

Infant School Policy 2022 – 2023



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Approved by:	Mr. Naveed Iqbal
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1. 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

2. Legislation

This policy is based on requirements set out in the 2021 Early Years Statutory Framework. As well as the National Curriculum for England for Y1 and Y2.

3. Structure of the Infant School

Foundation Stage 1 and 2 children attend school until 12.30 each day. Induction schedules are communicated to parents prior to the start of the academic year and allow children to settle into the school routines.

Year 1 and Year 2 children attend school from 7.45am until 3.05pm. A reduced timetable is available for those children who require a shorter day at the start of the school year to support transition.

4. Curriculum

GEMS Metropole Infant school setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS and NCFE, and is enhanced with specialist teachers in Arabic and PE.

Year 1 and 2 have the addition of a Performing Arts specialist teacher.

The EYFS framework (FS1 and FS2) 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

The National Curriculum for England (Y1 & Y2) includes the following areas of learning.

- English
- Mathematics
- Science
- Physical Education (PE)
- Design Technology
- ICT
- Art and design
- Geography
- History

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas in the EYFS.

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 a challenging and enjoyable experience. 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.

Staff plan for small group teaching throughout the infant school to support the transition throughout the Infant school.

4.2 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 shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Year 1 and 2 also follow a mixture of adult led and child led activities, that build on what the child has been learning in the EYFS. "Discovery" learning builds on the continuous provision of FS1 and FS2.

5. 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 profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development 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.

In Y1 and Y2, teacher capture learning and will use a mixture of photographic and written evidence. This is reflected in their school reports using the following wording:

- Working towards the expected level
- Working within the expected level
- Working above the expected level

6. 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.

The following communication is used:

- Weekly class teacher email
- Weekly Infant school newsletter
- Half termly curriculum newsletter
- Twice annually parent meeting
- Yearly curriculum booklet
- Five school reports

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. 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 complaints policy