



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

FOREST SCHOOL



Reviewed by	Mr. Naveed Iqbal	Reviewed Date	October 2025
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Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the [2021 Early Years Statutory Framework](#) and the [National Curriculum for England](#).

Structure of the Early Years Foundation Stage

Foundation Stage 1 and 2 children attend school from 7.45am until 13.00pm each day with a sibling club offered in the afternoons by teaching assistants for those with older siblings.

Induction schedules are communicated to parents prior to the start of the academic year and allow children to settle into the school routines.

Curriculum - EYFS

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS and is enhanced with specialist teachers in Arabic and Physical Education.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 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

In addition to the above, students in Foundation Stage 1 and 2 study Arabic as part of their learning with two lessons a week being led by specialist Arabic teachers and an Early Years Immersion teacher supporting in class for one third of the timetable.

Curriculum – Years 1 and 2

The Infant School curriculum (Key Stage 1) is outlined in The National Curriculum for England. The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ⁴		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

In addition, the infant school follow an enhanced Ministry of Education curriculum with Islamic Studies, Arabic Studies and Moral, Social and Cultural studies being taught across the relevant year groups.

As part of the enhanced curriculum, Forest School lessons are taught by specialist teachers as well as additional opportunities for outdoor learning across all subjects.

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners are encouraged to modify planning to meet the needs of all students within all lessons.

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

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually moves towards more adult-facilitated activities to help children prepare for more formal learning in the Junior School.

Assessment

At GEMS Metropole School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS Arc Pathways profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Exceeding expected levels of development
- Meeting expected levels of development
- 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.

At the end of Year 1 and 2, pupils are assessed against all National Curriculum and Ministry of Education subjects and attainment and progress is shared with parents.

Working with Parents

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 through regular parent engagement meetings and written reports.

Safeguarding and Welfare Procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy which can be found on the [school website](#).

Monitoring Arrangements

This policy will be reviewed and approved by Head of Infant School every year. At every review, the policy will be shared with the LAB.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See Escalation Policy