

ARUNDEL COURT PRIMARY ACADEMY SCHOOL & NURSERY EARLY YEARS FOUNDATION STAGE POLICY

The term Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The first two years in school are part of the Early Years Foundation Stage (EYFS), which cater for children from birth to the end of the academic year in which they turn five. At Arundel Court Primary Academy, the Early Years Foundation Stage accommodates children from the age of 2 to 5.

In Nursery, we have capacity for up to 80 three years universal funded places, which includes eight 30 hour funded places. We can also take eight funded two-year-old places, four morning sessions and four afternoon sessions; this will reduce the capacity to 76. The morning session is from 8.30am to 11.30am and the afternoon session from 12.30pm to 3.30pm.

We have three reception classes with a capacity of 30 children in each class. To ensure best practice we have two adults, one teacher and one early years practitioner attached to each class. In addition to this we have an inclusion team who also work within the classes and provide extra support, nurture and intervention where needed.

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

Admissions

Admissions into Nursery will be mostly in September unless there are places available; in this case, we will continue to accept children until we are full capacity.

For Reception places, our current admission arrangements are in line with Portsmouth city council.

Aims

At Arundel Court Primary Academy School 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. The EYFS, and the experiences we offer, are designed to give our children a full and varied range of learning activities through direct teaching as well as play and investigation. Our school values and Curriculum Intent 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
- Supporting and extending children's learning through purposeful observation, evaluation and interaction.
- 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.
- Preparing children for the transition into Year 1.

The Curriculum

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 curriculum is based upon seven key features of effective practice:

1. **The best for every child:** all children deserve to have an equal chance of success
2. **High-quality care:** the child's experience must always be central to the thinking of every practitioner
3. **The curriculum:** the top-level plan of everything we want the children to learn to be ready for year 1
4. **Pedagogy:** helping children to learn
5. **Assessment:** noticing what the children can do and know and planning next steps
6. **Self-regulation and executive function:** help children to build strategies in order to retain information and develop language
7. **Partnership with parents:** to have a strong and respectful relationship with our parents and carers

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS seven areas of learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those who need additional support.
- Work in partnership with our parents, carers and other outside agencies.
- Plan an exciting and challenging learning experience, which meets the needs of our unique community.
- Provide opportunities for our children to engage in play based learning with a balanced adult and child-initiated learning.
- Provide a fun and safe learning environment, both indoors and outdoors.
- Plan and assess children's understanding and learning through observations of children's needs, interests and stages of development across the seven areas of learning.

Areas of Learning

There are seven 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.

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.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. This highlights 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.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated to meet the needs of individual children. In addition to this, where children have been identified as having a specific need, a personalised intervention programme will be in place. (Please refer to the School's 'Special Needs Policy' for

more information.) The needs of children with English as an additional language will be met through planning and use of appropriate resources, alongside our links with outside agencies. (Ethnic Minority and Support, EMAS)

Key person

The curriculum will be planned and overseen by the Nursery and Reception class teacher, but will be delivered by both the class teacher and early year's practitioner.

The 'Key person' approach is aimed at enabling and supporting close attachments between children and practitioners. The key person can be a class teacher or early year's practitioner. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them.

Observations, Assessment and Planning

On-going formative assessment is at the heart of our effective early years practice.

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

In September, a baseline assessment will be carried out in the first few weeks of school. This assessment will inform us of the cohort's emotional needs, as well as academic attainment at point of entry. This information will be analysed within our EYFS team and also inform future planning.

Assessment in the EYFS 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, and carers will be able to access regularly. They will also have an opportunity to meet with the class teacher at the end of each term for a formal meeting. They will receive a written report on their child's achievements and development at the beginning of summer the term. More informally, we endeavour to meet with parents and carers throughout the school year as and when necessary to discuss their child particular needs.

