



Early Years Foundation Stage Policy

September 2025

Signed (Chair of Trustees):	
Date:	September 2025
Date of Review:	September 2026

Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

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Aim

To provide an excellent educational experience for all pupils and give our pupils a foundation for future development which continues into adulthood. We want to enable pupils to develop as confident, independent learners and to promote a safe and happy environment through co-operation and with respect for one another. We celebrate and value similarities and differences within the school and the wider community and develop within our pupils a sense of self-respect and self-discipline and to ensure school readiness so that children are ready for the transition into year 1.

We believe that effective education requires both a relevant and robust curriculum and practitioners who understand and are able to implement the curriculum requirements, it also requires practitioners who understand that children develop rapidly during the early years, physically, intellectually, emotionally and socially. Practitioners should ensure that all children feel included, secure and valued. The early years' experience should build on what children already know and can do. No child should be excluded or disadvantaged.

Parents and practitioners should work together in an atmosphere of mutual respect. To be effective, an early years curriculum should be carefully structured, recognising different starting points; relevant to levels of need; indoors and outdoors. There should be opportunities for children to engage in activities planned by adults with the understanding of what is required to move the children to the next stage of their learning and those that they plan or initiate themselves.

Practitioners must be able to observe and respond appropriately to children informed by a knowledge of how children develop and learn. Well planned, purposeful activities and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioners.

Admission, induction and entry arrangements

Admission is a combination of direct contact and entry into the nursery (non-statutory) and the local authority policy. Induction and entry arrangements will be through the school office, including the age of admission and transfer.

Arrangements for admission to our nursery are:

Parents are encouraged to apply for a place for their child by their second birthday. Initially places are offered to children as soon as they are three years old. Application forms for admission are available from the school office. The school has adopted the Admissions Policy.

Session times

All children must be accompanied to and from school by an adult. Children are only released at the end of the day to a relative/carer or known adult. We use a password system if

alternative collection arrangement is made by parents. For the nursery, typically, sessions start at 8.55am and finishes at 11.55am (AM session), 12.25-3.25pm (PM session). Contact the school office for session times as there may be slight variations. Reception classes run from 8.55am – 3.25pm.

We provide a healthy snack for nursery children during the session. Reception children are offered fruit during the day. We provide a lunchtime meal for children in Reception. All school lunches are currently free for every child. Children may bring a packed lunch. Advice on contents is available from staff or the school.

Organisation of classes:

Children aged from two to four attend the Nursery. After a child's fourth birthday they will transfer to the Reception class. There is only one intake September in the year they turn 5. All groups are supervised at all times by a trained member of staff. Small groups working with students or parent helpers are always supervised by members of staff.

Outdoor play:

The outdoor play space is securely fenced and provides an ideal, safe, play space where children can develop their physical skills and learn to share with others in structured and informal play. Outdoor activities are planned with and are given as much thought and importance as the indoor activities - in accordance with the EYFS. All children are encouraged to participate in outdoor and physical activity. Outdoor play is a very important part of children's development. Children will go outside to participate in all weathers and parents will need to ensure that they are suitably dressed. If a child is not well enough to go outside they should not be in school. Reception children all take part in weekly Physical Education and Music sessions.

Whole school activities:

The Nursery and Reception classes join together for celebration assembly when it is appropriate. The Reception classes begin to participate in assemblies from the autumn term for aspects of the curriculum. Children have access to the school library, Physical Education equipment, computers and indoor and outdoor cooking facilities.

Information for Parents and Carers, and Opportunities for them to join our activities.

The following information is provided for parents:

Before admission:

Information for parents is a booklet provided for parents who are interested in applying for a place at our school. The prospectus contains information about Early Years provision. Each parent has a meeting with a member of the school team before their child is admitted. We also visit their house before the child starts nursery, to establish home/school links and to familiarise the child and parent with their key person, where possible.

There is a session of parent time each day in the nursery at the beginning of the sessions. This enables parents to settle their child and to leave them happily engrossed in their learning.

In Reception there is a morning sessions of parent time each week. Information on emergency contacts and medical conditions is collected for each child and regularly updated.

After admission:

Parents are encouraged to join trips and visits within the community. Parents are encouraged to share their skills and interests with the children. Parents are encouraged to join the Parents Group. Curriculum information sessions are planned each term, where parents can learn about activities. Curriculum documents are displayed on the website for parents to read.

The Early Years Foundation Stage Curriculum

It is important for parents to know what we teach children and how the children progress across the curriculum.

Early Years Curriculum Overview

Subject	Term	2-year-olds	Nursery	Reception
Mathematics	Autumn	Developing counting behaviours	Number recognition and place value	Develop fluency with whole numbers, counting and place value. Use properties of shape
	Spring	Developing counting behaviours and recognising objects up to 3	Develop number fluency including chanting and recognise shapes	Develop fluency with whole numbers, counting and place value. Use a range of measure to describe and compare different quantities
	Summer	Developing counting behaviours and recognising objects up to 5	Develop fluency, sort different shapes and compare different quantities	Consolidate mental fluency with whole numbers. Use a range of measures to

