classrooms with these in mind. They highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

**Playing and Exploring** – children investigate and experience things, and ‘have a go’

**Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**5. Observations and Assessments**

On-going formative assessment is at the heart of our effective Early Year’s practice.

On admission to nursery and reception we receive information about the child from parents and other providers. This information is obtained during home visits, interviews with other agencies and meetings with pre-school practitioners.

In nursery, when a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child’s development in the 3 prime areas. This ‘progress check’ highlights the areas in which a child is progressing well and the areas in which additional support is needed.

In reception, children will complete the Department for Education (DfE) statutory baseline assessments during their first half term (the academic year in which they turn 5). This will be carried out by practitioners who are familiar with the children in the first 6 weeks of joining reception, regardless of when they join the class, unless they have been assessed previously.

The purpose of this assessment is to provide an on-entry assessment of pupil attainment as a starting point from which a cohort-level progress measure at the end of key stage 2 (KS2) can be created. The DfE will provide schools with a series of narrative statements to describe how each pupil performed which will be shared with the parents.

However, the reception baseline is not intended to provide on-going formative information for practitioners and therefore all reception staff will continue to make regular assessments of children’s learning and use this information to ensure that future planning reflects identified needs. Assessment in nursery and reception takes the form of long, short and photographic observations and this involves the teacher and other adults as appropriate. This is recorded online on ‘Tapestry’ which parents will be able to access regularly. Parents and carers are also given the opportunity to meet with their child’s teacher each half term during our ‘Stay and Play’ sessions. At the end of each term they are invited to a formal meeting.

Nursery parents will receive a report once a year. Reception parents will receive two written report on their child’s achievements and development in the Spring and Summer term. More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs.

At the end of each term the attainment is recorded on OTrack. We analyse the data and use the outcomes to plan the next topic and identify next steps.

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
* Exceeding expected levels 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.

**6. Planning**

The school’s curriculum intent is at the heart of our planning where we provide children with first-hand experiences which enables them to develop and learn effectively.

We also take into account the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children’s activities, we reflect on the different ways that children learn and include these in their practice. Practitioners working with the nursery children focus strongly on the 3 prime areas.

**7. Monitoring and Review**

We follow the whole school’s monitoring and assessment schedule. This includes learning walks, book looks and formal observations by senior leaders, subject leaders, governors and Trust advisors. In addition, termly moderation takes places within local authority clusters, which include the compulsory agreement trialling. We use this information to provide support and CPD to all staff as required. There is a named Governor responsible for the EYFS.

**8. Working in partnership with parents and other stakeholders**

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 progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities.

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 can be a class teacher or early years practitioner. Their role is to support parents and/or carers in guiding their child’s development at home and to meet the needs of each child in their care by responding sensitively to their feelings, talking to the parents and working in partnership with them.

The key person also helps families to engage with more specialist support and other professionals, if appropriate.

We also encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual. This supports us in establishing interesting and stimulating learning experiences, responding to children’s needs and interests.

We inform each other of what is happening in the ‘Life’ of the child by:

* Arranging a range of well-planned transition sessions.
* Meeting with providers to discuss each individual child.
* Inviting parents/carers to an induction meeting during the term before their child starts school.
* Half termly parent sessions to encourage collaboration between child, school and parents/carers.
* Visiting children in their home setting before they start Nursery and Reception to have an informal chat with the child and parents/carers about the child’s personal interest, discuss any concerns including medical needs and to introduce the child’s key person.
* Having flexible admission arrangements that enable children and parents/carers to become secure in their environment.
* Sending two summative reports on their child’s attainment and progress at the of Spring and Summer term.
* Offering three parent/teacher evenings per year.
* Sharing regularly the children’s learning through online ‘Tapestry’ journal
* Termly newsletters.
* Informal chatting at the beginning and end of the day.
* Regularly updating the school’s web site

**9. Home Visits**

*See Home Visit Policy*

**10. Health & safety and safeguarding**

Children learn best when they are healthy, safe and they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage (2017). This is outlined in our safeguarding policy.

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent whatever their age. We work with parents towards toilet training at the appropriate age, (Term before they start reception class.) unless there are medical or other developmental reasons why this may not be appropriate at the time. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

We follow whole school procedures for child protection, medicine in school and off-site visits.

**11. Risk Assessment**

All staff will be involved in assessing risks and will collaborate to develop risk assessments for key areas within EYFS. Staff will be involved in controlling risks whilst indoors and outdoors as and when they use it. Environments and activities will be constantly reviewed to ensure safety at all times. Children will be shown and reminded on how to keep safe.

**12. Transition**

We acknowledge the following transitional stages as:

* Home to nursery
* Nursery to reception
* Reception to Year 1.

We believe that best early years practice sees learning as a continuum and that our role is to smooth the way between the child’s home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

Transition is managed in a thoughtful and planned way, taking account of the needs of our children.

We aim to do this by:

* Nursery and reception classes working as a unit with continuous provision and outdoor areas shared at different times of the year.
* Organising summer term transition meetings.
* Taster sessions as required.
* Arranging new intake parent meetings.
* CPD for all staff across EYFS and Year 1.
* Year 1 teachers observing learning at different times during the year to increase their own understanding of the curriculum and the children.
* Moderation of learning journeys.
* To fully consider the EYFS profile scores and how best to plan for individuals/groups of children who are still ‘emerging’.
* Year 1 learning to reflect a balance of adult and child led learning.

This policy will be reviewed by the EYFS and KS1 Deputy Headteacher in the Summer term before the start of each academic year.

**Signed:** *Ms K Stocks* **Dated: Headteacher**

**Signed:** *Revd: C Hetherington* **Dated:**

**Chair of Governing Body**

**Review date: April 2021**