Termly assessments made on children's development against the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated learning across all Areas of Learning and Development. At the end of each term, the attainment is recorded on O'Track, which is our assessment tracking system. We analyse the data and use the outcomes to plan the next topic and identify next steps. At the end of the year, we will assess the Reception Class children against the EYFS Profile Early Learning Goals. This will provide parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Monitoring and Review

There is an assessment schedule in place for all EYFS teacher's to follow. This includes learning walks, book looks and formal observations. In addition termly moderation takes places within clusters. The Head teacher and subject leaders will also carry out monitoring of the EYFS as part of the whole school monitoring schedule. We use this information to provide support and CPD to all staff as required. There is a named Governor responsible for the EYFS.

Working in partnership with the school community

We value our partnerships with the school community and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge in line with GDPR regulations, within our team and with parents, carers, colleagues and other professionals.

At Arundel Court Primary we recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education. We 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.

Parents are kept informed of what is happening in the setting through:

- 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 summative report on their child's attainment and progress at the of the spring term.
- Offering three parent/teacher evenings per year.
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Termly newsletters.
- Regularly updating school's web site

Home Visits

See 'Home Visit' policy.

Health & safety and safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014).

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, unless there are medical or other developmental reasons why this may not be appropriate at the time. We have made the necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. 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.

See Health & Safety and Safeguarding policy

Risk Assessment

All staff will be involved in assessing risks and will collaborate to develop risk assessments for key areas within the foundation stage. This will be reviewed regularly. Staff will be involved in controlling risks whilst indoors and outdoors. Environments and activities will be constantly reviewed to ensure safety at all times. Children will be shown and reminded on how to keep safe.

See Risk Assessment policy

Transition

At Arundel Court Primary, we believe that we should be prepared for the children entering each stage of their learning to ensure continuity of learning and a smooth transition for the child. Careful planning and liaison between staff ensures the transition to Reception and Year 1 is as smooth as possible. The children go to their new year groups for the last 2 weeks in July. (See Transition plan)

Our Aims are to ensure our children;

- Experience smooth transition periods
- Have a similar environment for Year R and Year 1 with the opportunity to initiate activities independently
- Build on and extend their learning in Year 1

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Procedure to be followed in the event of a parent/carer failing to collect their child at the appointed time/ Child going missing/ Child going missing off register

At Arundel Court Primary Academy, we have an obligation to keep any uncollected child at the end of the session, until that child is collected. The school will not release the child to an unauthorised person, even if the collection is late, unless an authorised person telephones to state that because of an emergency a different person will be collecting. The authorised person must give the name and address and a physical description of the authorised person and the member of staff in charge should check this description before permitting the child to leave. We will also ask for a password. In the event that a child is still not collected within one hour of the due time and no contact can be made with the parents or any other emergency number, social services will be called.

Procedure for answering the door

To ensure the safety of all children and staff the following practices will be adhered to:

1. *Answering the door* – The person answering the door will check to clarify identification of the caller before letting them in and for the reason of the call.
2. *Authorised Collectors* – If someone other than the person who dropped the child off at the beginning of the session is going to collect them, staff must be notified and password. If a different person calls to collect a child and the parents have not informed the nursery of this, then the parents' permission must be obtained before handing over the child.
3. *Persons prohibited from collecting children* – All staff should be aware that some children are not allowed to come into contact with members of their own family. In such circumstances a register is kept of each situation and access cannot be granted unless the child's primary carer has been contacted.

Policy on a Child Going Missing

Should a child become lost the following action should be taken:

- Alert the senior leaders of the school or the person in charge who will make enquiries as to when and where the child was last seen.
- Remember the safety of the other children with regard to supervision and security.
- Search the building, the grounds and immediate area.
- If the child cannot be found within 5 minutes you must call the police and Parents/Carers.
- Continue to search, opening up the area, keeping in touch with mobiles.
- Inform others on the site to look.
- When the situation is resolved, review the reasons the child got lost, and take measures to make sure it does not happen again.

- Complete risk assessment for children who are at risk of hiding

Policy on a Child who has disappeared off the register

- Monitor missing child on register when reviewing register
- Refer child to the attendance officer

Review date: July 2024