



EYFS Curriculum Policy

Document Status

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Our Vision

Young children learn best through first-hand experience and when they are interested and motivated to learn, they develop a love of learning. We aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of learning opportunities.

Curriculum

In our Federation, we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

Our EYFS Curriculum

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned with the children's interests in mind
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real-life problems and situations
- strives to encourage and develop a love of learning
- lets learning happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings



- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multicultural world in which they live

Our Federation follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This document defines what we teach and details the specifics of our setting and school.

The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

The Prime Areas of Learning and Development

1. Personal, Social and Emotional Development

This area focuses on making relationships, self-confidence and self-awareness, and managing feelings and behaviour. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

2. Communication and Language

This area encourages developing competence in listening and attention, and in understanding and speaking.

3. Physical Development

This area focuses on the child's developing physical control, moving and handling, and health and self-care.

The Specific Areas of Learning and Development

4. Literacy

This focuses on reading and writing. Children are taught phonics throughout the EYFS.

5. Mathematics

This area focuses on learning through practical activities and on using numbers and understanding shape, space and measure.

6. Understanding of the World

This area focuses on children's developing knowledge and understanding of their own environment, through learning about people and communities, the world and technology. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and ICT.

7. Expressive Arts and Design

This area focuses on the development of the child's imagination and her or his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning.



Characteristics of Effective Learning

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parents their children's individual dispositions and attitudes to learning. This will be assessed using the Characteristics of Effective Learning which are:

- Playing and exploring – engagement Children investigate and experience things and events around them and 'have a go'.
- Active learning – motivation Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- Creating and thinking critically – Children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

Planning

Through planning, teachers ensure that there is a balance of adult led and child initiated activities across the day. During child-initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning. This is then recorded and then fed back into the planning in order to ensure that the topics being covered reflect the children's fascinations currently within the class. By being fluid in this way current topics can be readily introduced and adapted. This allows for spontaneity within our Foundation Stage and allows for unexpected occurrences, such as a butterfly in class, birthdays, new siblings, the window cleaner, to become an integral part of our learning.

Direct Teaching

At specific times in the day the children will take part in an activity that is teacher led. Such sessions include daily phonics lessons, daily reading and daily maths/counting experiences, as well as teaching new skills to support their learning within the classroom environment and also in our extended outdoor classroom. In the early stages of the year, this will be based on the very important task of learning and consolidating letters sounds and the remaining phonemes required to start the process of learning to read. All direct taught sessions are carefully planned and tailored for each group using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

Learning Through Play

Children's play reflects their wide ranging and varied interests and preoccupations. Children learn best from activities and experiences that they have initiated and play with peers is important for children's development. We carefully plan our environment and provide opportunities to reflect these interests to inspire them further, whilst also making sure that children also have the opportunity to extend and practise the skills they have learned through direct teaching. Constant opportunities are provided for children to be able to make their own decisions and choices in order that they can become independent, confident and happy learners as soon as is possible for each



individual child. Some children will need gentle encouragement in this step as they become more comfortable in their new setting. Through play, children explore and develop learning experiences, helping them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children in our Federation soon grasp the rules we have in our Foundation Stage. They see the high expectations we have in every aspect of our day and delight in trying to meet these. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections and come to new and better understandings and ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults can support them in making connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. Children have the choice to be outside during the entire day, unless there are exceptional weather conditions. There are provisions for a typical British winter. Lots of puddle suits and wellies!

Assessment, Recording and Reporting of Progress

Assessment is an essential and important part of the Early Years for children's learning and development. Assessment takes a variety of forms in order to gain an understanding of each child's level of understanding. These can be through observations, photographic evidence, examples of work and parental conversations. Assessment occurs throughout any taught session as well as during free flow times when children are embedding and extending any previous learning. These assessments will then be used to shape and adapt any future learning. This is updated on an 'on entry, termly and end of year' tracking sheet. Observations are taken using photos, videos and making notes while observing what the children are doing or saying. From such observations we can ascertain what the next steps are for the children. We are then able to share these experiences with the children's parents on an almost daily basis. This is a two-way process whereby parents are encouraged to input observations of their own.

At Sharow, the use of Tapestry allows parents to add comments to post and like observations they can view. As it is an app based 'Online Learning Journey', it is highly accessible as parents can access on mobile phones, tablets as well as on computers.

On entry to Reception a baseline assessment is carried out for each child and at the end of each term assessments are collated to track how well the children are progressing. Opportunities for a Parent Teacher Consultation are provided in the Autumn and Spring terms to provide information about children's progress and to discuss the children's learning journey, to talk about children's strengths, achievements, interests and next steps for Reception children. We have an "open door" policy at school for parents to come in to discuss any issues with adults in the EYFS Unit. These form the basis for the monitoring of pupil progress as the children progress through school.



On-going teacher assessments are undertaken in line with the Foundation Stage Profile and these form the basis for the end of year report to parents. We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, the school nurse, Speech and Language Therapy, outreach teachers and other relevant adults
- in-house moderation across the EYFS team
- moderation with the HART Cluster
- moderation with the Local Authority

Inclusion

In our Federation, we value the diversity of all children in our school. We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. Assessments and teacher observations are used to identify children who may have specific needs within the first half term and ongoing through each child's primary education. Results of assessments are used to ensure that a differentiated curriculum is offered to such children to meet their needs.

Safeguarding and Children's Welfare

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance. Our school has rigorous Safeguarding and welfare policy and procedures that are used to identify anyone at risk or harm of radicalisation that sets out clear procedures for reporting any concerns. See our federation Child Protection Policy available on the school's website.

Induction and Transition

Parents of children who are offered a place in Reception are invited to an induction meeting in July. Children visit for 2 half day session the term before admission. More sessions will be made available if it is deemed necessary. We endeavour to be flexible wherever it is possible in order that all children can attend two sessions.

To ensure the best possible transition we:

- value the parent as the first educator of their child
- make contact with our feeder pre-school within our new intake to discuss essential information on every child
- share important information about our school during new-parents meeting
- use written information sent by pre-schools to inform early planning



Partnership with Parents and Carers

The school recognises the huge importance of establishing effective relationships with parents/carers in ensuring the children flourish. Parental involvement is actively encouraged. Parents are very welcome to chat to staff prior to the start of the school day or at the end of the school day giving them opportunities to discuss any concerns with staff. Staff ensure that parents are well informed about the curriculum their child is experiencing through Tapestry, home school diary, notes, letters and the school website. Staff take the opportunity at the end of the day to talk to parents about significant achievements or any concerns. Throughout the year, parents are invited to attend "Learning Together" sessions that help support their child's development at home. Parents are very welcome in the Reception classroom talk about interesting pets, hobbies or jobs.

Monitoring

The Headteacher and Early Years Leader is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan and EYFS Action Plan as necessary.

The Reception Team

Our Reception team consists of experienced adults who are skilled. They understand the needs of the young child and how best to create an environment to enable a love of learning. Our aim is that it is hard to distinguish between teacher and teaching assistants in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability by learning through play and enjoyment.