



Arnold View Primary School

Early Years Foundation Stage (EYFS) Policy

Aspire Believe Achieve

Ready Respect Safe

This policy applies to all members of the school community (including staff, learners, volunteers, parents and carers, visitors, community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).

Policy Reviewed (Date): June 2025

Signed: _____ (Chair of Governors) Date:

Signed: _____ (Head Teacher) Date:

Overview

This policy outlines the provision on offer at Arnold View Primary School for children aged 3-5 years old. These children are in the Early Years Foundation Stage of their education. This policy is based on the Early Years Foundation Stage Statutory Framework (2024).

School Mission Statement

The mission of our school is for everyone to achieve excellence in everything they do. Our core values are *Aspire, Believe, Achieve*, which demonstrate our ambition for everyone in our community to aspire for great achievements, to believe they can do anything and achieve excellence in all areas of life.

School Aims

- For all members of our community to have high aspirations in every area of life, demanding excellence from themselves and others.
- For everyone to be aspirational learners and to see purpose in their learning.
- For everyone to be creative thinkers, who question, create and problem solve.
- For everyone to love to read in every area of their lives.

The Curriculum

The EYFS curriculum consists of 7 areas of learning and development as outlined in the EYFS Statutory Framework (2024). All areas are equally important and interconnected. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 3 prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning 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; and
- *creating and thinking critically* - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

It is our aim that children leave the EYFS with:

- a positive 'can do' attitude to learning
- a willingness to take risks and make mistakes
- high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- perseverance
- a love of learning
- ideas of their own, that they can plan and follow through
- an ability to express fears to relieve anxious experiences in controlled and safe situations
- a love of reading

Parental Involvement/Transition

We recognise that parents know their children best. We value the contribution they make and encourage them to play an active part in their child's education both at home and at School.

Initially, parents are invited to a transition meeting to learn about the setting and the routines and expectations. This happens for children who are starting in our Nursery and our F2/Reception class. Children and parents are invited to a number of 'stay and play' sessions when starting in our Nursery and then to transition days when starting in our F2/Reception class. Parents are encouraged to ask questions during these events and to share information about their child through 'All about me' forms.

Throughout the school year, parents are invited to a variety of events including but not limited to:

- Encouraging parents to share their child's significant events with us through Class Dojo and/or the Parent comments sheets which form part of the children's Learning Journals.
- Topic launch activities and/or End Outcome events.
- Mother's/Father's Day activities.
- Parents Evenings to discuss progress and look through their child's Learning Journal and work books.
- Information sessions/workshops .e.g. Phonics Workshop.
- Trips in the local area and further afield.
- Sports Day.
- Easter Bonnet Parade.

Enabling Environments

“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers” (EYFS Framework 2024).

Arnold View’s dedicated EYFS environment plays a key role in supporting and extending children’s development. EYFS staff observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning both inside and out.

Nursery and Reception children have free flow access to all indoor and outdoor provision. We are very lucky to have a large, enclosed outdoor area set aside for Child Initiated Learning (CIL), as well as having regular sessions in our onsite Forest School area. Our F2 children also have access to the whole school site during OPAL lunchtimes, providing them with a wide variety of play and risk taking activities.

Children enjoy the opportunity to explore, use their senses and be physically active. Exploring, thinking about problems and relating to one another helps children build their self-confidence and development in all 7 areas of learning. Planned activities, high quality resources both indoors and out support this. Our EYFS unit encourages children to explore and learn securely and safely. We have worked hard to ensure communication friendly spaces for children to work in small groups or pairs to encourage both social skills and communication and language development. Staff are skilled at supporting and challenging the children’s learning. We provide a nurturing and creative environment for children to explore the seven areas of learning with increasing independence.

Assessment and Tracking

Please see the whole school assessment policy for further details.

Safeguarding and Welfare

Please see the whole school Safeguarding policy for further details.