				describe and compare different quantities
Reading	Autumn	Sustain interest in stories	Develop pleasure and motivation to read	Discuss new words to know their meaning
	Spring	Sustain interest and begin to retell parts of stories	Being motivated to read and understand meaning	Develop early skills of inference
	Summer	Sustain interests in narratives and then join in	Develop pleasure to read	Make inferences and discuss what might happen based on what has been read
Phonics	Autumn		Blend and segment orally	Learn consonant and vowel diagraphs
	Spring		Blend for reading	Read and spell words containing adjacent consonants and polysyllabic words
	Summer		Blend for reading and segment for writing	Learn new graphemes and alternative pronunciations for these
Grammar	Autumn	Begin oral construction of simple sentences	Develop simple sentences orally	Develop grammar for speaking and writing
	Spring	Speaking audibly	Increase understanding of standard English	Begin to use conjunctions to join sentences orally
	Summer	Oral construction of sentences with fluency	Speak with increased accuracy	Use distinctive features of grammar in speaking
Writing	Autumn			Say sentences aloud before writing them
	Spring			Reread sentences to check the meaning is clear
	Summer			Collect ideas to compose and sequence sentences
Understanding the World	Autumn	People, families and roles in society	People and families have roles in society	Understand people's cultures and the world around us
	Spring	Language for food, materials and sustainability	People, culture and communities	People, culture, communities and everyday materials
	Summer	Explore and understand the natural world	Natural world, countries and continents of the world	Our natural world including similarities and differences between countries
Expressive Arts and Design	Autumn	Be expressive, imaginative and curious	Expressive, imaginative and curious	Expressive, imaginative and curious
	Spring	Create and innovate	Create and innovate	Create and innovate
	Summer	Expressive, imaginative and confident	Create and showcase art	Create, present and showcase art
Communication and Language	Autumn	Listen with interest	Listen and contribute	Be curious about new words and explore meanings

	Spring	Listen and respond	Build vocabulary, ask and answer questions	Use simple and compound sentences orally
	Summer	Listen and respond in simple sentences	Use vocabulary to describe, explain and respond to questions	Use tenses correctly and orally construct sentences with meaning
Physical Development	Autumn	Develop strength with fine and gross motor skills	Develop motor skills	Develop coordination and movement
	Spring	Strengthen motor skills and being active	Build strength and coordination	Develop movement and flexibility
	Summer	Develop resilience and physical strength	Movement and coordination	Master coordination and movement including dance
Personal, social and emotional development (PSED)	Autumn	Understanding self and others	Understanding own feeling and others	I am unique
	Spring	Being safe and healthy	Managing own feelings and being healthy	Setting and achieving goals, staying safe and healthy
	Summer	Being considerate	Healthy relationships	Friendships and growing up

Staffing

Our nurseries and reception classes are staffed by qualified staff. Qualified teachers, qualified nursery nurses, and teacher assistants. Teachers always consult with other staff before completing individual records and reports to parents. Key workers play vital roles in supporting children and families.

How do we improve our teaching skills and knowledge of how children learn?

Appraisal and performance management:

The arrangements for performance management, appraisal or professional development include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified. We also ensure regular staff supervision, an effective tool to support safeguarding and collaboration to keep children safe academically, emotionally and physically.

How do we involve parents? How are parents involved in the EYFS curriculum, how do they have access to the activities and to reports on their children's progress?

Our parents are partners in children's learning. We value their opinions and the information they can give us, and we involve them whenever we can. We run parenting classes and other training. We provide support for bi-lingual families and those who do not speak English. Support and advice for parents of children with special educational needs is readily available. Parents help in school activities and homework activities such as shared reading.

Parents' classes, coffee morning and toddler groups provide information and guidance about services, curriculum and provide social opportunities. We have parent's time in the

nursery and reception classes. We visit families before they start at the nursery, where possible.

Child profiles are available to parents at all times. Parents are invited to contribute to their child's profile in the comments section. Parents are encouraged to attend workshops for the following - literacy, numeracy and the Bug club phonics scheme. Parents are encouraged to comment about their child's progress and interests through termly questionnaires and parent evening meetings.

How do we involve other agencies and the local community?

Support services, inter- agency links, community features.

The Local Community

We use the opportunities offered by the local community in the following ways:

- visiting local parks, shops and other attractions
- people in the locality who come to talk to the children (theatre groups, police, fire officers, nurses, local charities etc.)

Professional and Local Services

We have strong links with the following services:

- pre-school home visiting team service
- the school counselling service
- school health and health visiting
- speech therapy
- education welfare
- social services
- family support

How do we know how well the children are doing?

Baselines, assessment, recording, reports, records of achievement, moderation, portfolios, target setting etc. Liaison with previous and future educational settings within the school and the community.

Assessment procedures

We use the EYFS framework and national baseline procedures.

Our assessment procedures are:

- All evidence is collected through regular observations.
- After 15 sessions in the nursery the child's profiles are highlighted
- The children's profiles are highlighted once a term
- The final assessment is carried out in the final 1/2 term

How do we know how well the curriculum is working? How do we monitor and review the policy in action?

The general principles for monitoring and evaluation are contained in the whole school policy for monitoring and evaluation. These principles were agreed by all staff.

- observation and other ways of monitoring
- curriculum evaluation - we evaluate each topic at the end of a half term period.
- staff discussions - staff meeting agendas regularly
- inspection (including significant findings of previous inspections)
- use of LA/advisers/independent consultants, and use their perspectives to extend our internal monitoring.